



**Certification Self-Study Report:**  
**NCAA Division I Athletics**

Draft for Public Comment

April 2006

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# I. Introduction to Self-Study Report

## A. INSTITUTIONAL INFORMATION

- Name: **University of California, Davis**
1. Type of Institution: Public
2. Date of Founding: 1908. UC Davis became a comprehensive campus of the University of California in 1959.
3. Special Affiliation: In 1905 the Governor of California signed into law the Act establishing a university farm school for the University of California.
4. Coeducational: Yes
5. Total Enrollment: 29,637 in Fall 2005 <http://facts.ucdavis.edu>  
22,735 Undergraduate Students  
4,051 Graduate Students  
2,851 Professional School Students
6. Number of Faculty (FTE): 2,142 (including 1,450 ladder-rank full-time faculty)
7. Highest Academic Degree Awarded: Doctorate
8. Governing Entity: University of California Board of Regents
9. Accreditation
- (a) Regional accred. agency: Western Association of Schools and Colleges (WASC)
- (b) Most recent self-study: 2002 <http://wasc.ucdavis.edu/>
- (c) Current accred. Status: Accreditation reaffirmed by WASC in 2003

## B. ATHLETICS INFORMATION

1. Subdivision Status: Nearing completion of transition to I-AA
2. Conference Affiliations: Big West (17 Sports) <http://www.bigwest.org/>  
Great West (Football) <http://greatwestfootball.cstv.com/>  
Pac-10 (Wrestling) <http://www.pac-10.org/>  
Mountain Pacific Sports Federation (Gymnastics and Lacrosse) <http://www.mpsports.org/>  
Western Water Polo Association (Men's & Women's) <http://www.westernwaterpolo.org/>

Western Intercollegiate Rowing Association  
(Men's and Women's Crew)

3. Athletics Program Structure: One Combined Athletics Dept. (Men's & Women's)

4. Date of Major NCAA  
Infraction Case(s) Since  
Previous Self-Study:

N/A (This is the first Self-Study for UC Davis)

5. Significant Events (dates) in  
History of UC Davis Athletics:

- 1909 - First athletic competition (All-Yolo League track meet).
- 1915 - First ever football game (9-0 loss to St. Mary's).
- 1919-20 - First Aggie Wrestling, Boxing and Cross-Country competitions.
- 1920s - Aggie nickname adopted.
- 1920s - Campus designates the mustang as the school mascot in honor of Gun Rock, the son of famed racehorse Man o' War, who was brought to the campus in 1921 to breed Army cavalry horses. Current mascot also named Gunrock (now one word).
- 1929 - Aggie Football team wins Far Western Conference title.
- 1930s - Aggie Boxing team wins 1933 Pacific Coast Intercollegiate Competition. UC Davis hosted the Pacific Coast boxing tournament several times in the 1930s and hosted the national boxing championship in 1937.
- 1941 - Elton Tobiassen captures the NCAA Boxing title at 145 pounds, becoming the school's first-ever national champion.
- Campus closed during 1943-45 and run by the U.S. Army Signal Corps during World War II.
- 1948 - Athletics program gradually rebuilds after World War II, and by 1948 offerings included football, basketball, track and field, boxing, tennis, baseball, soccer, water polo and swimming.
- 1953-54 - Far Western Conference undergoes its biggest post-war overhaul. Davis and five other institutions (San Francisco State, Nevada, Sacramento State, Chico State and Humboldt State) remained in the conference through the 1960s.
- 1959-60 - The Executive Committee dissolves distinction between "major sports" and "minor sports," which allowed for athletic insurance coverage and other benefits to extend to tennis, wrestling, golf, skiing, swimming, soccer and water polo.
- 1965 - Sacramento station KCRA Channel 3 begins first live television broadcast of Aggie athletics event when it airs UC Davis football games against Chico State, Sacramento State and San Francisco State.
- 1966 - UC Davis cross-country captures the team title at the NCAA Pacific Regional.
- 1970 - Byron Spradlin and Ed Haver finish 1-2 in the steeplechase at the NCAA track and field championships, making Spradlin the second Aggie to win an NCAA title.
- 1970 - UC Davis football begins a national-record streak of 36 (and counting) consecutive winning seasons.
- 1971 - UC Davis football defeats Humboldt State on a last-second field goal, clinching a Far Western Conference title and igniting a record run of 20 consecutive league championships.

- 1972 - Jane Davis earns a spot on the Aggie junior varsity soccer team, becoming the first woman in school and Far Western Conference history to compete on a men's program (there were no women's soccer opportunities at that time).
- 1979 - Men's Golf NCAA D-II Champions (first Aggie team NCAA Championship).
- 1981-82 - NCAA begins sponsorship of women's athletics championships, nearly a decade after the passage of Title IX. The women's Golden State Conference and the men's Far Western Conference merge to form the Northern California Athletic Conference.
- 1982 - UC Davis adds women's soccer after discontinuing field hockey.
- 1986 - UC Davis hosts its first home baseball game at the new unfinished stadium, located adjacent to Recreation Hall. The baseball stadium, constructed thanks to thousands of volunteer hours, remained an ongoing project for many years and was renamed the James M. & Ann Dobbins Baseball Complex.
- 1988-90 - Largest influx of coaching personnel in program history, largely due to Chancellor Theodore Hullar's decision that coaches must concentrate on a single sport.
- 1990 & 1993 - Women's Tennis NCAA D-II Champions. The 1990 Championship marked the first NCAA women's title for UC Davis.
- 1993 - Student Services Maintenance Fee "saved" existence of athletic program
- 1994 - Student Activities & Services Initiative (SASI) allowed for expansion to 23 teams within a few years.
- 1996-2003 - Captured NACDA Directors' Cup (formerly Sears' Directors' Cup) for NCAA Division II six times (1996-1997 and 2000-2003). This award signifies the most successful Division II athletic program in the country.
- 1997 – 3 women's sports added (Water Polo, Lacrosse and Rowing).
- 1998 - Men's Basketball NCAA D-II Champions.
- 1998-99 - First year offering athletics grants-in-aid.
- 1999 - Women's Gymnastics Champions (USA Gymnastics Collegiate Division).
- 2002 & 2003 - Women's Rowing NCAA D-II Champions.
- 2002 - Students pass Campus Expansion Initiative to help fund reclassification to NCAA Division I.
- 2003 - Women's Softball NCAA D-II Champions.
- 2003 – UC Davis announces intent to join Big West Conference and NCAA Division I.
- 2005 - Marya Welch Tennis Center named in honor of 40-year career of Ms. Welch at UC Davis, including establishing intramural and extramural sports program for women, and organizing Women's Athletic Association.
- 2005 - Football team defeats Stanford 20-17 in historic road game upset.
- Women's golf added for 2005-06, giving UC Davis 13 varsity teams for women and 12 for men.

## C. PREVIOUS CERTIFICATION SELF-STUDY

*Not Applicable to UC Davis*

## D. CERTIFICATION SELF-STUDY INFORMATION

1. Steering Committee Chair: Stan Nosek, Vice Chancellor–Administration
2. Chief Report Writer/Editor: Bill Kidder, Senior Policy Analyst–Student Affairs
3. Extent of Broad-Based Participation in Self-Study by Campus Constituents:

A core value at the University of California is shared governance between the administration and the faculty (<http://www.universityofcalifornia.edu/aboutuc/governance.html>). Thus, a critical component of the NCAA Certification Self-Study at UC Davis has been the leadership role that our campus faculty had in the deliberative process and the drafting of this report. The Steering Committee included the chair of the Academic Senate, the vice-chair of the Academic Senate (who chaired the Senate's Intercollegiate Athletics Task Force), the chair of the Academic Federation (which represents non-Senate academic personnel, including lecturer-coach positions) and the Faculty Athletics Representative (chair of the Athletic Administrative Advisory Committee). Our Steering Committee, chaired by Vice Chancellor Stan Nosek, also benefited from the contributions and perspectives of several administrators inside and outside of athletics, as well as UC Davis students (a student-athlete and a non-athlete) and an alumni representative.

Each of the four Subcommittees included several faculty members, including the chair of the Senate's Admissions and Enrollment Committee. Many of the non-faculty members came from outside Athletics, including Campus Counsel, Financial Aid, Housing, Registrar, Admissions, Women's Resource & Research Center, Cross-Cultural Center, Learning Skills Center, and Student Judicial Affairs. Several students served as Subcommittee members, including the student body president, as did an alumni/Aggie Pack Booster representative. Subcommittees interviewed numerous coaches, student-athletes and administrators in conjunction with the Self-Study.

Soon after the December 2005 orientation videoconference with the NCAA, University Communications established a website to post information about NCAA Certification and the move our campus is making to Division I-AA, including an extensive November 2005 *Sacramento Bee* interview with Chancellor Vanderhoef regarding UC Davis Athletics. <[http://www.news.ucdavis.edu/ncaa\\_certification/](http://www.news.ucdavis.edu/ncaa_certification/)>. The UC Davis Written Plan for the Self-Study was posted in January 2006, as was a Frequently Asked Questions page, with answers provided by the Chancellor, Certification Steering Committee Chair, Athletic Director, Faculty Athletic Representative, a student-athlete and others. <[http://www.news.ucdavis.edu/special\\_reports/ncaa\\_certification/faq.lasso](http://www.news.ucdavis.edu/special_reports/ncaa_certification/faq.lasso)>. The announcement of the six-month Certification Self-Study was covered in Dateline UC Davis. <[http://www.dateline.ucdavis.edu/dl\\_detail.lasso?id=8582](http://www.dateline.ucdavis.edu/dl_detail.lasso?id=8582)>. The UC Davis Certification website included an email account ([ncaacert@ucdavis.edu](mailto:ncaacert@ucdavis.edu)) and phone number for questions, which were directed to the chief report writer. The Certification website and the Written Plan were also shared with local sports reporters (*Davis Enterprise*, *Sacramento Bee*).

When UC Davis began the transition in 2003 from Division II of the NCAA to Division I-AA, made a commitment to several core principles, including that our campus would not compromise the focus on academic integrity, and that high admission and graduation standards would be upheld. In this context, admission standards and academic performance of student-athletes were

prominent issues on our campus before and during the Self-Study. At the direction of the Vice Chancellor for Student Affairs, between December 2005 and April 2006 the director and research staff from Student Affairs Research & Information (SARI) as well as the Self-Study report writer (a senior policy analyst in Student Affairs) gave several data presentations of 40-60 minutes on the admission profiles (SAT scores and high school grades), academic performance (college grades, probation/dismissal rates), and graduation rates of UC Davis student-athletes and non-athlete students. These presentations (with question and answer periods) were made to the following: the Athletic Administrative Advisory Committee (AAAC), a large group of Aggie head coaches and assistant coaches, the Academic Senate's Intercollegiate Athletics Task Force, and the Executive Council of the Academic Senate. The culmination of this collaboration with the Academic Senate and AAAC was the *UC Davis Athletics Baseline Data 2000-2004* report, which was posted on the Certification website in April.

<[http://www.news.ucdavis.edu/special\\_reports/ncaa\\_certification/downloads/2000-04\\_baseline\\_data.pdf](http://www.news.ucdavis.edu/special_reports/ncaa_certification/downloads/2000-04_baseline_data.pdf)>.

Each Subcommittee completed initial drafts of their Self-Study items by March 2006, after which there was a vigorous vetting process both within the Subcommittees and by the entire Steering Committee.

UC Davis is hosting an open forum on the Certification Self-Study on May 1, from 3-5 pm in the Mee Room of the Memorial Union. At this meeting the key findings and recommendations of the Self-Study will be presented to all interested campus constituents, and the campus will use this forum to solicit feedback on the draft of the Self-Study. The deadline for written comments is May 7<sup>th</sup> at 5pm, approximately a week before the Self-Study must be submitted to the NCAA. This public forum was announced in late April in *Dateline UC Davis* in an article discussing key findings about Aggie student-athletes' admission profiles and academic performance. <[http://www.dateline.ucdavis.edu/dl\\_detail.lasso?id=8775](http://www.dateline.ucdavis.edu/dl_detail.lasso?id=8775)>.

Comments can be submitted by email to [ncaacert@ucdavis.edu](mailto:ncaacert@ucdavis.edu) or by fax to (530) 752-2565, and questions can be directed to (530) 752-9487.

4. Written Plan for Conducting  
the Certification Self-Study: See Attachment I.D.4

5. Institutional Mission  
(a) UC Davis mission, philosophy  
and goals statement:

**Mission:** Through a distinctive tradition of core-discipline excellence, interdisciplinary collaborations and productive partnerships, UC Davis teaches students to think critically, objectively and creatively and to be lifelong learners, engaged leaders and productive citizens; pursues research to advance knowledge and to address state, national and global challenges; and serves the public through the generation, broad dissemination and application of knowledge.

**Vision:** UC Davis, a land-grant university and leading international academic institution, achieves the highest level of intellectual excellence within a diverse, collaborative community whose

members share a passion for teaching and learning, an abiding commitment to discovery through research and creative activity and a strong tradition of engagement and application of knowledge.

**Goals:**

***Learning*** - Provide enriching learning experiences that develop the intellectual and leadership capacity of students and advance the campus's educational objectives.

***Discovery*** - Lead in the pursuit of knowledge, both in established areas of inquiry and in newly emerging frontiers.

***Engagement*** - Effectively engage the university in the lives of the broader communities it serves.

<http://strategicplan.ucdavis.edu/plan.html>

(Approved by the Chancellor and Provost in 2004)

(b) UC Davis Athletics' mission, philosophy and goals statement:

At UC Davis, student-athletes strive for athletic excellence in the context of academic success.

The intercollegiate athletics (ICA) program is an integral part of the total educational process and a vital part of the human development of young men and women. Primary focus is placed on the participants of sport programs in an effort to realize their fullest potential, both academically and athletically. A secondary objective is to provide a source of entertainment and positive esprit de corps for the general student population, the university community, alumni, and fans of Aggie Athletics.

The ICA program strives to make a significant contribution to the physical, moral, and social development of the students who participate. The program encourages student-athletes to set and achieve goals, build relationships, communicate effectively, respect and appreciate differences in others, and become leaders. The ICA program promotes the academic effort of its student-athletes and will continue to strive for measures of academic success and graduation rates that meet or exceed that of the general campus.

Intercollegiate athletics attempts to strengthen the integration of its objectives with the academic and developmental objectives of the university while maintaining a program of academic and athletic excellence; where students are supported in their efforts to reach the highest level of performance by providing them with adequate to outstanding facilities, quality coaching, appropriate support of health and wellness needs, and competitive opportunities with students from similar institutions.

To ensure the best possible program for student-athletes and the university community, the ICA program is committed to the principles of fair play and amateur athletics through ethical conduct, responsible management, and fiscal integrity. The campus is fully committed to the equitable allocation of resources and opportunities based on gender to ensure that equal emphasis is placed on men's and women's sports.

(Approved by Athletic Administrative Advisory Committee in June 2003)



6. Other Important Information:

**Updated List of Steering Committee and Subcommittee Members**

\*slightly updated since December 2005 Written Plan

**Steering Committee Members:**

Chancellor	Larry Vanderhoef
Steering Committee Chair	Stan Nosek, Vice Chancellor–Administration
Academic Senate Chair	Daniel Simmons, Professor, Law School
CEO Designee	Judy Sakaki, Vice Chancellor–Student Affairs
Faculty Athletics Representative	Kim Elsbach, Professor, School of Management
Athletic Director	Greg Warzecka
Senior Woman Administrator & Campus Liaison	Pam Gill-Fisher, Senior Assoc. Athletic Director
Chair, Academic Federation	Catherine VandeVoort, Adjunct Professor, Obstetrics and Gynecology
Title IX Officer	Dennis Shimek, Senior Assoc. Vice Chancellor– Human Resources
Minority Affairs Officer	Rahim Reed, Assoc. Executive Vice Chancellor– Office of Campus Community Relations
Governance Subcommittee Chair	Ted DeJong, Professor, Pomology
Academic Integrity Subcommittee Chair	Deb Niemeier, Professor, Civil and Environmental Engineering
Equity Subcommittee Chair	Angela Onwuachi-Willig, Acting Professor, Law School
Student-Athlete Welfare Subcommittee Chair	John Gates, Assoc. Professor, Political Science
Alumnae	Pam Schmeiser
Current Student (non-athlete)	Stephen Sampson (Junior)
Current Student-Athlete	Jackie Turpin (Senior), Captain-Women’s Basketball & Co-Chair, Student-Athlete Advisory Committee
Report Writer	Bill Kidder, Senior Policy Analyst–Student Affairs
Staff to Committee	Amie Smith, Athletics

**Subcommittee Members** (*Italics = Subcommittee Chair*)

Governance and Commitment to Rules Compliance:

<i>Ted DeJong</i>	<i>Professor, Pomology</i>
Steve Sampson	Athletic Administrative Advisory Committee
Lora Jo Bossio	Director, Financial Aid
Dennis Campos	Alumnus (Attorney) and Aggie Pack Booster
Jennifer Cardone	Assistant Director & Director of Compliance, Athletics

Kim Elsbach	Faculty Athletics Representative
Rachel Keener	Student Athlete, Volleyball, SAAC Officer
Mike Sheehan	Associate Director, Student Housing
Keith Williams	Senior Lecturer, Exercise Biology

Academic Integrity:

Deb Niemeier	Professor, Civil and Environmental Engineering
Pam Burnett	Director, Undergraduate Admissions
Daniel Elefant	Student Athlete, Men's Tennis, SAAC Officer
Donald Moore	Student Affairs Officer, Student Judicial Affairs
Mark Rashid	Professor, Civil and Environmental Engineering and Chair, Academic Senate Admissions and Enrollment Committee
Michelle Roppeau	Director, Athletic Academic Services
Catherine VandeVoort	Chair, Academic Federation and Adjunct Professor, Obstetrics and Gynecology
Frank Wada	University Registrar
Jeff Weidner	Professor, Neurobiology, Physiology, and Behavior

\*Equity:

Angela Onwuachi-Willig	Acting Professor, Law School
Deborah Allison	Associate Campus Counsel
Kevin Johnson	Associate Dean for Academic Affairs, Law School and Professor of Chicana/o Studies
Leslie Lyons	Professor, Veterinary Medicine
Mel Ramey	Professor Emeritus, Civil & Environmental Engineering, former Faculty Athletic Representative
Rahim Reed	Associate Executive Vice Chancellor, Campus Community & Diversity
Julia Ronina	Student Athlete, Women's Tennis, Law Student
Rick West	Math Skills Coordinator, Learning Skills Center
Robin Whitmore	Women's Resources & Research Center

\*Professor Larry Peterman asked to step away from the Equity Subcommittee due to other time commitments. In March 2006, Mel Ramey and Rick West were asked to join the Subcommittee. Professor Onwuachi-Willig served as Chair through the completion of the Self-Study, but accepted a tenured position in the Mid-West and will not be available for the NCAA's Fall 2006 evaluation visit. Rahim Reed has agreed to act as chair designee for purposes of the interviews during the NCAA peer-review team's upcoming evaluation visit.

Student-Athlete Welfare:

John Gates	Associate Professor, Political Science
Caliph Assagai	President, Associated Students Union of UC Davis (ASUCD)
Steven Baissa	Director, Cross-Cultural Center
Dave Cosca	Team Physician
Ross Flowers	Sports Psychologist, Counseling and Psychological Services

Ward Stewart  
Jackie Turpin  
Sue Williams

Director, Learning Skills Center  
Student Athlete, Women's Basketball, SAAC Officer  
Director, Physical Education Program

## II. Governance and Commitment to Rules Compliance

### SELF-STUDY ITEMS

#### Operating Principle 1.1

\*Items 1-3 are not applicable because UC Davis was not required to complete the first-cycle certification process.

*Item 4. Describe how the institution's governing board decisions are consistent with those of the other on-campus units. Based upon the institution's experience in the last three years, list the decisions (if any) related to intercollegiate athletics in which the institution's governing board or individual board members have been significantly involved. Describe how the institution's governing board decisions are consistent with those of the other campus units.*

The University of California's Board of Regents, in accordance with the California State Constitution (Article IX, Section 9), is the institution's governing body and is responsible for the policies and operations of the ten University of California campuses. The Standing Orders of the Regents delegate operational authority to campus Chancellors for hiring personnel, developing campus budgets and setting campus policy and standards of conduct. That delegation includes responsibility for the conduct of the campus intercollegiate athletics program. Although the Regents have delegated operational authority to the Chancellor, the Regents retain oversight authority, which it exercises through its constitutional authority to set policy, approve the budget and approve senior appointments and personnel salaries that exceed the delegated authority. The Regents undertake a design review for construction projects over \$5 million and budget review for projects over \$10 million. No actions have been taken to the Regents related to UC Davis Intercollegiate Athletics in the past three years. The last UC Davis issue that was taken to the Regents related to Intercollegiate Athletics was the plan to construct a new multi-use stadium because it involved a capital project exceeding \$5 million dollars.

As outlined in Section 1.1 Self-Study Item #6 the Chancellor regularly consults with, and receives input from, numerous administrative, faculty, student and staff committees and organizations regarding decisions that effect aspects of all campus activities and programs, including intercollegiate athletics.

Examples of the decision making process for major decisions (not necessarily in the past three years) made by the Chancellor that positioned the campus for moving to NCAA Division I status follow.

The decision to build a new multi-use stadium, competitive swimming facility and recreation center on campus was first supported by leaders in the University's student government: the Associated Students of the University of California, Davis (ASUCD), with the support and guidance of Intercollegiate Athletics (ICA) and the Office of Student Affairs. A student referendum was developed and recommended to the Chancellor by the then Vice Chancellor of Student Affairs, Carol Wall. The Chancellor accepted the referendum as written and it was ultimately approved by a campus student vote in February of 1999. Upon passage of the referendum, the Chancellor received approval for the UC Board of Regents to move forward with the three major capital projects.

The Chancellor's decision to support another student referendum in November 2002 was in response to broad based interest to respond positively to inquiries from the Big West Conference about UC Davis' interest in joining the conference. The Chancellor consulted extensively with Provost Hinshaw, new Vice-Chancellor for Student Affairs, Judy Sakaki, in addition to Associate Vice-Chancellor, Bob Franks, senior level ICA administrators and student leaders. As a result, the Campus Enhancement Initiative (CEI) was put to a vote by the ASUCD process and was passed. This student initiative provided the necessary funding for a grant-in-aid program that met NCAA Division I requirements.

The decision to accept the offer of admission into the Big West Conference and to apply for NCAA Division I status was made by the Chancellor after he received input from the Council of Deans and Vice Chancellors (CODVC), Council of Vice Chancellors, Athletics Administrative Advisory Committee (AAAC), Student Athlete Advisory Committee (SAAC), the Cal Aggie Alumni Association, the entire UC Davis coaching staff, various committees of the UC Davis Division of the Faculty Academic Senate and the Academic Federation, as well as numerous individuals in various administrative positions in system-wide administration, campus administration and ICA.

By way of these examples of decisions, it is clear that, as with all major campus decisions, the Chancellor was the central individual involved in the decision making process. When appropriate, his decisions were taken to the Board of Regents for final approval. In cases where the Chancellor had delegated regental authority, the decision was made locally after broad consultation with appropriate groups and individuals.

***Item 5.*** *Based upon the institution's experience in the last three years, list the decisions related to intercollegiate athletics in which the institution's chief executive officer has been significantly involved.*

- ☐ Monitoring the grant-in-aid program.
- ☐ Changing league affiliation from the CCAA to the Big West Conference and reclassifying membership to NCAA Division I.
- ☐ Approval of all campus athletics facility renovations through the Facilities and Enterprise Policy Committee (FEPC).
- ☐ Approval of all ICA Capital Campaigns.
- ☐ Naming of major and minor athletics facilities on campus with recommendations from the Campus Naming Committee.
- ☐ Joining the Great West Football Conference.

- ☐ Donor clearance of proposals in excess of \$1 million.
- ☐ Other issues that the Chancellor has special interest:
  - ☐ The organization and administration of the Big West Conference Men's & Women's Basketball Tournaments; for example, the number of teams included, tournament length during the academic year and the amount of missed class time.
  - ☐ Approval of a campus missed class time policy for student-athletes.
  - ☐ Student-athlete admission standards for all Big West Conference member institutions.
  - ☐ Contract renewals for head coaches.

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

### **Board of Regents**

The University of California, Board of Regents, under the California State Constitution, is the institution's governing body and is responsible for the policies and operations of the University of California campuses. Section 100.6 of the Standing Orders of the Regents delegates authority to the Chancellor for hiring personnel, developing a budget and setting policy and standards of conduct. The delegation includes responsibility for the conduct of the Intercollegiate Athletics program. Although the Regents have delegated operational authority to the Chancellor, the Regents retain oversight authority, which it exercises through its constitutional authority to set policy, approve the budget and approve senior appointments and personnel salaries that exceed the delegated authority. The Regents undertake a design review for construction projects over \$5 million and budget review for projects over \$10 million. The most recent decision regarding ICA that involved the Regents was approval for the construction of a new multi-use stadium.

### **Chancellor**

The Chancellor for each campus has responsibility and authority over the administration for that campus. The Chancellor may delegate authorities or responsibilities to any member of the administrative staff. With regard to Intercollegiate Athletics (ICA), the Chancellor has the ultimate decision-making responsibility. Immediate supervision of ICA has been delegated to the Vice Chancellor for Student Affairs (VCSA). In consultation with the VCSA and the Faculty Athletics Representative (FAR), the Chancellor develops the institutional position on current issues affecting ICA, participates in NCAA and Big West Conference governance, supports UC Davis compliance efforts through allocation of resources and demonstration of personal commitment, and reviews the external financial audit of the ICA program. The Chancellor shares locally the annual budget report with the Academic Senate.

The Chancellor seeks input from many campus groups and organizations. He has formal consultation with the Council of Deans and Vice Chancellors (CODVC), a group that includes the Deans of the academic colleges within the University, the Executive Vice-Chancellor/Provost, the Vice-Chancellors for the administrative areas of the campus, the Chair of the Academic Senate, and the Chair of the Academic Federation. The FAR reports to the Chancellor and provides regular updates to the Chancellor. For most issues, this is done through meetings with the VCSA,

but direct access is available whenever the FAR deems it appropriate. The Chancellor also receives information and input from a number of other campus groups, such as the Academic Senate Executive Committee, Associated Students of UC Davis (ASUCD) and the Alumni Association.

### **Vice-Chancellor for Student Affairs (VCSA)**

Daily administrative responsibility for executive oversight of ICA is vested in the VCSA. The VCSA is a direct report to the Chancellor as are all other campus Vice Chancellors. The VCSA meets regularly with the Athletic Director (AD) to discuss policy and procedure issues related to rules, compliance, academics, operations, finance, student-athlete welfare, coaching personnel, support staff, legal issues and development. Additionally, the AD is part of the Vice Chancellor-Student Affairs' Council (VCC). Members of the VCC are the Associate Vice Chancellor, two Assistant Vice Chancellors, one Executive Director and the Director of Student Housing. The VCC is the leadership group that oversees major policy decisions within the division of Student Affairs. The VCSA also receives input from the Athletics Administrative Advisory Committee (AAAC), as described further below.

### **Major Decisions**

Major decisions are being defined for this report as those which go beyond day-to-day operations of the athletics program. Typically, this would involve issues that are referred to the Chancellor by the VCSA, and involve issues of athletics policy that have more extensive implications to the campus. Examples of recent major issues include decisions to reclassify membership to NCAA Division I, to join the Big West Conference, to build a new multi-use stadium, and to hold a student fee referendum to provide increased financial support for the move to Division I.

When decisions are to be made that involve the Big West Conference, of which UC Davis is a provisional member, the conference system has two votes for each member institution, one is voted by the FAR, representing the Chancellor, and one by the AD.

### **Athletic Director (AD)**

The AD has direct reporting responsibility for day-to-day operations to the VCSA, who has been designated by the Chancellor to provide primary supervision for the athletics program. Major issues are channeled through the VCSA to the Chancellor, who may then involve other campus groups as necessary.

Consultation on major issues within ICA would generally involve four specific groups, the ICA Senior Management Group (SMG), the Athletics Administrative Advisory Committee (AAAC), the Coaches Advisory Committee (CAC), and the Student-Athlete Advisory Committee (SAAC). While the AAAC reports directly to the VCSA, the AD would normally take major policy issues to this committee for consultation and advice before making a recommendation to the VCSA. In addition, the AD meets regularly with the FAR, who chairs the AAAC. The AD also serves as a member of the VCC, and has the opportunity to bring to this group issues regarding athletics. This also provides an opportunity to interact on major issues with the heads of financial aid, admissions, student health, and counseling, offices that also report to the VCSA. The AD also interacts on an as-needed basis with the Campus Unions and Recreation Board, which advises the VCSA regarding campus unions and recreation facilities, and the Student Services and Fees Administrative Advisory Committee, which advises the VCSA on the use of registration fees. These groups might also be consulted if the issue pertains to their areas.

The AD meets every other week with the SMG, which consists of Associate AD's, the SWA (who currently is the Senior Associate AD), and the Director of the Physical Education program (DPE - all coaches have teaching assignments within the Physical Education program). This group provides input on day-to-day operations and would be one of the first groups within ICA to be consulted regarding major issues involving athletics.

#### **Athletics Administrative Advisory Committee (AAAC)**

The AAAC is a group that advises the VCSA on the development of policies and procedures related to ICA and intramural and Sports Club programs, and meets monthly. It serves as a review panel for issues submitted by the VCSA, the AD, the DPE, or others. The committee provides a forum for discussion of conference and NCAA athletics policies and procedures, and reviews and recommends policies and procedures related to the ICA budget. It is chaired by the FAR, and includes 12 faculty/administrators/academic federation/staff members (with no more than one staff member), one alumnus and five students (reflecting the diversity of students on campus and including both participants and non-participants in ICA). Three of the faculty members are appointed by the Chair of the Academic Senate, with the others chosen by the VCSA from a group of applicants forwarded by a nominating committee charged by the Chancellor with getting members for various Chancellor's administrative advisory committees. While officially reporting to the VCSA, this group is consulted frequently by the athletics administration on policy issues. This group would typically be consulted for feedback before recommendations for a major issue were forwarded to the VCSA.

#### **Coaches Advisory Committee (CAC)**

The CAC is made up of six members who are all full-time head or assistant coaches and who are elected by the coaches as their representatives to provide input to ICA administration and day-to-day matters as well as major issues. The committee meets on a monthly basis or whenever there are issues that need input from the coaches. There is equal representation on this committee from men's and women's sports, and the chair of the group has to have served on the committee the previous year. While the AD would typically meet with all coaches to discuss major decisions, the CAC would be the official body through which coaches would have input regarding major issues.

#### **Student Athlete Advisory Committee (SAAC)**

The SAAC is composed of two representatives from each of the ICA teams, with representatives either elected by their team members or appointed by their head coach. This group would discuss major issues and provide input to the AD from the student-athlete perspective. The committee meets three to four times per quarter, and there are two representatives for each sport to make it more likely that at least one will be able to attend a given meeting. All of the Associate Athletic Directors are required to meet with this committee once per year.

#### **Faculty Athletics Representative (FAR)**

The FAR is appointed by the Chancellor and meets regularly with the VCSA and has an open invitation to meet with the Chancellor whenever necessary. The FAR is designated by the Chancellor as the voting member of the University's delegation to the NCAA, and casts one of the two conference votes allocated to UC Davis in the Big West Conference when votes are taken on conference issues. In addition to the regular FAR duties involving student-athletes' eligibility and working with ICA administration regarding the interpretation and administration of NCAA

and conference rules, the FAR chairs the AAAC. It is through both this capacity and through direct interaction with the VCSA and the Chancellor that the FAR would be integrally involved in major decisions involving ICA. The FAR is a faculty member and has easy access to the Academic Senate Executive Committee to consult on academic matters related to athletics.

The FAR would play a lead role in major decisions involving major infractions of NCAA and conference rules. If a possible major infraction were identified, athletics administration would notify the FAR who would then initiate a process to fully investigate the issue in conjunction with ICA compliance staff, and if the infraction was substantiated, work with the campus and NCAA to determine the appropriate penalty. The FAR would notify the VCSA and Chancellor of the investigation, and in consultation with them determine whether a more involved process were needed to investigate and resolve the issue, such as forming an independent *ad hoc* committee to provide oversight. Ultimately, the FAR would communicate to the NCAA the details of the infraction, the investigative findings, and the campus's self-assessed penalty, and would work with NCAA enforcement staff to complete final resolution of the issue.

### **Major Decision-Making Process**

When major issues arise the typical process of consultation within the ICA program would be for the AD to first discuss the issues with the SMG and, as appropriate, with the VCSA. In consultation with the SMG the AD would develop a base of information to ensure a full understanding of the issue by others, identify questions that need to be answered as part of the decision-making process, and plan a consultation process within ICA to get input regarding the issue. The outcome of the consultation process would typically be a proposal developed by the AD in consultation with the SMG after receiving input from the various consulting groups, such as AAAC, CAC, and SAAC. The goal would be to achieve a consensus within ICA before the proposal is forwarded to the VCSA.

The VCSA may consult with the Vice-Chancellor's Council within the Division of Student Affairs, and would refer major issues involving athletics to the Chancellor, who would ultimately make the final decisions on major issues. The Chancellor would determine the scope of the consultation process appropriate for the major issue, with the specific groups consulted varying from issue to issue. This process might involve one or more of existing committees and administrative groups, such as the CODVC, the Academic Senate Executive Committee, ASUCD (the undergraduate student body governance group), the Alumni Association, the Title IX Workgroup (if the issues involves gender equity in any way), or other campus groups. The Chancellor might also choose to form *ad hoc* committees charged with examining the issue and making recommendations. This specific *ad hoc* process was recently followed when the campus decided to investigate the feasibility of reclassifying the athletics program to NCAA Division I. Upon receiving recommendations and information from the groups consulted, the Chancellor would make a final decision on behalf of the campus. The overall process is consistent with the process followed for major decisions involving other administrative offices or groups on campus.

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

### **2005-06 Athletics Administrative Advisory Committee (AAAC)**



### **Students**

Stephen Sampson, Junior, Landscape Architecture  
Jennifer Beeman, Senior, Political Science  
Arend Warmerdam (Men's Basketball), Junior, Communications & Political Science  
Ally Muller (Women's Tennis), Senior, International Relations  
Scott Luu, Senior, Sociology

### **Faculty and Administrators (as defined in NCAA Bylaw 6.1.2.1.1)**

**Chair:** Kimberly Elsbach (FAR), Professor, Graduate School of Management  
Leon Washington, Assistant Vice Chancellor, Student Affairs  
Matthew Farrens (Academic Senate), Professor, Computer Science  
Kenneth Brown (Academic Federation), Professor, Nutrition  
Ted DeJong (Academic Senate), Professor, Plant Sciences  
Louis Grivetti (Academic Senate), Professor, Nutrition  
You-Lo Hsieh (Academic Senate), Professor, Textiles & Clothing  
Susan Kauzlarich (Academic Senate), Professor, Chemistry  
Marc Kaufman (Academic Senate), Professor, Cardiovascular Medicine  
John Owens (Academic Senate), Assistant Professor, Electrical & Computer Engineering  
Catherine VandeVoort (Academic Federation), Adjunct Professor, Obstetrics and Gynecology

### **Non-Faculty/Administrators**

Clyde Froelich, Maintenance Services Manager, Student Housing  
Linda Hughes (Academic Federation), Program Manager, Internship & Career Center

### **Alumnus**

TBD

### **Ex Officio (non-voting)**

Greg Warzecka, Athletic Director  
Pam Gill-Fisher, Senior Associate Athletic Director  
Sue Williams, Director of Physical Education Program  
Loro Jo Bossio, Director of Financial Aid

### **Staff Support**

Jackie Romo, Associate Director, Graduate Studies

## **Operating Principle 1.2**

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

TeamAGGIE is the designation for the membership booster organization that has been developed to provide additional annual funds for grant-in-aid and sports enhancement. Annual membership in TeamAGGIE is attained through cash donations to UC Davis Intercollegiate Athletics (ICA).

Various membership benefits accrue as the levels of cash donation increase, such as the right to purchase preferred seating at athletic events. Social activities are offered throughout the year to TeamAGGIE members and these activities and events are planned in conjunction with athletic events to add support through an increase in fan base at those events. Such activities include the athletic auction, golf tournaments, and pre-game and post-game gatherings.

Individuals become members of TeamAGGIE by donating money to the athletics program. Although TeamAGGIE can be commonly referred to as a membership booster organization, it does not operate as a "booster group". It does not have operating bylaws, officers or periodic meetings. Any person donating to ICA automatically becomes a member of TeamAGGIE. To maintain institutional control, TeamAGGIE is under the direction of the Assistant Athletic Director of Development who reports directly to the Athletic Director.

All members of TeamAGGIE are sent a Booster Brochure outlining NCAA rules regarding representatives of athletics interests. Once a year, a section pertaining to NCAA rules regarding representatives of athletics interests appears in the Sports Quarterly Newsletter that is produced by ICA. All members of TeamAGGIE receive this newsletter. Additionally, NCAA rules regarding representatives of athletics interests are posted on the TeamAGGIE website and the ICA's website under compliance.

UC Davis receives gifts-in-kind through the corporate sponsorship program administered directly by the Marketing Unit of ICA. The Assistant Athletic Director of Marketing and Promotions works one-on-one with corporate sponsors to educate those involved with corporate sponsorship on NCAA rules and compliance with particular attention devoted to the area of extra benefits of perspective student athletes and enrolled student athletes.

As part of TeamAGGIE, specific sports programs under designations such as the Diamond Club, Grid Club and Three-Point Club solicit support and cash donations from donors to provide enhancements to a particular sport. These funds are deposited in the appropriate University fund raising account or development account with expenditures drawn there from approved ICA Administration consistent with University policies. Donors become members of TeamAGGIE and are provided with the Booster Brochure and materials concerning compliance set forth above.

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

The Athletic Director (AD) is the individual designated by the Chancellor as being ultimately responsible for the institution's NCAA rules compliance. The AD reports directly to the Vice Chancellor for Student Affairs (VCSA). The VCSA reports directly to the Chancellor of the University and meets regularly with the Chancellor. The ICA Compliance Services Office (CSO)

assists the AD by conducting the day-to-day operations to ensure compliance. The CSO reports to the Senior Associate Athletic Director. The CSO ensures that ICA complies with the letter and intent of University, Big West Conference and NCAA rules and regulations.

### **Faculty Athletics Representative**

The Faculty Athletics Representative (FAR) reports directly to the Chancellor and represents faculty concerns for the institution's conduct of its intercollegiate athletics program. The FAR demonstrates the faculty and university's belief that the intellectual and emotional development of students is the primary mission of the institution and that the value of athletics shall be measured by their conduct to that goal. The FAR works closely with the ICA and chairs the Athletics Administrative Advisory Committee (AAAC) to ensure that these goals are realized. The AAAC is comprised of faculty, student-athletes, administrators, staff and alumni. Compliance Responsibilities assigned to the FAR include:

- ☐ Reviews eligibility
- ☐ Reviews certification procedures
- ☐ Reviews and signs eligibility waiver requests and petitions
- ☐ Reviews reports of rules violation
- ☐ Administers annual coaches' recruiting certification program
- ☐ Serves as a liaison with faculty, administrators, and alumni
- ☐ Represents UC Davis on the Big West Conference Council
- ☐ Represents UC Davis at NCAA meetings
- ☐ Serves as a voting member of the Big West Council

### **Athletic Director**

The AD is designated by the VCSA to have direct accountability for University, Conference and NCAA rules and regulation compliance. The AD reports directly to the VCSA. Compliance responsibilities of the Athletic Director include:

- ☐ Establishes a clear expectation for compliance
- ☐ Presides over departmental and coaches meetings associated with compliance & rules education
- ☐ Communicates compliance policy and procedures to coaches, staff, student-athletes and athletics boosters
- ☐ Oversees investigation and self-reporting of rules violations
- ☐ Ensures that departmental hiring policies include a commitment to rules compliance
- ☐ Supervise nine sport teams
- ☐ Represents UC Davis on the Big West Conference Council
- ☐ Represents UC Davis at NCAA meetings
- ☐ Serves as a voting member of the Big West Council

### **Senior Associate Athletic Director**

The Senior Associate Athletic Director for Eligibility, Compliance and Sports Medicine reports to the Director of Athletics and is a member of the Academic Federation. The Senior Associate Athletic Director monitors compliance with University, Big West Conference and NCAA rules and regulations. Compliance responsibilities of the Senior Associate Athletic Director include:

- ☐ Supervises the Assistant Athletic Director for Compliance
- ☐ Oversees Compliance Unit activities
- ☐ Supervises the Director of Athletics Academic Advising
- ☐ Oversees the athletics academic advising

- ☐ Oversees the sports medicine (athletic training, nutrition, NCAA drug testing)
- ☐ Communicates department policy and procedures to coaches and staff
- ☐ Oversees investigations and self-reporting of rules violations
- ☐ Represents UC Davis on the Big West Conference Council
- ☐ Represents UC Davis at NCAA meetings
- ☐ Supervises eight sport teams
- ☐ Acts as liaison with Admissions, Registrar and Financial Aid offices

#### **Associate Athletic Director for External Affairs**

The Associate Athletic Director for External Affairs reports to the AD. Compliance responsibilities of the Associate Athletic Director for External Affairs include:

- ☐ Oversees Marketing and Promotions
- ☐ Oversee Media Relations
- ☐ Oversees Creative Communications
- ☐ Oversees Broadcasting
- ☐ Oversees ICA Ticket Sales
- ☐ Oversees Licensed Product Sales
- ☐ Oversees Campus-Wide Business Agreements related to athletics
- ☐ Supervises four sport teams

#### **Associate Athletic Director for Business and Facilities**

The Associate Athletic Director for Business and Facilities reports to the AD. Compliance responsibilities of the Associate Athletic Director for Business and Facilities include:

- ☐ Oversees Business Operations
- ☐ Oversees Facility Operations
- ☐ Supervises Assistant Athletic Director for Football and Event Management
- ☐ Oversees Event Management
- ☐ Oversees Sports Camp Program
- ☐ Supervises Strength and Conditioning Coach
- ☐ Supervises three sports teams

#### **Associate Athletic Director for Intramurals and Sports Clubs**

The Associate Athletic Director for Intramurals and Sports Clubs reports to the Director of Athletics and sits on the ICA Senior Management Group. Compliance responsibilities of the Associate Athletic Director for Intramurals and Sports Clubs include:

- ☐ Verifies participation for student-athletes who previously participated in a UC Davis sports club
- ☐ Assists Compliance Services with the verification of financial aid for students who participate on the same UC Davis club teams that ICA sponsors
- ☐ Assists in providing information to Compliance Services regarding extra benefits

#### **Assistant Athletic Director for Compliance**

The Assistant Athletic Director for Compliance reports to the Senior Associate Athletic Director. The Assistant Athletic Director for Compliance monitors ICA's compliance with University, Big West Conference and NCAA rules and regulations. The Assistant Athletic Director for Compliance conducts monthly coaches meetings to keep everyone abreast of all rules and regulations, meets with new coaches and works closely with departments outside of ICA (i.e., Admissions, Registrar's and Financial Aid) to ensure compliance with NCAA rules and

regulations. Compliance responsibilities of the Assistant Athletic Director for Compliance include:

- ☐ Interprets Big West Conference & NCAA rules and regulations
- ☐ Investigates and reports possible rules violations
- ☐ Coordinates the administration of UC Davis, Big West Conference and NCAA forms and documents
- ☐ Conducts rules education for coaches, staff, student athletes and boosters
- ☐ Works with Financial Aid to monitor the administration of financial aid packages
- ☐ Acts as liaison with Admissions, Registrar and Financial Aid offices

#### **Assistant Athletic Director for Football and Event Management**

The Assistant Athletic Director for Football and Event Management reports to the AD (football responsibilities) and the Associate Athletic Director for Business and Facilities (Event management responsibilities). Compliance responsibilities of the Assistant Athletic Director for Football and Event Management include:

- ☐ Oversees day-to-day football operations
- ☐ Supervises Assistant Public Events Manager
- ☐ Oversees Event Management
- ☐ Oversees Complimentary Admissions
- ☐ Oversees Sports Camp Program

#### **Coaches/Lectures**

The Coaches/Lecturers at UC Davis are half-time coaches and half-time lectures within the Physical Education Department. They report to senior staff within ICA for their coaching responsibilities and to the Director of Physical Education for their lecturer responsibilities.

Compliance responsibilities of the Coaches/Lecturers include:

- ☐ Responsible for knowing and abiding by all UC Davis, Big West Conference and NCAA policies
- ☐ Conducts regular checks of athlete eligibility to confirm athlete participation
- ☐ Attends monthly compliance meetings
- ☐ Maintains appropriate recruiting, playing season and practice season records

#### **Director of Athletics Certification**

The Director of Athletics Certification reports to the University Registrar, reviews each returning student-athlete's satisfactory academic progress and certifies continuing eligibility based on current NCAA legislation. Compliance responsibilities include:

- ☐ Monitors academic eligibility for all student-athletes
- ☐ Determines Initial eligibility and verifies continuing eligibility on a quarterly basis
- ☐ Monitors compliance with UC Davis and NCAA academic requirements
- ☐ Determines freshman and transfer student eligibility
- ☐ Attends the NCAA Regional Rules Seminar annually
- ☐ Attend annual Big West compliance meeting (beginning with the 2006-07 academic year)
- ☐ Meets weekly with ICA academic advisors, Senior Associate Athletic Director and Compliance Services

#### **Special Programs Coordinator for Undergraduate Admissions**

The Special Programs Coordinator for Undergraduate Admissions reports to the Operations Manager for Undergraduate Admissions. The Admissions Liaison reviews admission criteria for

prospective student-athletes to ensure they meet the University of California's admissions criteria. Compliance responsibilities include:

- ☐ Oversees the admission selection process for potential students participating in ICA
- ☐ Conducts preliminary evaluations of every identified prospective student-athletes to determine eligibility status
- ☐ Determines admissibility (UC eligible) of prospective student-athletes so that recruitment may or may not continue
- ☐ Tracks eligibility status for all identified prospective student-athletes through the completion of the admissions process
- ☐ Attends annual meeting with coaches and ICA Compliance Office to review UC and UC Davis admission requirements and policy & procedures
- ☐ Meets bi-annually with Senior Associate Athletic Director to review and update eligibility procedures

### **Financial Aid Officer**

The Financial Aid Officer reports to the Associate Director of Financial Aid and works with the Assistant Athletic Director for Compliance to ensure compliance with all University, State, Federal and NCAA rules and regulations for financial aid. Compliance responsibilities include:

- ☐ Packages student-athletes' aid with NCAA Grant-In-Aid (GIA) awards, revises federal/state aid as necessary and revises BANNER (Student Information System) and the NCAA Compliance Assistant Internet Database (CAi) to ensure data in both systems is accurate
- ☐ Conducts CAi quarterly squad list review to verify financial aid for student-athletes individual and team limits in compliance with NCAA/Federal/State and campus regulations
- ☐ Attends monthly compliance meetings
- ☐ Verifies student-athlete eligibility for NCAA GIA
- ☐ Attends the annual NCAA Regional Rules Seminar
- ☐ Conducts annual Financial Aid Presentations for coaches
- ☐ Sends letters to student-athletes regarding renewals, cancellations and degradations of athletically related aid
- ☐ Coordinates the NCAA GIA appeal process

*6. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals inside the athletics department.*

The Athletics Department Compliance Manual includes a compliance statement that the department ensures the centrality of rules compliance with all its personnel. The following is the compliance statement contained in the department's compliance manual:

While there is a great deal of attention paid to the volume of NCAA rules, the over-riding principle for any given institution is one of self-governance. The effectiveness of that principle of self-governance, in turn, ultimately rests at the feet of each institution's individual coaches.

Every institution has a different level or degree to how they self-govern their athletic department activities. The issue, however, is not one of comparison to other institutions

but one of philosophy in relation to the concept of self-governance. Specifically, how important is compliance to UC Davis athletics?

The University is committed to complying with NCAA and conference rules and regulations. We must work together to enforce both the letter and the intent of the rules and develop processes that ensure compliance.

The image of UC Davis athletics that all of us promote and sell to potential student-athletes, donors, campus administrators and fans is one of academic purity and overall program integrity. Our adherence to compliance procedures should both justify and enhance that image. Our adherence to compliance procedures, simply put, reflects the substance of that image.

It is with this understanding, then, that the following compliance system is presented.

The goal of UC Davis athletics is to have appropriate documentation of every NCAA, conference, and institutional rule. The entirety of this documentation should be on file in the Compliance Services office in room 208 Hickey as the rules require and no later than July 1 at the end of every academic year.

The coaches' job descriptions and performance evaluations also demonstrate that rules compliance is a central element in personnel matters for individuals inside the athletics department. The coach's job description states that coaches shall not breach any NCAA rules or regulations. Coaches who are found to be in violation of NCAA regulations shall be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. The contracts also states that coaches shall not directly or indirectly use the NCAA's name or his/her affiliation with the association in the endorsement of products or services.

Additionally, coaches shall not directly or by implication use the University of California's name or logo in the endorsement of commercial products or services for personal gain without prior approval from the Chancellor. Contracts specifically state that violations of NCAA regulations and other institutional policies as stated in the contracts shall constitute a breach their contract. Upon such breach, the director of athletics may, at his/her option and at his/her discretion, terminate their contract. Termination of employment under the contract's stated circumstance is not subject for review under Personnel Policy 70; Complaint Resolution.

Additional evidence to ensure that rules compliance is a central element in personnel matters within the department is found in a variety of places. The Athletic Director meets with the coaches and staff at the beginning of the academic year to emphasize the institution's commitment to rules compliance. Compliance Services conducts mandatory monthly compliance meetings. Head coaches are responsible for educating volunteer coaches who are unable to attend these compliance meetings. Additionally, all senior level administrators and staff members from marketing and promotions, fund raising, media relations and academic services attend these meetings. The Senior Associate Athletic Director (SAAD) conducts weekly staff meetings for personnel who report directly to her under Student Athlete Guidance Services. These individuals include staff members from Compliance Services and Athletics Academic Advising. Additionally, the Director of Athletics Certification (DAC), the Athletics technology Programmer and the Athletics Insurance Coordinator and staff support attend these meetings. Compliance issues are discussed and recent interpretations and rule changes are reported to the group.

All interpretation requests from coaches and Intercollegiate Athletics (ICA) staff members must be in writing. Emails or a designated form may be used. Compliance Services responds to these requests in writing usually within one to two days. Coaches are strongly encouraged to continually and constantly ask questions before acting. All interpretations are kept in a binder organized by topic and date. Compliance Services distributes a monthly summary of department interpretations to the entire ICA staff. Other educational documents are periodically distributed to the coaches and ICA staff members throughout the year. Compliance manuals are updated on a yearly basis and distributed to the coaches.

ICA provides funding for the following ICA staff members to attend the NCAA Regional Rules Compliance Seminar: the Assistant Athletic Director for Compliance Services (AADCS), the Compliance Coordinator (CC), the Director of Athletics Academic Advising (DAAA), the Athletics Academic Advisor, the Director of Football Operations and two senior level administrators. The AADCS, the CC and the SAAD attend the Big West Compliance Seminar annually. Beginning with the 2006-07 academic year, the DAAA and the DAC will be attending the Big West Compliance Seminar.

All student-athletes are required to attend a compliance meeting prior to competition. Each student must certify that he or she received the material and accepts responsibility for reading it. Every student-athlete in every sport must attend this annual meeting in each year of his or her participation in athletics. During this meeting, the rules concerning boosters, extra benefits, complimentary admissions, amateurism, agents, gambling, eligibility, recruiting and other issues that the student-athlete needs to know to remain compliant are very carefully explained. The student-athletes have the opportunity at this meeting to ask any questions they might have and to bring up any issues they consider important. Student-athletes receive an eligibility packet that includes information on eligibility, advising, drug use/banned substances, outside competition, complimentary admissions, playing and practice regulations and amateurism. NCAA required forms are also included in this packet. All student-athletes also receive an academic planner that includes eligibility requirements and rules compliance. The DAAA conducts a student orientation for all new student-athletes before the fall quarter begins. Eligibility and rules compliance are also discussed at this orientation.

*7. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals outside the athletics department who are involved in rules-compliance activities.*

ICA has made it a central policy to ensure rules compliance by all individuals within and outside the athletics department who are involved in rules-compliance activities. The job descriptions of the Director of Athletics Certification, the Financial Aid Officer and the Special Programs Coordinator for Undergraduate Admissions who are all employed outside the athletics department contain a statement requiring rules compliance to be a central element of their employment.

ICA provides funding for the following university employees outside of athletics to attend the NCAA Rules Compliance Seminar: Director of Athletics Certification, the Financial Aid Officer and the Faculty Athletics Representative. The Assistant Athletic Director for Compliance Services meets regularly with the Financial Aid Officer and the Director of Athletics Certification



to keep them updated and informed about NCAA rules compliance. Additionally, the Director of Athletics Certification and the Financial Aid Officer attend monthly ICA compliance meetings.

*8. Please indicate whether the institution has written policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the areas below.*

### **Initial Eligibility Certification**

**Source:** Information on initial eligibility is included in NCAA Division I Manual, Bylaw 14, the UC Davis ICA Compliance Manual - Tab 2, under heading "NCAA Clearinghouse", UC Davis ICA Compliance Manual - Tab 5 - under heading "Requirements for Clearance of Student-athletes to Practice", and in the Eligibility Meeting Packet distributed to all student-athletes during eligibility meetings that are conducted at the beginning of the academic year for each team.

**Policy:** UC Davis follows the regulations in the NCAA Division I Manual, Bylaw 14.

**Procedure:** The Compliance Assistant (CA) inputs prospective student-athletes on Institutional Request List (website maintained by NCAA Clearinghouse) and monitors prospective student-athletes' progress in meeting initial eligibility requirements. The CA enters the initial eligibility status of the prospect on a continual basis to keep the coaches and student-athletes aware of the NCAA Clearinghouse status. This process continues until the NCAA Clearinghouse has rendered a final decision. Upon a final decision, the information is entered into Gunrock, the online eligibility system and the 48-C is scanned into the student's record in Gunrock. The Director of Athletics Certification (DAC) in the Office of the University Registrar (OUR) reviews this information when determining the initial eligibility of all student-athletes. In addition, the Assistant Athletic Director for Compliance Services (AADCS) notifies the Financial Aid Officer (FAO) in the Financial Aid Office which incoming student-athletes on an athletics grant have not been cleared by the NCAA Clearinghouse and then updates the FAO as they become qualifiers. This ensures that their athletics grant does not pay until they have been deemed a qualifier. The Faculty Athletics Representative (FAR) reviews the eligibility of all student-athletes and signs appropriate forms.

**Responsibility Assignment:** Miriam Childs - Compliance Assistant, Patti Utz – Director of Athletics Certification, Jennifer Cardone – Assistant Athletic Director, Karen Osborne – Financial Aid Officer, Kim Elsbach – Faculty Athletics Representative

**Plans for Improvement:** The procedure used by the compliance assistant and registrar will be documented in more detail and included in the ICA Compliance Manual.

### **Continuing Eligibility Certification**

**Source:** Information about continuing eligibility certification is included in NCAA Division I Manual, Bylaw 14, the UC Davis ICA Compliance Manual - Tab 5, and in the Eligibility Meeting Packet distributed to all students during eligibility meetings that are conducted at the beginning of the academic year for each team.

**Policy:** UC Davis follows the regulations included in the NCAA Division I Manual, Bylaw 14. UC Davis diverges from bylaw 14 (with stricter eligibility standards) for continuing eligibility in the following ways: (a) during the first year, student-athlete's must have 1.6 cumulative GPA each quarter, (b) beginning of second year and every quarter thereafter, student-athlete's must have 2.0 cumulative GPA each quarter, and (c) student-athlete's must pass 39 degree units each year to be eligible the subsequent year.

**Procedure:** The DAC certifies all continuing student-athletes continually through Gunrock (computer system for tracking student-athlete information and data). The OAC certifies all student-athletes on a quarterly and annual basis. The FAR reviews the eligibility of all student-athletes and signs appropriate forms. The AADCS ensures proper forms are submitted to the appropriate conference offices.

#### Detailed Description of Continuing Eligibility Certification

- ❑ **Gunrock Computer Tracking System.** This system allows coaches, ICA staff, and student-athletes to track the current eligibility status of individual student-athletes for practice and competition activities. This system is updated daily with information from BANNER, the student information system, that includes cumulative GPA, student status, declared major and the number of units the student-athlete is currently enrolled in.
- ❑ **Registrar's Office Personnel.** The DAC currently tracks initial eligibility of incoming freshman and transfer student-athletes, as well as the continuing eligibility of student-athletes at the end of each academic quarter and at the end of each academic year. The DAC must check, by hand, the degree requirements by major in order to determine if the student-athlete is making the appropriate progress toward degree which includes annual units, quarterly units and percentage of degree when applicable. The DAC uses the appropriate catalog, the student's Academic Plan Form (APF) and converses with departments and colleges as needed to determine the continuing eligibility of student-athletes. The DAC also monitors the 5-year clock. The DAC must also make sure that student-athletes have the appropriate GPA based on their year of enrollment (1.6 cumulative in freshman year and 2.0 cumulative thereafter).
- ❑ **ICA Compliance Services Staff.** Currently, the Department of Intercollegiate Athletics at UC Davis has three full-time compliance staff persons (Jennifer Cardone, Tracy Cumming and Miriam Childs), In addition, to providing information and training to coaches and student-athletes about NCAA and Big West compliance rules and guidelines, the compliance services staff monitors practice and competition status, full-time enrollment, student status, GPA and other items that pertain to practice and competition status (medical clearance, completion of forms, attendance at team's eligibility meeting etc.). Much of this work is done using Gunrock on a daily basis to audit and double-check everyone's status.
- ❑ **Coaches.** UC Davis coaches are able to check Gunrock daily to verify the eligibility of student-athletes to practice and compete. All coaches have laptops with wireless internet capabilities that can travel with them on out of town competitions and recruiting trips. Coaches are also responsible for making sure that student-athletes complete required academic paper work as indicated in the comments that they see on the web.

**Responsibility Assignment:** DAC - Patti Utz; Faculty Athletics Representative - Kim Elsbach; Assistant Athletic Director for Compliance - Jennifer Cardone, Compliance Coordinator – Tracy Cumming, Compliance Assistant - Miriam Childs.

**Plans for Improvement:** The detailed procedure documented above will be included in the ICA Compliance Manual.

### **Transfer Eligibility Certification**

**Source:** Information about transfer eligibility certification is included in NCAA Division I Manual, Bylaw 14, the UC Davis ICA Compliance Manual - Tab 5, and the Eligibility Meeting Packet.

**Policy:** UC Davis follows the regulations included in the NCAA Division I Manual, Bylaw 14.

**Procedure:** The DAC certifies all transfer student-athletes as it relates to transfer eligibility rules and continuing eligibility rules as required by the NCAA. The CA requests tracers from all institutions of higher education attended by the transfer student. These tracers are used to help determine whether the student has met the appropriate transfer eligibility rules. The FAR reviews the eligibility of all student-athletes and signs appropriate forms. The AADCS ensures proper forms are submitted to the appropriate conference offices.

**Detailed Description of Transfer Eligibility Certification** – The DAC reviews each transfer student-athlete to see if he or she has met the requirements to be immediately eligible upon transfer and that all tracers have been received on behalf of the student-athlete. This review includes, if applicable, transferable degree units, transferable GPA, degrees awarded, time constraints met (4-2-4 transfers), qualifier status, objection by the previous school, 5-year clock, terms of enrollment. The DAC also reviews each transfer student-athlete to see if he or she has met the continuing eligibility requirements. This review is the same as what is listed in the continuing eligibility section.

**Responsibility Assignment:** Director of Athletics Certification in the Office of the University Registrar - Patti Utz; Faculty Athletics Representative -Kim Elsbach; Assistant Athletic Director for Compliance - Jennifer Cardone, Compliance Coordinator – Tracy Cumming, Compliance Assistant - Miriam Childs.

**Plans for Improvement:** The detailed procedure documented above will be included in the ICA Compliance Manual.

### **Financial Aid Administration**

**Source:** Information about financial aid administration is included in NCAA Division I Manual, Bylaw 15, and the UC Davis ICA Compliance Manual - Tab 4.

**Policy:** UC Davis follows the regulations included in the NCAA Division I Manual, bylaw 15. UCD diverges from Bylaw 15 in following permissible ways: (a) UCD mandates a minimum of \$500 per year of aid, (b) UCD does not provide summer school aid,

**Procedure:** The Athletic Director (AD) and Senior Associate Athletic Director (SAAD) determine the each sport's allocation for each academic year. The allocations are distributed to all sports on an equitable basis. Coaches then determine their grant-in-aid (GIA) recipients and dollar amounts. The AADCS and CA ensure that amounts are within allocation allowance and counter allowance, if applicable, and forward the form to the SAAD for approval. Once approved, the CA creates a GIA form for the students to sign, which is then given to Financial Aid Office for posting in the student-athlete's financial aid package. The FAO monitors the individual GIA and Cost of Attendance (COA) limit for all student-athletes on the NCAA Squad List. The AADCS monitors that team limits are not exceeded on a quarterly basis. The FAO sends letters of renewal, nonrenewal and reduction along with the appeal policy to appropriate student-athletes on an annual basis. The FAO also sends out cancellation letters throughout the academic year when a student-athlete voluntarily withdraws from a team or has rendered him or herself ineligible for competition and the coaching staff has decided to terminate the athletics grant. The FAO also tracks all financial aid received from sources outside of UC Davis and assists in the compilation and monitoring of the NCAA Squad Lists. This office also assists the

AADSC in determining the amount of a full grant-in-aid each year. The COA figures are taken from the FAO web page where the COA for all students is listed.

**Responsibility Assignments:** Athletic Director – Greg Warzecka, Senior Associate Athletic Director – Pam Gill-Fisher, Financial Aid Officer, Financial Aid Office - Karen Osborne; Assistant Athletic Director for Compliance Services - Jennifer Cardone, Compliance Assistant – Miriam Childs.

**Plans for Improvement:** The procedures followed by the Financial Aid office will be documented in more detail and included in the ICA Compliance Manual.

### **Recruiting**

**Source:** Information about recruiting guidelines is included in the UC Davis ICA Compliance Manual - Tab 2, and NCAA Division Manual, bylaw 13. Regular, required compliance meetings put on by the compliance services staff is conducted with coaches concerning recruiting issues. E-mail updates are also sent to coaches.

**Policy:** UC Davis follows the regulations included in the NCAA Division I Manual, bylaw 13. UCD diverges from Bylaw 13 in the following permissible way: we require all prospective student-athletes to be deemed University of California admissible by the campus admissions office before they can make an official recruiting visit, have a coach engage in a home visit or be sent a National Letter of Intent.

**Procedure:** All procedures conform to NCAA bylaw 13 guidelines. The coaching staff identifies prospects. Communication through paper, phone, and e-mail may be made. Initial evaluation may be made in person at high school, club, or junior college competition or practices. If we desire to further pursue a prospect through an official campus or home visit, the Special Programs Coordinator for Undergraduate Admissions evaluates the prospect for admissibility by UC standards. Current student-athletes may host recruits during on-campus visits. Student-athlete hosts must sign a form stating that they understand basic recruiting rules, such as what meals and transportation hosts may provide for prospects. All coaches are required to keep logs of telephone and in-person contacts, evaluation and official and unofficial visits on all prospective student-athletes. Coaches are required to submit Official Visit Summaries to document all official visits. Only those paid coaches who have passed the Coaches Certification Exam each year may recruit off-campus. Limitations on the number of coaches who may be off-campus at one time, the number of official visits allowed in the sports of football, baseball and basketball and evaluation days for those sports that have limitations are all monitored through Gunrock.

**Responsibility Assignment:** Head and Assistant Coaches – all 26 sports, Compliance Services staff – Jennifer Cardone, Tracy Cumming, Miriam Childs, Senior Associate Athletic Director – Pam Gill-Fisher, Athletics Student Services Assistant – Amy Pretti, Travel Coordinator – Susan Sloan

**Plans for Improvements:** In the future FAR and compliance office will regularly monitor recruiting logs of coaches. This procedure will be documented and included in the ICA Compliance Manual.

### **Camps and Clinics**

**Source:** Information about recruiting guidelines is included in the UC Davis ICA Compliance Manual - Tab 7, and NCAA Division Manual, bylaw 13.12.

**Policy:** UC Davis follows the regulations included in the NCAA Division I Manual, bylaw 13.12

**Procedure:** Camps and Clinics are conducted within the rules and regulations of the institution and the NCAA. All camps and clinics that involve prospect-aged individuals (9<sup>th</sup> grade and higher) are open to any and all entrants, limited only by number and age. Prospective student-

athletes are not permitted to be employed nor receive free or reduced admission privileges. Any discounts are group discounts. Any free admission to the camp or clinic is for the children of ICA staff only. All camp brochures, whether printed or web-based, are approved by Compliance Services prior to production.

**Responsibility Assignment:** Coaches – all sports, Mitch Campbell, Assistant Athletic Director for Facilities, Events, and Camps, Jennifer Cardone – Assistant Athletic Director Compliance Services.

**Plans for Improvement:** The procedure described above will be documented in more detail and included in the ICA compliance manual.

### **Investigations and Self-reporting of Rules Violations**

**Source:** Information about investigations and self-reporting of rules violations is included in the UC Davis ICA Compliance Manual - Tab 8, and NCAA Division Manual, bylaws 2, 6, 10, 11 and 19.

**Policy:** UC Davis follows the regulations included in the NCAA Division I Manual, bylaws 2, 6, 10, 11 and 19.

**Procedure:** Violations are typically self-reported by student-athletes or coaches. Compliance Services staff, Athletic Media Relations, Event Management Staff, coaches and athletics academic advising staff may catch violations. AADCS investigates most rules violations, and sends report to Senior Associate Athletic Director with recommendation for responding to violation (i.e., imposing penalties to student-athletes or coaches). Penalties are most often based on case precedent. The Big West Conference (BWC) compliance staff may also be consulted in determining responses to violations. In special cases in which there is no precedent or the violation is complex the FAR and AD will be consulted to provide input. Vice Chancellor for Student Affairs (VCSA), FAR, AD, BWC and NCAA are informed of every violation and the institutions response to those violations.

**Responsibility Assignment:** Athletic Director - Greg Warzecka, Senior Associate Athletic Director - Pam Gill-Fisher, Assistant Athletic Director for Compliance Services - Jennifer Cardone, FAR - Kim Elsbach, Coaches and ICA staff.

### **Rules Education**

**Source:** NCAA Division I Manual. LSDBi – Legislative Services Database, Big West Conference Office, NCAA Educational Columns,

**Policy:** UC Davis provides extensive education to student-athletes, coaches, ICA staff, campus staff and faculty, and boosters in terms of NCAA rules compliance.

**Procedure:** Student-athletes receive educational materials on NCAA rules in the beginning of the academic year at their annual team eligibility meeting and continue to receive emails throughout the year on various topics. Coaches and certain ICA staff members attend required monthly compliance meetings during the academic year where topics of discussion include but are not limited to practice and playing seasons, recruiting, eligibility, extra benefits, financial aid and personnel. All ICA staff and student-athletes receive emails that relate to the NCAA's prohibition against gambling twice a year. Compliance Services has also conducted educational sessions along with the Big West Conference with ICA's development and marketing staffs as well as the Campus News Service. Team Aggie members receive an educational message in the Sports Quarterly and the practice is being expanded to include season ticket holders as well as postings on our web site. The Athletics Academic Advising (AAA) staff also provides rules education to student-athletes in advising meetings that are conducted throughout the year. The AAA also provides annual updates to all campus academic advisors about NCAA eligibility and academic

progress requirements and limitations. The FAR administers the yearly, coach's certification exam. The NCAA requires this exam and all coaches who recruit off campus must pass this exam each year. The FAR also reviews all student-athlete exit interviews to determine if additional academic support is needed for student-athletes.

**Responsibility Assignment:** Assistant Athletic Director for Compliance Services - Jennifer Cardone, Compliance Coordinator – Tracy Cumming, Compliance Assistant - Miriam Childs, Director of Athletics Academic Advising - Michelle Roppeau, Athletics Academic Advisor – Laura Goldhammer, Faculty Athletics Representative -Kim Elsbach, Coaches and ICA Staff.

**Plans for Improvement:** Specific procedures for rules education with boosters will be developed and enhanced. All rules education procedures documented above will be included in a new section of the ICA Compliance Manual.

### **Extra Benefits**

**Source:** Information about extra benefits for student-athletes is included in NCAA Division I Manual bylaw 16, and UC Davis Intercollegiate Athletics Compliance Manual Tab 11.

**Policy:** UC Davis follows the policy included in NCAA Division I Manual bylaw 16.

**Procedure:** Compliance staff takes advantage of teachable moments (i.e., high profile violations that occur at other institutions) to discuss and educate coaches about extra benefits during compliance meetings.

**Responsibility Assignment:** Assistant Athletic Director for Compliance Services - Jennifer Cardone, Compliance Coordinator – Tracy Cumming, Compliance Assistant - Miriam Childs

**Plans for Improvement:** UC Davis will expand and further document Extra Benefit policies and procedures.

### **Issue: Playing and Practice Seasons**

**Source:** Information about playing and practice season issues is included in NCAA Division I Manual bylaw 17, and UC Davis Intercollegiate Athletics Compliance Manual Tab 6.

**Policy:** UC Davis follows the policy included in NCAA Division I Manual bylaw 17. UC Davis diverges from bylaw 17 by not allowing competition during finals week except for NCAA championship competitions or local evening competitions on the last day of final exams each quarter.

**Procedure:** Compliance Services gives all coaches a form to fill out regarding the upcoming playing and practice season, including competition schedules in April of each year. Compliance staff reviews these forms to ensure compliance with NCAA and institutional rules and approves the proposed season or works with the head coach if there are issues. The SAAD and the AD review the proposed schedule for NCAA compliance as well as budget concerns, and approve the final schedule. Coaches and compliance staff monitor the countable athletically related activities (CARA) for compliance with the 20/8-hour rules. Student-athletes are informed of CARA regulations during compliance meetings.

**Responsibility Assignment:** Athletic Director – Greg Warzecka, Senior Associate Athletic Director – Pam Gill-Fisher, Assistant Athletic Director for Compliance - Jennifer Cardone, Compliance Coordinator – Tracy Cumming and Coaches – all sports.

**Plans for Improvement:** Eligibility Meetings for student-athletes will include more information about CARA issues and rules. The updated format of these meetings will be documented and included in the ICA Compliance Manual.

### **Student-athlete Employment**

**Source:** Information about Employment is included in NCAA Division I Manual bylaw 15, UC Davis Intercollegiate Athletics Compliance Manual tab 14, and in the Gunrock online eligibility system.

**Policy:** UC Davis follows the NCAA Division I Manual, bylaw 15.

**Procedure:** Students fill out employment information form in the Gunrock system for both summer term and academic year. AADCS reviews these forms and follows up when necessary. Follow up would be prompted when a student-athlete appears to be receiving an excessive amount of salary for services performed.

**Responsibility Assignment:** Assistant Athletic Director for Compliance Services - Jennifer Cardone,

**Plans for Improvement:** The section on student employment in the UC Davis Intercollegiate Athletics Compliance Manual will be expanded.

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

Staff members of the Compliance Services Office strive to educate all members of the intercollegiate athletics (ICA) constituency both internal and external to the university. This includes student-athletes and coaches, other ICA staff, campus staff and faculty, boosters (including parents) and prospective student-athletes and their parents and coaches. While we are not in constant contact with all groups, our goal is to make sure our contacts are clear, constructive and productive.

Student-athletes receive rules education annually at their team's eligibility meeting and also through periodic emails that are sent throughout the year. Every fall, student-athletes receive an academic planner that contains information regarding compliance and eligibility rules. Student-athletes also receive rules education in advising meetings with their athletics academic advisor that occur throughout their athletic experience at UC Davis. Student-athletes who have compliance related questions will email or stop by the Compliance Services Office. This office has an open door policy and student-athletes are encouraged to always ask questions when their eligibility may be jeopardized.

Coaches are required to attend monthly rules-education meetings throughout the academic year conducted by the Compliance Services Office. Topics include but are not limited to recruiting, financial aid, admissions, practice and playing seasons, eligibility and personnel. Additionally, if there are issues that come up on a regional or national level, they are discussed at one of these meetings. The Compliance Services Office distributes a monthly summary of department interpretations to the ICA staff. Additionally, the Compliance Services Office sends coaches emails throughout the year on important topics, trends and violations that are occurring both on- and off-campus.

Other members of ICA receive rules education by attending the monthly meetings that the Compliance Services Office conducts. Regular attendants at these meetings include the sport supervisors (Athletic Director, Senior Associate Athletic Director (SAAD) and two Associate

Athletic Directors), Assistant Athletic Director for Media Relations, Assistant Athletic Director for Football Operations, Director of Athletics Academic Advising, Athletics Academic Advisor, Athletics Student Services Assistant, Athletics Student Services Receptionist and the Associate Development Director. Additionally, certain members of the ICA staff attend the NCAA Regional Rules Compliance Seminar annually. All members of ICA receive email reminders on such important topics as Gambling and Dead Periods. ICA members from the Development, Marketing and Promotions and Athletic Media Relations units attended a workshop on November 21, 2005 that was conducted by Erica Satterfield, Big West Assistant Commissioner for Compliance. The workshop covered topics in Bylaws 12 and 13 that were relevant to these units.

Most of the rules education that UC Davis staff and faculty receive is on an as needed basis, when issues arise. For example, the topic of highlight films became an issue with Campus News Services (CNS) after the football team beat Stanford. The Compliance Services Office met with (CNS) on many occasions to educate their staff on the rules and regulations regarding highlight films and recruiting. The Compliance Services Office also reviewed a highlight DVD that was produced by CNS several times to make sure it met NCAA rules. An example of continuous rules education for faculty is the Advisors Luncheon that is held annually and coordinated by Athletics Academic Advising. Campus advisors are invited to this luncheon to educate them on NCAA rules and regulations so that when they are advising student-athletes, they have an understanding of NCAA rules. Additionally, the Director of Athletics Certification (DAC) and the Financial Aid Officer (FAO) attend the monthly compliance meetings. The DAC attends weekly staff meetings conducted by the SAAD where the Athletics Academic Advising and Compliance Services also attend. All individuals who attend these meetings report any issues and concerns to the group. The DAC also communicates with Compliance Services on a daily basis and has the authority to contact the Big West Conference directly with eligibility questions. The DAC and FAO also attend the NCAA Regional Rules Compliance Seminar annually.

Boosters (including parents) receive their rules education in a brochure about NCAA rules when they join TeamAGGIE. In addition, a section pertaining to NCAA rules regarding boosters appears in the Sports Quarterly, a newsletter for members of TeamAGGIE.

Prospective student-athletes and their parents and coaches receive their rules education mostly on an as-needed basis. However, initial rules education begins with the NCAA Clearinghouse and the College Bound Guide for the Student-Athlete. The guide is produced by the NCAA and has general recruiting rules and information on the NCAA Clearinghouse. Prospective student-athletes and their parents who visit UC Davis on Fridays during the academic year may attend a Recruiting Group Presentation that Athletics Academic Advising provides which includes general rules education. As the coaches have contact with prospects and their parents and coaches, certain rules are discussed as it pertains to that particular situation (e.g., telephone calls, complimentary admissions, official visits, NLI's and etc.).

The Compliance Services Office has an open door policy and encourages ICA staff to request interpretations. All members of the UC Davis family, both internal and external are welcomed and encouraged to contact the Compliance Services Office with any questions they may have.

*10. Indicate the individual or individuals responsible for conducting the institution's rules-compliance evaluation. Further, describe the process used in selecting this authority outside of*



*athletics to ensure the individual or individuals do not have day-to-day compliance responsibilities for the institution's athletics department and are knowledgeable in NCAA legislation and rules-compliance practices.*

The most recent rules-compliance evaluation was conducted by Christopher D. Schoemann of Bond, Schoeneck & King, PLLC on November 21-23, 2005. The NCAA selected Bond, Schoeneck & King to conduct the rules compliance evaluation. Christopher Schoemann has extensive knowledge and experience in NCAA legislation and rules-compliance. Before joining Bond, Schoeneck & King, he worked at the NCAA and as a campus compliance coordinator at the University of Minnesota.

*11. The rules-compliance evaluation must consist of a review to determine that the compliance practices are engaged and functioning and must include, a minimum, specific areas. Please indicate by clicking "yes" or "no" which areas were included in the rules-compliance evaluation.*

All items listed in this section were included in the rules-compliance evaluation and should be indicated by clicking "yes".

*Describe relevant corrective actions planned or implemented from the rules compliance program evaluation(s).*

ELEMENTS		STEPS			
Program Area	Issue	Steps to Achieve	Measurable Goals	Responsible Staff	Time Line

<b>Compliance Infrastructure</b> The relationship between the AD & the Chancellor is not a direct one-on-one relationship	Explore a direct reporting relationship between the AD and the Chancellor.	Review reporting relationships at other Big West Institutions	AD	Report Completed by June 1, 2006	None
<b>Compliance Infrastructure</b> The compliance office is seen as taking on most of the responsibility of “catching” potential violations.	Incorporate specific responsibilities for compliance oversight into each area within the athletics operation at UC Davis to ensure that compliance is integrated into the daily operation of ICA.	The Compliance Office will increase its educational efforts and monitoring systems particularly in high-risk areas such as recruiting.	Senior Associate AD & Asst. AD for Compliance	Review Process July 1, 2006 – June 30, 2007. Implement changes on July 1, 2007	Potential need for additional compliance personnel & office space.
<b>Compliance Infrastructure</b> Efficiency of compliance day-day operations and consistency of compliance process with strategic plan.	The amount of time spent by the compliance office staff performing clerical duties should be evaluated to determine whether separate clerical support is needed.	Review current status of clerical duties by compliance staff. Review needs for additional technological support.	Assistant AD for Compliance & Director of Athletics Technology	Evaluate July 1, 2006 to June 30, 2007. Implement indicated changes July 1, 2007	Potential need for additional compliance personnel & technology personnel & technology upgrades.
<b>Monitoring Systems</b> Procedures for monitoring and certifying compliance with NCAA legislation (e.g., certification of eligibility, monitoring financial aid, sports camps/clinics, etc.) needs enhancement	Enhance existing Compliance Manual to provide a more comprehensive reference source for coaches and administrators so that there is a greater individual accountability and better overall understanding of responsibilities and deadlines.	Document and enhance existing practices in the Compliance Manual and ICA Policies & Procedures Manual.	Compliance Coordinator and Executive Assistant for AD	Review Process July 1, 2006 – June 30, 2007. Implement changes on July 1, 2007	None
<b>Monitoring Systems</b> Procedures for monitoring and certifying compliance with NCAA legislation (e.g., certification of eligibility, monitoring financial aid, sports camps/clinics, etc.) needs enhancement	Review documentation systems (e.g., recruiting) to ensure each system serves as a functional purpose beyond monitoring. There should be a minimal duplication of information collected. Required signatures should reflect actual review or approval.	Document and enhance existing practices in the Compliance Manual and ICA Policies & Procedures Manual. Add signature lines for approval where necessary.	Compliance Coordinator and Executive Assistant for AD	Review Process July 1, 2006 – June 30, 2007. Implement changes on July 1, 2007	None
<b>Monitoring Systems</b> Procedures for monitoring and certifying compliance	Evaluate written description of each monitoring system to ensure that the	Document and enhance existing practices in the Compliance	Assistant AD for Compliance, Compliance Coordinator &	Review Process July 1, 2006 – June 30,	None

with NCAA legislation (e.g., certification of eligibility, monitoring financial aid, sports camps/clinics, etc.) needs enhancement	description clearly delineate the process, documents the responsibilities of various offices & individuals & is understood & endorsed by the offices & individuals involved. Each monitoring system should include appropriate staffing & education to assure that backup is provided in situations where the administrator is not available.	Manual and ICA Policy and Procedure Manual.	Executive Assistant for AD	2007. Implement changes on July 1, 2007	
<b>Monitoring Systems</b> Compliance forms do not include a specific statement & signatory section	Enhance existing compliance forms to include a specific statement & signatory section that clearly sets forth the staff member's obligation to ensure that information being provided is correct & affirms that the staff member understands that if he/she does not submit truthful information employment with the University could be jeopardized.	Add specific statement & signatory section to all compliance forms.	Compliance Coordinator	Review Process July 1, 2006 – June 30, 2007. Implement changes on July 1, 2007	None
<b>Monitoring Systems</b> Need for annual review of Compliance Manual and Policies and Procedures Manual	Ensure that monitoring systems are reviewed annually with involved parties to review its operation, resolve issues, anticipate the impact of new NCAA/conference legislation & make necessary adjustments to keep systems functional.	Compliance Manual and ICA Policies and Procedures Manual will continue to be reviewed every summer.	Compliance Staff and Executive Assistant for AD	Every summer following academic year	None
<b>Monitoring Systems</b> Most compliance forms & written policies are not dated and there is no indication of who created/revised the form.	Add dates and authors of all compliance forms and written policies to ensure compliance systems are up-to-date.	Review all compliance forms and written policies and add dates and authors where necessary.	Compliance Coordinator & Executive Assistant for AD	Review Process July 1, 2006 – June 30, 2007. Implement changes on July 1, 2007	None
<b>Monitoring Systems</b> Current monitoring system is limited to	Active monitoring of existing compliance systems should be	Review & enhance existing monitoring system.	Assistant AD for Compliance & Compliance	Review Process July 1, 2006 –	None

situations where an allegation has been made regarding specific NCAA rules.	enhanced to ensure unforeseen violations.		Coordinator	June 30, 2007. Implement changes on July 1, 2007	
<b>Academic Support Staff</b> The student-athlete population is too much for two administrators to serve effectively. This leads to potential compliance issues and NCAA rules violations	Evaluate the need for additional athletic academic advisors to ensure compliance with NCAA eligibility rules.	Evaluate national standards of similar programs (i.e. number of student-athletes per athletics academic advisors)	Director of Athletics Academic Advising	07-08 strategic plan addresses this.	Additional athletics academic advisors and office space
<b>Academic Support Staff</b> Tutors are not being adequately educated about NCAA regulations	Evaluate current guidelines & written statement for tutors to ensure tutors are properly trained regarding NCAA rules.	Review existing process for educating tutors. Review existing written materials & written statement for tutors' acknowledgement of rules education.	Director of Athletics Academic Advising and Compliance Coordinator	To be completed by October 1, 2006.	None
<b>Amateurism</b> Prevention and detection of specific types of problems or issues that arise in particular sports or for the international student-athlete population may not be adequately handled through use of NCAA required forms as the primary means of gathering information from and disseminating information to student-athletes on amateurism.	Additional amateurism questions should be sought from student-athletes to ensure they are not in violation of amateurism rules.	Update current student-athlete eligibility forms to include appropriate amateurism questions.	Assistant AD for Compliance and Compliance Coordinator	To be completed by August 1, 2006.	None
<b>Amateurism</b> Activities & earnings of student-athletes who engage in fee-for-lesson activities are not being documented.	Develop and implement a fee-for-lesson tracking system to monitor student-athlete involvement in such activities.	A fee-for-lesson form was created in December of 2005 and has been given to coaches when requested. This will be added to the Compliance Manual and coaches and student-athletes will be educated on this policy.	Compliance Coordinator	To be completed by November 1, 2006.	None

<b>Disability Insurance</b> Written policies do not exist regarding disability insurance	Develop and implement a disability insurance policy to ensure gathering of documentation required by Bylaw 12.1.1.4.2 (Exception for Insurance Against Disabling Injury or Illness) is uniform and constituent.	A written policy for student-athletes purchasing insurance against disabling injury or illness will be developed and added to the Compliance Manual and Policies and Procedures Manual. Coaches, athletic trainers will be educated about student-athletes purchasing disability insurance and about the university's policies and required documents.	Assistant AD for Compliance, Compliance Coordinator and Athletics Insurance Coordinator	To be completed by October 1, 2006	None
<b>Gambling</b> Gambling education for student-athletes needs to increase. UC Davis does not have a "Gambling Action Team" on campus.	To increase education on gambling for student-athletes by inviting the FBI and/or local law enforcement to discuss dangers of gambling & to provide concrete examples of gambling activity. Examples of broad range activities should be discussed (e.g., betting pools, internet poker, "friendly" wagers).	Compliance coordinator will contact the FBI to arrange a gambling educational session with coaches and staff.	Compliance Coordinator	Spring 2006 for coaches and staff and explore adding gambling to life skills class for 2006-07 academic year.	Honorarium and travel/hotel expenses
<b>Monitoring Awards</b> ICA does not have an award monitoring system.	Develop an award monitoring system to ensure number & value of awards complies with NCAA rules.	A form and written policy will be created and added to the Compliance Manual and the ICA Policies and Procedures Manual. Individuals in charge of ordering awards will be educated on policy.	Compliance Coordinator	August 1, 2006	None
<b>Extra Benefits</b> ICA does not monitor occasional home meals	Develop a written policy to monitor occasional home meals.	Create an occasional home meal approval form and establish written policy to be included in the Compliance Manual. Educate	Assistant AD for Compliance and Compliance Coordinator	To be completed by August 1, 2006	None

		coaches at a compliance meeting on an annual basis.			
<b>Extra Benefits</b> Education of local establishments	Educate local restaurants, bars & stores on NCAA regulations regarding extra benefits & student-athletes to prevent rules violations.	Create a letter outlining rules on extra benefits and send it to local establishments on annual basis. Identify local establishments.	Assistant AD for Compliance, Compliance Coordinator & Assistant AD for Marketing.	To be completed by January 2007	Postage and paper.
<b>Extra Benefits</b> Education for student trainers & equipment managers	Educate student trainers & equipment managers about NCAA extra benefit rules to ensure accountability and understanding of rules.	Establish time frame for an annual meeting with student trainers and equipment managers to educate them on rules regarding extra benefits. Create a form for student employees and managers to verify rules education.	Assistant AD for Compliance, Compliance Coordinator & Head Athletic Trainer	To be completed by August 1, 2006	None
<b>Booster Organizations</b> Booster brochure is only distributed to donors.	Educate faculty & staff, individuals who are solicited by athletics to employ student-athletes, booster/support groups & season ticket holders to ensure they are knowledgeable about NCAA rules regarding boosters.	Review current booster brochure for enhancements. Distribute updated materials to identified groups.	Assistant AD for Compliance, Compliance Coordinator & Campus Public Information Office	To be completed by January 2007	None
<b>Booster Organizations</b> Compliance does not review booster monies.	Ensure expenditures of booster monies are in compliance with NCAA & University policies	Establish a process and time table for compliance to review expenditures made with booster monies. Include in Compliance Manual & ICA Policies & Procedure Manual.	Business Manager, Director of Development, Assistant AD for Compliance, & Compliance Coordinator	To be completed by June 2007	None
<b>Camps &amp; Clinics</b> Current camp/clinics policies and procedures are not documented into the Compliance Manual	Enhance current Camps/Clinics policies and procedures and monitoring systems to ensure all recommendations from the compliance review are included.	Enhance current policies and procedures as identified in the compliance review. Add all documented policies and procedures to the Compliance	Assistant AD for Compliance, Compliance Coordinator, Assistant AD for Events Management, ICA Account Executive & ICA	To be completed by June 2007	None

		Manual & ICA Policies & Procedures Manual.	Payroll/Personnel Coordinator		
<b>Camps &amp; Clinics</b> Group discounts are not being monitoring by the Compliance Office.	Monitor group discounts to guard against providing the discount to someone who does not qualify for discount.	Establish a process and policy for monitoring discounts. Document policy and include it in Compliance Manual and ICA Policies & Procedures Manual.	Assistant AD for Compliance, Compliance Coordinator, Assistant AD for Events Management, ICA Account Executive	To be completed by June 2007	None
<b>Camps &amp; Clinics</b> Documented policy for facility and equipment rental for Camp/Clinics does not exist	Develop a policy for payment for facility and equipment rental for camps/clinics	Write a policy for equipment and facility rental for camps/clinics. Include in Compliance Manual & Policies and Procedures Manual. Enforce policy & educate coaches about policy.	Compliance Coordinator, Assistant AD for Events Management & Associate AD for Business & Facility Operations	To be completed by June 2007	None
<b>Camps &amp; Clinics</b> Designation of a camp director for each sport does not exist	Designate a camp director for each sport who will serve as the liaison for all communications between the Compliance Office & the coaching staff regarding camp issues & will attend rules-education sessions dealing exclusively with summer camps. Camp director wil also coordinate completion of all camp forms in a timely manner.	Designate camp director for each sport and include responsibility in job descriptions. Require camp directors attend all annul camp/clinic meetings.	Assistant AD for Compliance, Compliance Coordinator & Assistant AD for Events Management	To be completed by June 2007	None
<b>Complimentary Admissions</b> Monitoring of complimentary admissions needs to be enhanced.	Monitor complimentary admissions procedures to ensure compliance with NCAA rules regarding complimentary admissions.	Establish & implement a monitoring system for complimentary admissions. Conduct a rules education session for all individuals involved in working player pass gate.	Assistant AD for Compliance, Compliance Coordinator, Assistant AD for Events Management	To be completed by June 2007	None
<b>Eligibility</b> Certification of eligibility needs to be set forth in writing in	Written description of procedures for certification of eligibility needs to be	Enhance written eligibility certification policy. Determine an	Assistant AD for Compliance, Director Athletics	June 2007	None

greater detail.	be outlined in greater detail to ensure that procedures accurately reflect current practice; decision-making process is documented and checks and balances are in place.	outside individual/group to conduct annual audits for random testing of eligibility process for final certification of eligibility.	Certification & AAAC.		
<b>Eligibility</b> Annual rules education	Enhance rules education on eligibility for everyone involved to ensure uniform application of the rules & proper training of new staff, as well as to fine-tune procedures & forms, identify & correct problems & anticipate future changes.	Set up an annual meeting with all individuals involved with certification of eligibility. Invite Chancellor to meeting.	Assistant AD for Compliance, Director Athletics Certification, Director of Athletics Academic Advising and FAR.	To be completed by June 2007	None
<b>Financial Aid</b> Written procedures for monitoring financial aid limits needs enhancement	Enhance written policies to monitor individual & team limits. Include written delineation of compliance oversight responsibilities.	The written procedures for monitoring individual & team financial aid limits will be explained in greater detail & will include a delineation of compliance responsibilities.	Assistant AD for Compliance & Financial Aid Officer	To be completed by June, 2007	None
<b>Financial Aid</b> Accurate calculations of equivalencies	Annual review of the values/costs of calculating equivalencies by the Office of Financial Aid to ensure that figures utilized are accurate & reflect published rates.	The process of determining equivalencies is currently being done, however there is no written documentation of the policy/procedure. This will added to the Compliance Manual.	Assistant AD for Compliance, Financial Aid Officer & Residential Services Manager	To be completed by June 1, 2006	None
<b>Financial Aid</b> More checks and balances should be in place regarding financial aid.	Role of the Financial Aid Officer should be expanded in order to provide appropriate checks & balances to ensure institutional control.	The Financial Aid Officer will continue to send over COA & GIA information. The Financial Aid Officer should oversee the following: 1. Random sampling to determine if	Assistant AD for Compliance & Financial Aid Officer	To be completed by June 2007	None



		<p>electronic reports are accurate.</p> <p>2. Written approval of full GIA &amp; COA values used.</p> <p>3. Monitor individual &amp; team limits.</p>			
<b>Financial Aid</b> Periodic testing	Design periodic systems tests to be performed to ensure accuracy of information.	Tests are being done but are not documented in Compliance Manual. This will be added to Compliance Manual.	Assistant AD for Compliance	To be completed by June 2006	None
<b>Financial Aid</b> Other countable aid is not being appropriately documented	Develop & utilize forms to validate the exempting of certain types of financial aid. Areas should include: academic honor awards; institutional non-athletics financial aid for recruited s-a's in football & basketball, non-recruited s-a's in football, basketball & other sports; outside financial aid unrelated to athletics ability, where athletics ability is major criterion & where athletics ability is not considered a major criterion.	CAi will be used to generate these forms & Compliance Services will coordinate the processing of these forms. The Financial Aid Officer is already monitoring outside aid. Process will be enhanced & documented in Compliance Manual.	Assistant AD for Compliance, Financial Aid Officer & Compliance Assistant	To be completed by August 2006	None
<b>Investigative/Reporting</b> Obligation to report NCAA violations by staff members & student-athletes needs to be reinforced.	Strengthen written policy outlining responsibility of both staff members & student-athletes to report potential violations. Policy should include a statement that all parties have an obligation to report potential or known violations. Should be included in compliance manual, s-a handbook & booster	Compliance Manual and Student-Athlete Planner will be updated to include a statement that everyone has an obligation to report potential or known violations. Booster document that is posted on the web site will be updated & will include this statement. Booster	Compliance Coordinator	To be completed by July 2006	None

	club publications.	document that is sent out to TeamAGGIE members will be updated and this statement will be included in the document			
<b>Participation</b> Validation of participation	Develop a comprehensive monitoring system for student-athlete participation. Establish a timeline for monitoring seasons of competition through comparison with other University records (box scores, media releases).	Establish a process & policy for oversight of participation in coordination with the sports information.	Assistant AD for Media Relations & Compliance Coordinator	To be completed by August 2007	
<b>Participation</b> Validation of summer participation	Create a system & forms to monitor summer participation to ensure compliance with NCAA rules regarding summer participation.	Update & enhance current forms and policies. Add to Compliance Manual & continue to educate coaches & student-athletes.	Compliance Coordinator	To be completed by August 2007	None
<b>Promotional Activities</b>	Revise promotional activities procedures & forms & educate coaches & staff to ensure prior approval of all promotional activities occur.	Revise promotional activities procedures and forms. Educate coaches on an annual basis at compliance meeting	Compliance Coordinator	To be completed by March 2006	None
<b>Recruiting</b> System of current forms & procedures needs to be better integrated.	Develop an integrated system of forms & procedures & receive input from coaching staff to modify current system so forms serve as dual purpose of documenting recruiting activities to meet coaches' needs & monitoring NCAA compliance.	<ol style="list-style-type: none"> <li>1. Review current forms to ensure signatory line is included for staff member submitting form to attest to accuracy of information provided.</li> <li>2. Evaluate current phone log monitoring system to include site of call (e.g., home, office, cell).</li> <li>3. Review &amp; enhance signature areas.</li> <li>4. Develop a form &amp; add to</li> </ol>	Compliance Coordinator	To be completed by August 2007	None

		<p>Gunrock a composite evaluation form.</p> <p>5. Document policy regarding length of time records must be kept &amp; put policy in Compliance Manual</p>			
<b>Recruiting Compliance oversight</b>	Better define compliance oversight for the review of any transactions that occur in the recruiting process. Each recruiting transaction should be reviewed by both the athletics business & compliance office in order to reconcile all of the information contained in the travel report, receipts & recruiting records.	This is already being done. Recruiting transactions are signed off & reviewed by Compliance & rectified by Business Manager. Include procedures in Compliance Manual & ICA Policies & Procedures Manual.	Compliance Coordinator & Business Office	August 1, 2006	None
<b>Recruiting Educational efforts of hotels</b>	Educate hotels used by the University for recruits regarding what charges can be paid by the University & seek hotel's assistance in ensuring compliance with NCAA rules.	Develop a written agreement with each hotel used by the University for recruits outlining NCAA rules.	Compliance Coordinator & Assistant AD for Marketing.	To be completed by August 2006	Postage
<b>Student-Athlete Automobile/Motor Vehicles</b> UC Davis does not monitor student-athlete automobile/motor vehicles.	Establish a system for monitoring student-athletes' automobile/motor vehicles to prevent NCAA violations regarding boosters & extra benefits.	Review the need to incorporate monitoring system for motor vehicles.	Assistant AD for Compliance & Compliance Coordinator.	To be completed by June 2007	Additional staff & DMV checks
<b>Team Travel</b> Written team travel procedures do not exist.	Team travel procedures & compliance issues section should be included in Compliance Manual to ensure compliance with NCAA rules. Student-athletes should sign for per diem monies upon receipt.	Develop & implement team travel policies in Compliance Manual & ICA Policies & Procedures Manual.	Assistant AD for Compliance & Travel Coordinator	To be completed by August 1, 2006	None

### ***1.1 Institutional Control, Presidential Authority, and Shared Responsibilities.***

	<b>Currently Yes</b>	<b>Found on Page(s)</b>	<b>Currently No</b>	<b>If Currently No, If Deficiencies Exist, or If an Enhancement has been Identified, Indicate Plan For Improvement Number</b>
<i>Does the institution demonstrate that:</i>				
<i>a. The institution's governing board provides oversight and broad policy formulation for intercollegiate athletics in a manner consistent with other units of the institution?</i>	✓ _____	_____ _____	_____ _____	See enhancement regarding CODVC (at end of section) _____
<i>b. The chief executive officer is assigned ultimate responsibility for the operation and personnel of the athletics program?</i>	✓ _____	_____ _____	_____ _____	_____ _____
<i>c. Appropriate campus constituencies have the opportunity, under the purview of the chief executive officer, to provide input into the formulation of policies relating to the conduct of the athletics program and to review periodically the implementation of such policies?</i>	✓ _____	_____ _____	_____ _____	See enhancement regarding CODVC (at end of section) _____
	<b>Yes</b>	<b>No</b>		
<b><i>On the basis of the yes/no answers above, is the institution in</i></b>				

<b><i>substantial conformity with Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities)?</i></b>	<div>✓</div>			
<b><i>[Note: The institution should not indicate “yes” regarding conformity with the operating principle as a whole unless it has indicated “Currently Yes” for each element of the operating principle or has a plan to address any “Currently No” response to any element(s) of the operating principle.]</i></b>				

<b><i>1.2 Rules Compliance</i></b>				
	<b><i>Currently Yes</i></b>	<b><i>Found on Page(s)</i></b>	<b><i>Currently No</i></b>	<b><i>If Currently No, If Deficiencies Exist, or If an Enhancement has been Identified, Indicate Plan For Improvement Number</i></b>
<b><i>Does the institution demonstrate that:</i></b>				
<b><i>a. It has in place a set of written policies that assign specific responsibilities in the areas of rules compliance, including assignment of direct accountability for rules compliance to the</i></b>				

<i>individual the chief executive officer assigns overall responsibility for the athletics program?</i>	✓	_____	_____	_____
<i>b. In critical and sensitive areas, institutional compliance procedures provide for the regular participation of persons outside of the athletics department?</i>	✓	_____	_____	_____
<i>c. Rules compliance is the subject of an ongoing educational effort?</i>	✓	_____	_____	_____
<i>d. A clear and unambiguous commitment to rules compliance is a central element in all personnel matters for individuals involved in the intercollegiate athletics program?</i>	✓	_____	_____	_____
<i>e. At least once every four years, its rules-compliance program is the subject of evaluation by an authority outside of the athletics department?</i>	✓	_____	_____	_____
	<b>Yes</b>	<b>No</b>		
<b><i>On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 1.2 (Rules Compliance)?</i></b>	✓	_____		
<b><i>[Note: The institution</i></b>				

<i>should not indicate “yes” regarding conformity with the operating principle as a whole unless it has indicated “Currently Yes” for each element of the operating principle or has a plan to address any “Currently No” response to any element(s) of the operating principle.]</i>				
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### **Enhancement Regarding the Role of the Council of Deans and Vice Chancellors (CODVC)**

The Governance Subcommittee, after consultation with the Chancellor and other key officials, recommends that formulations of policies that the Chancellor will take to the Council of Deans and Vice Chancellors (CODVC) will include:

A) Any requests that must go to the Board of Regents for approval (e.g., capital expenditures in excess of five million, employee salaries exceeding the level set by the Regents);

B) Departures from or changes to the eight core campus principles guiding intercollegiate athletics (ICA); The eight core principles guiding ICA are as follows:

- 1) UC Davis must offer a program that does not compromise the University's focus on the academic integrity of student-athletes.
- 2) Admissions and graduation standards must in no way be specially altered or amended for student-athletes.
- 3) There can be no “tiering” among UC Davis sports, with some sports and their athletes receiving a better standard of treatment than others.
- 4) UC Davis cannot retreat from its Title IX (gender equity) progress, but must continue to expand its efforts and compliance.
- 5) UC Davis cannot reduce its broad-based program, but rather must seek to add sports.
- 6) The Athletics program cannot depend for its financial survival on its record of wins and losses.
- 7) Permanent core funding must come from students and the institution, rather than from a dependency on external sources.
- 8) The athletic department at UC Davis must maintain a formal connection to the mission of the university, including preserving the current teacher/coach role.

- C) Changes in sports conference affiliation for the entire ICA program;
- D) Additions or deletions of sports programs; and
- E) At the discretion of the Chancellor, any issues that he deems appropriate.

## III. Academic Integrity

### Operating Principle 2.1, Academic Standards

\*Items 1-3 are not applicable because UC Davis was not required to undergo the first-cycle certification process.

#### **Item 4:**

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

### Faculty Oversight of Admissions and Enrollment

At UC Davis, as with all University of California campuses, admissions policy is formulated and overseen by the faculty. Specifically, the Davis Division Academic Senate Committee on Admissions and Enrollment is charged with matters related to undergraduate admissions on the Davis campus, including forming campus admissions policies. The UC Board of Admissions and Relations with Schools (BOARS) is the counterpart faculty committee at the system level. BOARS considers the policy and other admissions matters that affect the entire UC system, and makes policy recommendations to the UC faculty and Regents. At UC Davis, the Office of Undergraduate Admissions is responsible for carrying out admissions policy, and functions as a cooperative partner with the faculty committee in the overall admissions enterprise. In the following review of the admissions process, please note that we refer to the last three admissions cycles, i.e., those cycles specific to the NCAA review.

### Brief Overview of Admission Process

The freshman admissions process at UC Davis involves two major stages: *eligibility* and *selection*. Eligibility is a University of California systemwide construct intended to identify the top 12.5% of California high school graduates. These are the students which, under California's 1960 Master Plan for Higher Education, are guaranteed seats somewhere in the UC system



(although not necessarily at the campus of an applicant's choosing). There are three routes to establishing UC eligibility:

Eligibility in the Statewide Context. In order to establish UC eligibility by this route, a student must complete a set of required, UC-certified high school courses in seven subject areas (the so-called a-g subject areas). In addition, the student must complete the SAT Core or ACT exam, as well as two SAT Subject exams in different subject areas. The GPA based on the a-g coursework and a composite exam score are then entered into a table to determine if the combination of these two indices is sufficiently strong to make the student UC eligible. This “eligibility index table” is periodically adjusted so that the number of students deemed eligible does not exceed 12.5% of California high school graduates. This is the route by which the vast majority of freshman admits are determined to be eligible.

Eligibility in the Local Context (ELC). All students in the top 4% of the graduating class in each California high school, based on the a-g GPA as computed by UC, are declared UC eligible. Standardized exam scores are immaterial for the purposes of ELC; however, the correct exam pattern must still be taken in order for ELC students to retain their eligibility. Also, all ELC students must complete a full set of approved courses in the a-g subject areas. The great majority of ELC students are also eligible by the Statewide Context route.

Eligibility by Exam Alone. Students who cannot present a valid GPA in a-g coursework may still establish UC eligibility by taking the required pattern of standardized exams (as described above in connection with Statewide Eligibility), and achieving very high scores on them. Typically, the number of students who establish UC eligibility by this route alone is very small (in the low hundreds, out of approximately 80,000 freshman applicants across the UC system).

All three routes to UC eligibility are based entirely on academic measures of achievement. In most cases, students can themselves predict their eligibility with high reliability based on information known to them or readily obtainable by them.

### **Comprehensive Review of Eligible Applicants for Admission**

Applicants determined to be UC eligible are admitted to at least one of the University's nine general campuses. However, at present seven of the nine, including UC Davis, have insufficient enrollment seats to accommodate all freshman applicants who would enroll if offered admission. Accordingly, these seven campuses *select* a subset of their UC-eligible applicants for admission offers, through a process called Comprehensive Review. UC-eligible applicants who are not admitted to at least one campus to which they applied are referred to one of the two non-selective campuses for an admission offer. The Comprehensive Review is an overarching policy describing those factors that can be used to select undergraduate applicants for admission to a UC campus. Although all UC campuses are bound by this policy, it allows each campus to tailor its own selection policies and procedures within certain limits. The overall goal of the Comprehensive Review doctrine is to reach beyond simple quantitative indicators of academic achievement by considering the context of opportunities and challenges in which that academic achievement occurred, and also by giving due consideration to achievement in other areas which may suggest a strong likelihood of success at the University and beyond. The majority of the weight in admissions decisions at any UC campus is nevertheless placed on academic excellence.

An admission plus factor for race or ethnicity is not allowed under Comprehensive Review, and is prohibited by California state law.

### **Criteria Used For Comprehensive Review**

The UC Davis Comprehensive Review process involves assessment of each applicant in 15 separate categories. A score in each of these categories is assigned to each applicant, with the total score dictating the admit/deny decision. The admit threshold is specific to each college at UC Davis, and in some cases specific to individual majors within the colleges. Four of the 15 categories involve purely academic, quantitative indices (GPA, test scores, number of extra a-g courses beyond the minimum required, and status in the top 4% of the graduating class). These four categories account for 10,500 of the 14,250 total possible points, or 74%. Points in the remaining 11 categories are awarded based on a combination of quantitative and non-quantitative data on the application, as well as on a human read of the application and its essay responses by a staff of readers. These 11 categories are intended to account for: 1) various life challenges that can be expected to have impacted a student's ability to achieve her/his full academic potential, 2) evidence of personal qualities and achievement outside of pure academics that suggest considerable promise for success at the University, and 3) efforts undertaken by the student, in addition to normal high school course work, to prepare academically for the rigors of a university education. Two categories of particular relevance in the context of intercollegiate athletics are Special Talent and Leadership Potential. As with all point categories, the award of points in these two areas is subject to rigorous, specific identified, and consistently applied guidelines.

### **Admission by Exception**

The normal flow of the admission process calls for all UC-eligible applicants to be assessed according to the above-described Comprehensive Review procedure. Applicants who are not UC-eligible are not guaranteed a Comprehensive Review. However, the University of California has long maintained a practice of admitting a small number of applicants who are not actually UC-eligible under one of the three routes described above. The goals of *UC Admission by Exception* policy are first, to avoid excluding applicants who may miss eligibility for relatively minor reasons (e.g., missing a single test score) but who are nonetheless highly qualified; second, to facilitate small-scale experimentation with new admissions policies, and to provide a mechanism for admitting applicants who exhibit truly extraordinary talent and achievement in a particular field of endeavor, or who have such exceptional backgrounds that their presence on campus significantly enriches the educational environment.

UC systemwide policy mandates that no more than 6% of the enrolled freshman class on any campus can be admitted by exception. Within this 6%, up to 4% can be used to admit disadvantaged students, and up to 2% for students who would bring extraordinary talents or achievement to the campus. Although the Admission by Exception mechanism could legitimately be used to admit student-athletes who do not meet the substance of UC's academic eligibility criteria, UC Davis has not engaged in this practice in recent years. It is important to note that the term "Admission by Exception" has a very specific meaning within the University of California: it refers to admission of applicants who, for one reason or another, do not meet all of the criteria for "eligibility" as outlined above. Such admission actions are in fact exceptional, because applicants who *do* meet the eligibility criteria are guaranteed admission to at least one UC campus. The Admission by Exception policy is intended to recognize that the simple numerical

requirements attending UC eligibility are imperfect indicators of potential for success at the University, particularly in the case of applicants with nontraditional backgrounds. Admission by Exception applicants are *not* excused from substantive and rigorous review. Only 8 student-athletes receiving athletic aid were admitted through the Admission by Exception pathway over the three years covered by this report, and in all these cases eligibility was missed for minor reasons, such as a single missing test score or a single missing UC-certified high school course. Their overall academic records were strong, and otherwise consistent with UC-eligible admits. UC Davis does not use the Admission by Exception mechanism to admit student-athletes, on the basis of athletic talent, whose academic records indicate they would be unlikely to succeed academically at the University.

### **Admission of Student-athletes**

Admission of student-athletes generally follows the process and policies outlined above. In past years, whereas a determination of UC eligibility was always made for student-athletes, in some cases admission offers were made without scoring the application using the full Comprehensive Review rating scale (this scale assigns points for a range of academic and experiential criteria, which are combined with high school grades and test scores). This was done largely because of nationwide recruitment cycles, where a number of student-athletes may be admitted long after the bulk of admit decisions are released for other applicants (usually in mid to late March). Nearly of all of these student-athletes were determined to be UC eligible. Those few that were not UC eligible missed eligibility for minor reasons, and were admitted through the Admission by Exception mechanism (see Question 4, *Admissions by Exception*). These practices have been explicitly approved by the faculty Senate Admissions and Enrollment Committee. The policy rationale rests on the fact that UC eligibility, as a purely academic indicator, is designed to be a strong predictor of academic success at any UC campus. Voluminous statistical evidence exists to support this claim.<sup>1</sup>

The professional staff in the Office of Undergraduate Admissions handles the processing of admission applications from student-athletes. While the Admissions staff members are made aware that a particular applicant is a recruited (sponsored) athlete, a strict “firewall” is in place which blocks direct contact between the Admissions staff and the coaches in Intercollegiate Athletics. That is, coaches play no role in the processing of student-athlete applications, nor in deciding the final outcome of the admission process.

### **RECOMMENDATIONS FOR IMPROVEMENT:**

At the direction of the Admissions and Enrollment Committee, beginning with the Fall 2006 class of entering freshmen, UC Davis has modified its practice to subject all applicants, including student-athletes whose applications may be processed after the bulk of freshman applications, to a complete Comprehensive Review and scoring. The Committee endorses this practice and recommends it continue.

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<sup>1</sup> See e.g., Saul Geiser & Roger Studley UC and the SAT: Predictive validity and differential impact of the SAT I and SAT II at the University of California (2001), University of California Office of the President, Oakland: [http://www.ucop.edu/sas/research/researchandplanning/pdf/sat\\_study.pdf](http://www.ucop.edu/sas/research/researchandplanning/pdf/sat_study.pdf)

**Item 5:**

*Compare and explain any differences in the admissions profiles of student-athletes who received athletics grants-in-aid with the profiles of students in general by submitting the following information for the three most recent academic years: average standardized test scores for freshman student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups listed in the NCAA Division I Graduation Rates Disclosure Form) and for all entering freshmen students (by gender and by racial or ethnic group). [Note: Use the supplied charts (Standardized Test Scores, by Gender on Page 19, Standardized Test Scores, by Racial or Ethnic Group on Page 20 and GPA and Test Scores, by Sport Group on Page 21) and the graduation-rates disclosure form methodology to compile these data.*

Statistics of SAT composite scores for grants-in-aid student-athletes and for all entering freshmen are given by gender for the 2002, 2003, and 2004 freshman classes in the Table corresponding to Page 19 of the NCAA's Instrument (reproduced below). These data are disaggregated by race/ethnicity in the Table corresponding to Page 20 of the NCAA's Instrument (also reproduced below). Data by sport group is displayed in the Table corresponding to Page 21 of the NCAA's Instrument (reproduced below). Generally, a very few applicants (1-2%) present only ACT scores and no SAT scores; for these students, the NCAA conversion method was used to convert ACT scores to the SAT scale.

**SAT Scores by Gender and Athlete Status**  
(Corresponds to Page 19 Chart of NCAA Self-Study Instrument)

GENDER									
		Male Students		Female Students		Male Student-Athletes		Female Student-Athletes	
	Year	score	#	score	#	score	#	score	#
Average SAT Test Score *ACTs converted	2004-05	<b>1204.7</b>	1,804	<b>1143.4</b>	2,462	<b>1135.0</b>	66	<b>1139.4</b>	71
	2003-04	<b>1210.9</b>	2,127	<b>1143.4</b>	2,660	<b>1120.6</b>	52	<b>1118.3</b>	35
	2002-03	<b>1202.0</b>	2,043	<b>1145.8</b>	2,631	<b>1137.1</b>	32	<b>1149.2</b>	52

Gender differences in SAT composite among the freshman population (men had scores 61.3 points higher in 2004)<sup>2</sup> generally mirror the gap for California's statewide population of college-bound seniors taking the SAT (51 points in 2004; n = 177,000).<sup>3</sup> However, this gap virtually

<sup>2</sup> While men have somewhat higher SAT averages at UC Davis, we should also note that women have somewhat higher high school GPAs. In the 2002-04 freshmen applicant pool to UC Davis (domestic students) women had a mean high school GPA of 3.70 versus 3.60 for men, whereas men had an average SAT score of 1212 compared to an average score of 1157 for women. Thus, it is unsurprising that both patterns (women's higher grades and men's higher test scores) carry over into the enrolled freshmen class even though gender/sex is not a factor in the UC Davis admissions process, consistent with California state law (Proposition 209).

<sup>3</sup> College Board, 2004 College-Bound Seniors: California Report p.9 table 6 (2004), available at [http://www.collegeboard.com/prod\\_downloads/about/news\\_info/cbsenior/yr2004/CA\\_2004.pdf](http://www.collegeboard.com/prod_downloads/about/news_info/cbsenior/yr2004/CA_2004.pdf).

disappears for grants-in-aid student-athletes, with male/female mean score differences of 4 points, -2 points, and 12 points in 2004, 2003, and 2002. For these three years, the difference between freshmen and student-athlete scores for males ranged from a low of 65 points (0.43 standard deviation) in 2002 to a high of 90 points in 2003 (0.62 std. dev.). Among females, mean scores for freshmen and student-athletes are very similar, with differences no larger than 25 points from 2002-04. In 2002, female student-athletes had a mean SAT scores that was 3 points higher than for female freshmen generally.

**Freshmen Students Generally and Freshmen Student-Athletes on Aid  
(Corresponds to Page 20 Chart of NCAA Self-Study Instrument)**

<b>Racial or Ethnic Group: All Entering Freshmen</b>												
YEAR	American Indian/AN		Asian/PI		Black		Hispanic		White		Other	
	Score	#	Score	#	Score	#	Score	#	Score	#	Score	#
2004-05	1176.1	31	1154.3	1,880	1081.1	109	1062.4	499	1226.5	1,394	1202.3	353
2003-04	1209.0	21	1156.7	2,012	1063.7	122	1063.3	561	1228.0	1,830	1206.5	241
2002-03	1183.8	32	1148.6	1,927	1052.1	94	1060.8	438	1219.9	1,971	1184.2	212
<b>Racial or Ethnic Group: All Entering Freshmen Student-Athletes on Aid</b>												
YEAR	American Indian/AN		Asian/PI		Black		Hispanic		White		Other	
	Score	#	Score	#	Score	#	Score	#	Score	#	Score	#
2004-05	*	*	1155.8	12	1058.3	13	1080.0	11	1157.4	89	1108.2	11
2003-04	*	*	1116.7	6	1044.0	5	1096.7	10	1138.3	55	1082.7	11
2002-03	*	*	1215.0	6	1047.5	5	1073.3	9	1156.5	54	1141.1	9

\* = Cell size of 2 or less (disclosure could compromise student privacy)

These data present a picture of mild and varied differences in academic achievement between GIA student-athletes and the general freshman population, as measured by SAT composite scores. In the comprehensive review, one point is awarded for every SAT point. In some gender and sport categories, student-athlete scores are actually higher than in the corresponding general population. The largest gap is for Men's Football and Men's Baseball, which is roughly 110 points. The significance of this difference in relation to the UC Davis admission selection process can be understood by comparing it to the 250 points equivalent that are awarded for recognition of “extraordinary talent.”<sup>4</sup> It is likely that a large fraction of recruited student-athletes would be favorably evaluated in this category, whereas in a typical year less than 10% of general applicants are. Likewise, a student who was captain of the varsity football and baseball (or volleyball and soccer) teams as well as the president of the debate club would be more likely to reach the threshold necessary for 250 leadership points (assuming these activities are sufficiently described in the application) compared to another student who was president of the debate club but did not have other leadership accomplishments.

The data disaggregated by race/ethnicity show some interesting features. The mean-score gap between grant-in-aid student-athletes and the general freshman population is small for Asian/Pacific Islander, African American, and Latino/Hispanic students. In some cases, notably Latino/Hispanic students, the mean scores for student-athletes are actually higher than for their general-freshman-population counterparts. On the other hand, the gap between white student-athletes and all white freshmen is as high as 88 points (in 2003). And, among the small number of students who indicated “other” for racial/ethnic category, the gap between student-athletes and all freshmen reached 124 points in 2003, after being only 43 points in 2002.

Although UC Davis student-athletes from underrepresented racial/ethnic groups generally present SAT scores that, on average, are at least as strong as general-population students in the same ethnic category, these mean scores still reflect the well-known gap when compared to mean scores of white students.<sup>5</sup> This, together with the fact that some large-roster teams have a significantly larger proportion of African Americans than does the general freshman population (e.g. Men's Football was 24% African American vs. 2.4% in the 2002-04 undergraduate population), explains some of the overall gap in mean SAT scores between all student-athletes

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<sup>4</sup> The points assigned to each criteria in the UC Davis Comprehensive Review process are listed at: [http://admissions.ucdavis.edu/admissions/fr\\_selection\\_process.cfm](http://admissions.ucdavis.edu/admissions/fr_selection_process.cfm).

<sup>5</sup> Like gender (see earlier footnote), race and ethnicity are not factors in UC Davis admissions, consistent with California state law (Proposition 209). Among 2002-04 freshmen at UC Davis there is about a 160-point black-white gap in average SAT scores, but this does not reflect an edge in the admissions process. Rather, it reflects the fact that there are mean black-white SAT disparities in the applicant pool (about 187 points at UC Davis) and that significant black-white test score disparities typically persist under race-neutral admission procedures at selective universities. See e.g., WILLIAM G. BOWEN & DEREK BOK, *THE SHAPE OF THE RIVER: LONG-TERM CONSEQUENCES OF CONSIDERING RACE IN COLLEGE AND UNIVERSITY ADMISSIONS* 16 (Princeton U. Press, 1998) (“The fact that, nationally, blacks are very underrepresented at the higher SAT levels and very overrepresented at the lower levels ensures that they will have substantially lower average SAT scores even if a college were to use precisely the same SAT cut-off in admitting white and black students.”); William T. Dickens & Thomas J. Kane, *Racial Test Score Differences as Evidence of Reverse Discrimination: Less than Meets the Eye*, 38 *INDUSTRIAL RELATIONS* 331, 332 (1999); Goodwin Liu, *The Causation Fallacy: Bakke and the Basic Arithmetic of Selective Admissions*, 100 *MICHIGAN LAW REVIEW* 1045, 1064 (2002).

and all freshmen. The balance of the gap is explained by the lower SAT scores presented by white student athletes as compared to white freshmen generally, as noted above.

**Freshmen Student-Athletes on Athletic Aid: GPA & SAT Scores by Sport Group**  
**(Corresponds to Page 21 Chart of NCAA Self-Study Instrument)**

SPORT GROUP																
	Football		Men's Basketball		Baseball		Men's Track/ Cross-Country		Men's Other Sports		Women's Basketball		Women's Track/ Cross-Country		Women's Other Sports	
YEAR	Core GPA	#	Core GPA	#	Core GPA	#	Core GPA	#	Core GPA	#	Core GPA	#	Core GPA	#	Core GPA	#
2004-05	3.2	19	3.5	4	3.6	10	3.5	4	3.6	30	3.5	3	3.5	5	3.7	62
2003-04	3.4	16	*	*	3.4	14	*	*	3.5	20	4.0	5	*	*	3.5	28
2002-03	3.4	15	3.6	3	*	*	*	*	3.4	12	4.0	3	3.6	6	3.7	43
YEAR	Score	#	Score	#	Score	#	Score	#	Score	#	Score	#	Score	#	Score	#
2004-05	1096	19	1115	4	1091	10	1190	4	1171	30	1177	3	1112	5	1140	62
2003-04	1098	16	*	*	1104	14	*	*	1150	20	1136	5	*	*	1126	28
2002-03	1090	15	1137	3	*	*	*	*	1180	12	1150	3	1137	6	1151	43

\* = Cell size of 2 or less (disclosure could compromise student privacy)

The by-sport disaggregated data reflect substantial uniformity in mean scores across sports for women. In all cases where the samples included more than 2 students, mean SAT scores for

female athletes fall in the mid-1100 range. In contrast, mean scores among male athletes show considerable variation across the different sports. Generally, Men's Basketball, Men's Other Sports and Men's Track/Cross Country have SAT average scores in the range of 1115 to 1190 each year. Men's Baseball and Football mean scores, on the other hand, are close to 1100 across the three years. It should be noted though those, with the possible exception of Men's Football and Men's Other Sports, the numbers of student-athletes are too low to draw firm conclusions.

#### **ITEM 6.**

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

#### *Admissions by Exception*

Please see Item 4, *Admissions by Exception*, for a complete description of the UC Davis admissions process. As noted in response to Item 4, the policy of admissions by exception at Davis complies with the UC systemwide policy mandating that no more than 6% of the enrolled freshman class on any campus can be admitted by exception. The Admission by Exception policy is intended to recognize that the simple numerical requirements attending UC eligibility are imperfect indicators of potential for success at the University, particularly in the case of applicants with nontraditional backgrounds. Only 8 student-athletes receiving athletic aid were admitted through the Admission by Exception pathway over the three years covered by this report, and in all these cases eligibility was missed for minor reasons, such as a single missing test score or a single missing UC-certified high school course. Their overall academic records were strong, and otherwise consistent with UC-eligible admits.

#### *Appeals*

Undergraduate applicants who are not selected for admission may appeal in writing to the Appeals Review Committee of the Undergraduate Admissions office. Applicants who appeal are advised to submit new information not already included with their original applications, such as recent grades, updates on academic and nonacademic achievements, letters of recommendation, and any unusual circumstances such as hardships affecting academic performance. Prior to the fall 2005 admissions cycle, criteria for granting appeals put significant weight on hardships; however, beginning with fall 2005 applicants, appeals are granted based on an expanded comprehensive review of overall applicant attributes presented, with emphasis given to strength of academic preparation. The Undergraduate Admissions office does not set aside large numbers of admissions spaces for appeals; in fall 2005, granted appeals comprised 1% of the total number of admissions offers (154/22,844).

Beginning with the fall 2005 admissions cycle the Appeals Review Committee is chaired by either Director of Admissions Pamela Burnett or the Deputy Director Mary Dubitzky. Other individual members of the committee could change from year, but usually will include Associate Director of Operations Darlene Hunter, Associate Director of Evaluations Mike Dang, and Associate Director of Recruitment Arnette Bates. Each year, before making preliminary appeals



decisions, the Appeals Review Committee receives training on the criteria to be used for assessing appeals, including case study examples. The committee chair oversees final decisions.

Undergraduate Admissions considers an appeal of a "Student Athlete" only if the appeal is requested by Senior Associate Athletic Director Pamela Gill-Fisher after having been approved for referral by Athletic Director Greg Warzecka. Such appeals would be for a very small number of Student-athletes whose profiles are comparable overall to regularly admitted Davis students, but who do not meet technical criteria for UC eligibility, as described in Question #4, *Admission by Exception*. Student-athletes who are denied admission via the Student Athlete admissions process may appeal as regular (non-athlete) applicants.

#### **RECOMMENDATIONS FOR IMPROVEMENT:**

There is a deeply ingrained and longstanding perception in higher education generally that student-athletes are not or cannot be admitted under regular admission criteria. However, the data in this Self-Study, as well as the data in another report posted on our NCAA Certification website -- *UC Davis Athletics Baseline Data 2000-2004* (April 2006) -- both confirm that such a stereotyped notion does not accurately reflect the manner in which student-athletes are admitted at UC Davis.<sup>6</sup> On this campus, in the past three admission cycles 97.4% (300/308) of student-athletes receiving athletic aid met the University of California's eligibility criteria, a figure that mirrors the 97.2% of UC-eligible incoming students at UC Davis who are not athletes (see also Items #4 and #7). The Committee believes this is a laudable policy that should continue. Accordingly, we recommend that UC Davis annually make available data on the admissions profile of its student athletes, and we believe such information should be part of a regular outreach program to ensure that all of our constituents (faculty, staff, students, parents of students, alumni, etc.) understand our admissions policies and process.

#### **ITEM 7**

*Compare and explain any differences between the percentage of freshman student-athletes receiving athletics aid who were admitted through any of the processes described in Self-Study Item Number 6 above and the percentage of freshman students generally who were so admitted. Provide these comparative data for the three most recent academic years. For the student-athlete data, information should be displayed for each of the sport groups, organized by year, and listed in the NCAA Division I Graduation-Rates Supplemental Form [Use the supplied chart (Special-Admissions Information on Page 23 to compile these data.)]*

Overall, the data for the UC Davis freshmen cohorts in 2002-03, 2003-04, and 2004-05 indicate non-athletes admitted by exception comprised 2.8% (382/13,724) of the freshmen classes,

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<sup>6</sup> In the interest of avoiding confusion, the Committee notes that the *Athletics Baseline* report lists the total number of admission by exception athletes receiving athletic aid in 2002-04 as 12, whereas the *NCAA Certification Self-Study* lists the total as 8 for the same period. The two reports are derived from the same data set; the minor difference is attributable to the fact that the *Athletics Baseline* report uses of definition of student-athlete with a longer time span. For example, a student who was admitted (whether UC-eligible or not) in 2002 and later earned an athletic scholarship in a sport in 2003 or 2004 would be included in the grant-in-aid athlete column in the *Athletics Baseline* report. The same student would not count as an athlete in the NCAA Self-Study chart on special admissions, as the NCAA chart is restricted to students who received athletic aid the year that they were admitted. 2002-04 marked a period of expansion of grants-in-aid at UC Davis (in preparation for Division I status), so there were opportunities for walk-on athletes to later earn athletic scholarships as upperclassmen.

whereas of student-athletes receiving aid 2.6% (8/308) were admitted by exception (see question 4, *Admissions by Exception*, for definition).

Looking at the year-to-year data, there was a lower percentage of admission by exception students in the freshmen class in 2004-05 (1.8%) than in 2003-04 (3.5%) or 2002-03 (3.0%). The opposite is true of the percentage of admission by exception students among freshmen student-athletes receiving athletic aid (2.9%, 2.3%, and 2.4%, respectively).

Moreover, because the total number of student-athletes receiving aid who were admitted by exception is so small (4 in 2004-05, 2 in 2003-04, and 2 in 2002-03), UC Davis is very limited in its ability to comment on the team-by-team patterns in light of the NCAA's guidance (justifiably made in order to protect students' privacy rights) not to provide data for the chart on page 23 of the Self-Study instrument when the number of students in a group is two or less. However, for the period in question, the UC Davis freshmen student-athletes receiving aid who did not meet UC eligibility criteria are not clustered in only one or two sports, but are spread across several men's and women's sports.

**Special-Admissions Information:  
Freshmen Students Generally and Freshmen Student-Athletes on Athletic Aid  
(Corresponds to Page 23 Chart of NCAA Self-Study Instrument)**

	Year	All Freshmen	All Freshmen Student-Athletes on Athletic Aid	Sport-Specific Data*
Percentage of Special Admits (Not UC Eligible)	2004-05	<b>1.8%</b> (75/4,266)	<b>2.9%</b> (4/137)	*Consistent with NCAA guidance, this data is not specified in order to protect students' privacy. These 8 students were spread across at least five men's and women's teams.
	2003-04	<b>3.5%</b> (166/4,785)	<b>2.3%</b> (2/87)	
	2002-03	<b>3.0%</b> (141/4,673)	<b>2.4%</b> (2/84)	

In reviewing the admissions and graduation data and processes, the Committee believes each are consistent with UC Davis core principals for the operation of intercollegiate athletics which state that admissions and graduation standards must in no way be specifically altered or amended for student athletics.

**RECOMMENDATIONS FOR IMPROVEMENT:**

The Committee would be concerned if a diverging trend continues with numbers of student-athletes exceeding those admitted by exception for the general student population (the Director of Admissions reports that the low 2004 admission by exception figures partly reflect some unique California budgetary challenges that impacted admission offers across the UC system that year). This trend, if there is one, should be carefully followed each year and reported on in the annual report. It is the Committee's understanding that this aspect of admissions will be included in the annual report (comparing data for student-athletes and non-athlete students) produced under the direction of the Vice Chancellor for Student Affairs and that will be provided to the Athletics Administrative Advisory Committee and the leadership of the Academic Senate.

## **ITEM 8**

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

### **Initial Eligibility Steps**

1. When a freshmen student-athlete meets UC admission requirements and is admitted and subsequently submits their UC Davis Statement of Intent to Register (SIR), The Intercollegiate Athletics (ICA) Assistant Athletic Director for Compliance (Jennifer Cardone) provides information to the Office of the University Registrar's (OUR) Director of Athletic Certification (Patti Utz) that prospective freshmen student-athletes are properly designated as a qualifier through the NCAA Clearinghouse.
2. The Director of Athletic Certification (Patti Utz) verifies the NCAA Clearinghouse information and enrollment status for initial eligibility.
3. The Assistant Athletic Director for Compliance provides the Big West Historical Report forms to the Director of Athletic Certification (Patti Utz) for further completion, verification and a signature.
4. The Faculty Athletics Representative (Kimberly Elsbach) reviews and signs the Big West Historical Reports before being mailed to the Big West conference office.

### **Transfer Eligibility Steps**

1. The Assistant Athletic Director for Compliance (Jennifer Cardone) verifies that the transfer student-athlete is properly designated (qualifier or non-qualifier). The Assistant Athletic Director for Compliance also determines eligibility for financial aid.
2. When a transfer prospect is admitted to UC Davis, the Office of the University Registrar's (OUR) Director of Athletic Certification (Patti Utz) is responsible for verifying that the transfer student-athlete meets NCAA transfer requirements as well as UC Davis academic requirements. The Director of Athletic Certification is also responsible for verifying that all student-athletes are enrolled in a specific degree program prior to their third academic year and make progress toward that degree every quarter thereafter, reviews the transcript(s) to ensure appropriate degree progress requirements (25/50/75 or 40/60/80 percent) will be met. The Director of Athletic Certification also determines remaining years of eligibility using the transfer history form provided by the Assistant Athletic Director for Compliance.
3. The Director of Athletic Certification reviews the initial eligibility of all incoming transfer students. The Director of Athletic Certification works closely with designated college dean's office academic advisors to identify course equivalents and the number of units necessary to meet the specific degree requirements for each transfer prospect.

4. The Assistant Athletic Director for Compliance provides the Big West Historical Report forms to the Director of Athletic Certification (Patti Utz) for further completion, verification and a signature.
5. The Faculty Athletics Representative (Kimberly Elsbach) reviews and signs the Big West Historical Reports before being mailed to the Big West conference office.

### **QUESTION 9**

*List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes' continuing eligibility. Identify by name and title the individual(s) with final authority for certifying continuing eligibility. Provide names (including titles) of who has ultimate responsibility in determining student-athlete's continuing eligibility.*

At UC Davis our Director of Athletic Certification (Patti Utz) ensures that student-athletes:

- a. pass their required 6-units per quarter;
- b. pass 39 degree units in the academic year;
- c. number of units attempted each quarter and how they will be applied toward their specific degree program to ensure progress toward degree requirements;
- d. are enrolled full-time each quarter;
- e. do not exceed their units for elective courses;
- f. do not exceed their unit limit for PE courses;
- g. do not exceed their limit for workload courses and,
- h. maintain the appropriate cumulative GPA.

The following represents the sequence of steps used to certify continuing eligibility:

1. Student-athletes' academic programs are designed to ensure the student-athletes complete at least 39 units toward their degree each year. Adherence to the proposed course of study is monitored throughout the year by the ICA Athletic Academic Advising team (Michelle Roppeau, Director of Athletic Academic Advising, and Laura Goldhammer, Athletic Academic Advisor) in collaboration with the Director of Athletic Certification. All student-athletes progress are reviewed by the Director of Athletic Certification continuously throughout the year and at the completion of each quarter.
2. Student record data from the campus student information system is downloaded nightly to the ICA FileMakerPro (FMP) database. Data include, but are not limited to, enrolled units, cumulated GPA, and declared major for all student-athletes. The database is viewable by the Athletic Academic Advising team, and maintained collaboratively by the Assistant Athletic Director for Compliance (Jennifer Cardone) and the Director of Athletic Certification. Certain information (e.g., academic plan form status, eligibility status for practice and competition, etc) is available to the coaches via the web.
3. Following the receipt of quarterly grades and after the end of term processes have been run for all students, the Assistant Athletic Director for Compliance and Athletic Academic Advising team review the FMP database. Coaches are notified via the web about student-athletes eligibility status for the next quarter and the possibility of required summer school enrollment. The Director of Athletic Certification checks cumulative GPA's against the

minimum GPA requirement and checks again after summer school grades are posted.

4. The Director of Athletic Certification provides the number of units the student-athlete is currently enrolled in and how those units will apply to the specific degree requirements for each continuing student-athlete to the Assistant Athletic Director for Compliance and Athletic Academic Advising team electronically using the FMP database.
5. The Assistant Athletic Director for Compliance prepares the Big West Eligibility List from information compiled by the Director of Athletic Certification using the FMP database.
6. The Faculty Athletics Representative (Kimberly Elsbach) reviews and signs the Big West Eligibility List before mailed to the Big West conference office.
7. The Assistant Athletic Director for Compliance prepares the Squad List from information compiled by the Director of Athletic Certification using the FMP database.
8. The Senior Associate Athletic Director (Pam Gill-Fisher) reviews and signs the Squad List. The Assistant Athletic Director for Compliance also signs the Squad list before mailed to the Big West conference office.
9. The Assistant Athletic Director for Compliance is responsible for informing the coaches of any changes in eligibility status by reminding coaches to check online through the FMP database that is accessible 24 hours/7 days a week online.

#### **ITEM 10**

*Review the graduation rates for student-athletes who received athletics grants-in-aid, for various student-athlete subgroups and for students generally during the last three years, and comment on any trends or significant changes. Specifically, identify and explain deficiencies in graduation rates for any of the following when compared to the graduation rates of students generally: student-athletes generally, student-athletes of particular sport teams, student-athletes by gender, student-athletes by ethnicity and student-athlete subgroups (i.e., ethnicity) within particular sport teams. If the graduation rate for student-athletes, or for any student-athlete subgroup, is less than the graduation rate for students generally, the institution must analyze, explain and address, as appropriate (1) the magnitude of the difference between the student-athlete (or subgroup) rate; and (2) the trends over the three reporting periods in these rate differences.*

The NCAA Graduation Reports with the data requested for this Certification Self-Study are available at:

[http://web1.ncaa.org/app\\_data/inst2005/108.pdf](http://web1.ncaa.org/app_data/inst2005/108.pdf) (1998-99)

[http://www.ncaa.org/grad\\_rates/2004/d2\\_d3/d2\\_d3\\_schools/RPT00108.html](http://www.ncaa.org/grad_rates/2004/d2_d3/d2_d3_schools/RPT00108.html) (1997-98)

[http://www.ncaa.org/grad\\_rates/2003/d2-3/RPT00108.html](http://www.ncaa.org/grad_rates/2003/d2-3/RPT00108.html) (1996-97)

Table A shows a comparison of six-year graduation rates for student-athletes and for all students generally. Note that UC Davis did not offer aid to the 1996-97 and 1997-98 cohorts. Consistent

with NCAA recommendations, data for these years are not presented.<sup>7</sup> The six-year graduation rate is computed for each group of students by tracking a cohort of first-time, full-time, degree-seeking students over a six-year period to determine what percent graduated within the six-year timeframe.

When the graduation rates are compared between students-athletes and all students generally for the only cohort for which data are available (within the window specified by the NCAA), the Committee found a 7% difference with rates being lower for student-athletes receiving athletic aid. The Committee does not believe the 7% difference is cause for concern at this time. It should be noted that the total number of grant's-in-aid student-athletes is very small, less than 50, for the particular cohort that is available for analysis. Because UC Davis had so few student-athletes receiving athletic aid in the late-1990s, which necessarily limits the sample size of the graduation rate data analyzed in the Self-Study, we note that a UC Davis Student Affairs research report looking at a more recent and larger cohort found encouraging results. The *UC Davis Athletics Baseline Data 2000-2004* report looked at student athletes entering in 2000 and found that in terms of five-year graduation rates, both student-athletes overall (197/233) and student-athletes receiving athletic aid (115/130) had higher graduation rates than non-athlete Davis students in the same cohort. This report is available on the UC Davis Division I Certification website:

[http://www.news.ucdavis.edu/special\\_reports/ncaa\\_certification/downloads/2000-04\\_baseline\\_data.pdf](http://www.news.ucdavis.edu/special_reports/ncaa_certification/downloads/2000-04_baseline_data.pdf)

In any event, the difference between graduation rates should not exceed 10% (in favor of non-athletes) and should be monitored each year to ensure that student-athletes are graduating at similar rates to the general student population.

**Table A: Comparison of Six-Year Graduation Rates for All Entering UC Davis Students and Student-Athletes Receiving Athletic Aid**

Year	General Student Population	Student-Athletes Receiving Athletic Aid
Fall 1996-97 Cohort	N/A: No athletic grant-in-aid offered	
Fall 1997-98 Cohort	N/A: No athletic grant-in-aid offered	
Fall 1998-99 Cohort	<b>81%</b>	<b>74%</b>

The Subcommittee also examined the graduation rates by gender and ethnic /racial groups (Tables B-E).<sup>8</sup> For male student-athletes in which data are available, differences in graduation rates by ethnicity are reasonably close for Black Student-Athletes (67%, N=3) and Black Students (71%), but rates differ by quite a bit for white student-athletes (60%, N=5) compared to the general white

<sup>7</sup> Our Campus Liaison Pam Gill-Fisher confirmed this point with Vanessa Fuchs of the NCAA.

<sup>8</sup> One reason it is important to compare male student-athletes to other male students and female student-athletes to other female students is that Table C and Table E indicate that women generally have higher overall graduation rates than men at UC Davis. This is consistent with our other research on the 1998-99 entering cohort at Davis. See e.g. UC Davis Student Affairs Research & Information, Can UC Davis Admission Measures Predict Graduation Rates? page ii (June 2004) ("Overall and within academic division, females completed degrees at higher rates and more quickly, even in Engineering.").

available at <http://www.sariweb.ucdavis.edu/downloads/325AdmissionsMeasuresPredictGradRates.pdf>.

student population (83%). Female student-athletes graduation rates are comparable to the general female student population rates, both overall and by sport and ethnicity.

**Table B: Six-Year Graduation Rates (N) for Male Students-Athletes Receiving Athletic Aid, by Race/Ethnicity**

Racial/Ethnic Group	Fall 1998-99 Cohort	Fall 1997-98 Cohort	Fall 1996-97 Cohort
Am. Indian/AN	0% (0)	No athletic grant-in-aid offered	No athletic grant-in-aid offered
Asian/PI	--		
Black	67% (3)		
Hispanic	--		
White	60% (5)		
NR Alien	0% (0)		
Other	67% (3)		
Total	56% (18)		

**Table C: Six-Year Graduation Rates for Male Students Generally by Race/Ethnicity**

Racial/Ethnic Group	Fall 1998-99 Cohort	Fall 1997-98 Cohort	Fall 1996-97 Cohort
Am. Indian/AN	90%*	No athletic grant-in-aid offered	No athletic grant-in-aid offered
Asian/PI	78%		
Black	71%		
Hispanic	61%		
White	83%		
NR Alien	94%		
Other	72%		
Total	78%		

\*In Table C, there were only 10 American Indian male freshmen in 1998-99.

**Table D: Six-Year Graduation Rates for Female Students-Athletes Receiving Athletic Aid, by Race/Ethnicity**

Racial/Ethnic Group	Fall 1998-99 Cohort	Fall 1997-98 Cohort	Fall 1996-97 Cohort
Am. Indian/AN	0% (0)	No athletic grant-in-aid offered	No athletic grant-in-aid offered
Asian/PI	--		
Black	0% (0)		
Hispanic	--		
White	81% (27)		
NR Alien	0% (0)		
Other	100% (3)		
Total	83% (35)		

**Table E: Six-Year Graduation Rates for Female Students Generally by Race/Ethnicity**

Racial/Ethnic Group	Fall 1998-99 Cohort	Fall 1997-98 Cohort	Fall 1996-97 Cohort
Am. Indian/AN	75%	No athletic grant-in-aid offered	No athletic grant-in-aid offered
Asian/PI	87%		
Black	73%		
Hispanic	76%		
White	84%		
NR Alien	86%		
Other	77%		
Total	84%		

The data available by sport are very limited given the small number of student-athletes receiving aid. Based on one year of data, however, it appears that the rate of graduation for male football and baseball student-athletes is unacceptably low: 57% (four of seven) and 25% (one of four), respectively. However, it should be noted that very few students were included in the grants-in-aid category for the 98-99 cohort. In men's sports there were a total of nine grant-in-aid student-athletes out of total of sixteen students considered for this particular analysis; for women sports, there were 25 grants-in-aid student-athletes out of a total of 31 students. These totals reflect very small N's when disaggregated by sport and it is impossible to establish any meaningful trend as yet.

#### **RECOMMENDATIONS FOR IMPROVEMENT:**

The Committee recommends that graduation rates continue to be monitored over time.

#### **ITEM 11**

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

#### **Scholastic Deficiencies**

The UC Davis Division Academic Senate has the authority to modify UC Systemwide Academic Senate regulations that define academic standards for the UC system. Additional information is available in the UC Davis General Catalog. UC Davis utilizes two factors to determine standards of scholarship for undergraduate students: qualitative and quantitative standards.

Qualitative standards require that a student maintain a "C" average (2.000) or better for all work undertaken in the university and work undertaken in any one quarter. A student will be placed on



probation for qualitative reasons at the end of any quarter if the student's grade point average (GPA) is: a) less than 2.000, but not less than 1.500 for the quarter; or, b) less than 2.000 for all courses taken within the University of California. A student will be subject to disqualification for qualitative reasons at the end of any quarter if the student's GPA is less than 1.500 for the quarter or all courses taken within the University of California.

To meet quantitative standards (or also called "minimum progress,") a full-time regular undergraduate student is required to maintain an average of at least 13 units passed over all quarters of enrollment. Minimum progress is calculated at the end of every Spring Quarter for the preceding three quarters (Fall, Winter, Spring) comprising the academic year. Quarters during that period for which a student was officially approved for part-time status are omitted from the minimum progress calculation. A student at the conclusion of the Spring quarter who averages 12.0 to 12.9 units will be placed on probation. A student below 12.0 will be placed on subject to disqualification. At the end of the next full-time enrollment term, the student in probation or subject to disqualification will have a degree progress average calculated that includes all courses taken in their UC Davis career as well as courses taken at UC Davis or transferred in the summer term. If the degree progress average is 13.0 or above, the student will be in good standing for quantitative standards. If the student averaged below 13.0, the student will be in subject to disqualification. A student is dismissed only if they have two consecutive terms of subject to disqualification.

Graduate and professional students are subject to scholastic deficiencies as determined by their respective dean.

### **Academic Code of Conduct and Student Judicial Affairs**

Included in the UC Davis Code of Academic Conduct are the following recommendations to students (<http://sja.ucdavis.edu/cac.htm>):

- Be honest at all times.
- Act fairly toward others. For example, do not disrupt or seek an unfair advantage over others by cheating, or by talking or allowing eyes to wander during exams.
- Take group as well as individual responsibility for honorable behavior. Collectively, as well as individually, make every effort to prevent and avoid academic misconduct, and report acts of misconduct which you witness.
- Do not submit the same work in more than one class. Unless otherwise specified by the instructor, all work submitted to fulfill course requirements must be work done by the student specifically for that course. This means that work submitted for one course cannot be used to satisfy requirements of another course unless the student obtains permission from the instructor.
- Unless permitted by the instructor, do not work with others on graded coursework, including in class and take-home tests, papers, or homework assignments. When an instructor specifically informs students that they may collaborate on work required for a course, the extent of the collaboration must not exceed the limits set by the instructor.
- Know what plagiarism is and take steps to avoid it. When using the words or ideas of another, even if paraphrased in your own words, you must cite your source. Students who

are confused about whether a particular act constitutes plagiarism should consult the instructor who gave the assignment.

- Know the rules - ignorance is no defense. Those who violate campus rules regarding academic misconduct are subject to disciplinary sanctions, including suspension and dismissal.

These standards and policies are provided to incoming students participating in summer advising, which reaches approximately 82% of incoming freshmen and transfer students at UC Davis. In addition, the UC Davis Office of Judicial Affairs provides publications (in print and on the web) on specific concerns related to academic integrity (<http://sja.ucdavis.edu/pubs.htm>):

The Administration of Student Discipline  
Confronting In-Progress Cheating  
Disruption in Class  
Grievance Procedures for Students  
How to Avoid Plagiarism  
Reporting Academic Misconduct  
Responding to Disruptive or Threatening Behavior  
The Student Disciplinary System  
Tips to Prevent Cheating  
Unauthorized Collaboration  
Working Together to Create a Hate-Free Campus  
Why Integrity Matters

### *Communicating Eligibility to Student-Athletes*

As communicated in the Student-Athlete Planner that is updated every academic year, the rules require all UC Davis student-athletes to:

- Know their eligibility status and the NCAA rules.
- Be enrolled in 12 units in order to practice or compete. Wait list units do not count toward full-time enrollment.
- Have a cumulative UC Davis GPA of 1.600 or higher for 1<sup>st</sup> year participants, and a 2.000 or higher for 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year participants
- Declare a major before the 7<sup>th</sup> term of attendance.
- Pass a minimum of 6 degree units during each academic quarter.
- Pass a total of 39+ units each academic year that count toward the currently declared degree.
- Receive prior written approval for any classes (including summer school) at other institutions taken after enrollment at UCD.
- Complete an academic plan form (APF) each year.

In addition, students who first entered college in Fall 2003 or later must:

- Pass a minimum of 27 degree units during the fall/winter/spring combined.
- Complete 40% of degree requirements before the start of the 3<sup>rd</sup> year in school.
- Complete 60% of degree requirements before the start of the 4<sup>th</sup> year in school.
- Complete 80% of degree requirements before the start of the 5<sup>th</sup> year in school.

## ITEM 12

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

At present the procedures utilized by ICA at UC Davis are limited with respect to the monitoring of missed class time by student-athletes. Team schedules must be approved in advance by the particular sport supervisor, compliance, and the Athletic Director. No athletic events are scheduled during Final Exam Week. At present no formal policy with respect to the maximum allowable number of missed classes exists either in general or for individual teams at UCD. As recommended in the document entitled “NCAA Division I Athletics at UC Davis: A Proposal for Implementation of Recommendations from two Academic Committees, the Students’ Campus Expansion Initiative and the Academic Federation” by the Chancellor’s Athletic Advisory Committee for Vice Chancellor- Student Affairs\*\*, ICA (Associate Athletic Director Pam Gill-Fisher) is presently involved in the development of comprehensive conference-wide policies with regard to this issue in consultation with the other Big West Conference member-institutions.

All UC Davis student-athletes are required to attend a mandatory two hour eligibility meeting each year which is assigned based on the start date of the particular team. At this meeting student-athletes receive a seventy-six page eligibility packet which contains specific information on missed class time (p.36)\*. This information is given both verbally to the students and in a PowerPoint presentation during the meeting by representatives of ICA Student-Athlete Guidance Services. Student-Athlete Planners which also contain this information are distributed by the individual head coaches to their specific team’s members after the final composition of the team has been determined.

Historically, UC Davis has treated student-athletes as regular students first, but also with recognition of the factors which impact the ability of student-athletes to succeed as both. In general: 1) when scheduling conflicts arise, academic coursework takes priority over athletic practice requirements; and, 2) student-athletes are expected to abide by existing procedures if coursework is missed due to athletic competition with the individual instructor having the final say with respect to how to deal with missed class time and/or coursework.

**\*\* - Appendix \_\_\_\_\_, \* - attached as item \_\_\_\_\_**

## ITEM 13

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

In general, there has been little indication of excessive missed class time by UC Davis student-athletes. This is no doubt largely due the University’s historical insistence on offering an athletic program that does not compromise its focus on the academic integrity of student-athletes - a principle widely supported by most constituents of the UCD community. At present no data are extant which would allow analysis of missed class time for student-athletes either in general or by sport.

### **RECOMMENDATIONS FOR IMPROVEMENT:**

The Subcommittee recommends that the Department work with Central Administration to draft a policy that addresses when students who miss an exam while representing the University at a

competition or conference can make up those missed exams. Once drafted, the policy should be presented to the Faculty Senate for a vote.

#### ITEM 14

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

Every student-athlete at UC Davis is required to attend a two-hour session on eligibility issues in which missed class policy is a key part of the presentation. At these eligibility sessions, student-athletes are also given hard copies of the PowerPoint presentation so they can refresh their understanding of policy as issues arise (missed class policies are described on page 36). In addition, a section of the UC Davis Intercollegiate Athletics Student-Athlete Planner, which is distributed to all student-athletes, is devoted to the campus missed class policy (page 21 in the 2005-06 Planner).

In the Student-Athlete Planner and in the mandatory eligibility sessions UC Davis communicates the following points to student-athletes about missed class policy:

- (1) Student-athletes are cautioned that under UC Davis academic policy, a professor **does not** need to accommodate requests for make-up of missed classes. If a professor refuses to allow a student-athlete to make up missed work, that professor's decision is final. Student-athletes are advised that that is best to know each professor's policy for missed work as early as possible in the quarter.
- (2) Student-athletes are asked to analyze each of their class syllabi during the first week of the quarter. If there is any potential for missing class due to competition (or any question about the possibility of losing points due to absence), student-athletes are advised to speak directly with the professor during the first week of the quarter.
- (3) A student-athlete should explain to the professor when he/she will miss class due to competition. Student-athletes are advised to give each professor a copy of the team schedule, and to ask each professor about procedures for turning work in early or taking quizzes/exams early.
- (4) Student-athletes are notified that if their professor requires additional verification, the staff in 204 Hickey can provide a letter for the student-athlete to take to the professor.
- (5) Post-season competition can create additional missed class issues, so student-athletes are notified that UC Davis policy is for FAR Kim Elsbach to prepare a notification letter, given to every team member, for teams that advance to postseason competition.
- (6) Student-athletes with additional questions about the procedure for speaking with a professor are encouraged to talk with their athletic academic advisor.

When student-athletes bring up concerns about missed class policy with the UC Davis athletic academic advisors, our staff try to help students resolve the issue. The director of Athletic Academic Advising reports, for example, that some newer faculty members on campus are not familiar with UC Davis policies for arranging an off-site exam to be administered by a proctor and simply need information about available options consistent with faculty policy.

## **Operating Principle 2.2, Academic Support**

*Items 1-3 are not applicable to UC Davis*

### **ITEM 4**

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

Student-athlete ICA academic support and advising provides a range of service to student-athletes to coordinate the NCAA eligibility requirements with the disciplinary progress toward degree program tracks. The complexity associated with coordinating these two areas necessitates the need for academic advising expressly for student-athletes. Currently, ICA advisors coordinate and work closely with program academic advisors to ensure that students maintain both eligibility and progress toward degree.

The Director of Athletic Academic Advising and the Athletic Academic Advisor work in collaboration with campus advisors in each major and college to provide academic counseling and advising to all intercollegiate student-athletes. The Athletic Academic Advisor reports to the Director of Athletic Academic Advising; the Director of Athletic Academic Advising reports to the Senior Associate Athletic Director.

### ***Job Duties***

The Athletic Academic Advisor and Director of Athletic Academic Advising have daily appointments that student-athletes may reserve 24 hours to eight weeks in advance via the appointment calendars at the front desk; they also have 90 minutes of walk-in advising daily for students with brief questions who do not have appointments. With the advent of student-athletes' reliance on technology, both advisors also do daily responses to advising questions via e-mail from student-athletes on campus as well as those currently on study abroad or domestic exchange programs (e.g., Washington Center, Intercampus Visitor Program).

In addition to advising 14 teams, the Athletic Academic Advisor (with an average of 450-550+ assigned student-athletes) serves as a liaison to the Learning Skills Center Tutor Supervisor, presents a quarterly training session for tutoring staff, applies for the NCAA Speakers' Grant annually, coordinates the fall and spring quarter mandatory drug and alcohol education speakers and makeup sessions, serves on the campus Hall of Fame Committee and coordinates student-athlete award nominations from coaches, coordinates the production of the student-athlete planner, assists with the mandatory academic orientation for new football student-athletes, presents weekly academic recruit groups for recruits and parents, presents 5-13 quarterly eligibility meetings in fall quarter plus 2-4 eligibility meetings in winter and spring, prepares Big West Conference medical waivers and NCAA waivers on academic rules, and assists with the optional academic orientation for new freshman and transfer student-athletes.

In addition to advising 11 teams, the Director of Athletic Academic Advising (with an average of 250-350+ assigned student-athletes) supervises three full-time staff and three Student-Athlete Advisory Committee (SAAC) officers; trains newly hired athletic academic advisors; trains major, college, and summer advisors on issues related to advising student-athletes; serves as the staff advisor for SAAC, meets regularly with SAAC officers, attends monthly SAAC meetings,

and assists SAAC team representatives with community service and outreach projects; oversees the compilation of statistics on walk-in advising, student-athletes by major, and national award winners; mentors student-athletes for national awards and leadership conferences (including NCAA Postgraduate Scholarships, NCAA Top Eight Award, John McLendon Memorial Minority Postgraduate Scholarship, NCAA Inspiration Award, NCAA Enhancement Program Postgraduate Scholarship, NCAA Walter Byers Postgraduate Scholarship, NCAA Leadership Conference, etc.); serves as a liaison with the UC Davis Director of Athletic Certification and Big West Compliance Coordinator on issues of academic eligibility; trains coaches on summer advising, undergraduate scholarship opportunities, and campus academic information; presents at the mandatory academic orientation for new football student-athletes; presents weekly academic recruit groups for recruits and parents; writes updated eligibility meeting Power Point presentations incorporating NCAA rule changes and coordinates the materials included in the 56-page eligibility packet; presents 5-13 quarterly eligibility meetings in fall quarter plus 2-4 eligibility meetings in winter and spring; prepares academic information for incoming freshman and transfer student-athletes; prepares quarterly statistics on team GPA's, percent of student-athletes by team on the Intercollegiate Athletics Honor Roll, and percent of student-athletes with a quarterly or cumulative GPA below 2.25; coordinates the optional academic orientation for new freshman and transfer student-athletes; prepares Big West Conference medical waivers and NCAA waivers on academic rules; and responds to parents, community college athletic advisors, and other athletic advisors at 4-year institutions with questions about academic eligibility for student-athletes.

### ***RECOMMENDATIONS FOR IMPROVEMENT:***

Academic advisors are stretched thin within athletics services and the same is true of campus departmental programs generally. The Committee believes that additional academic advisor(s) are a priority need in Athletics.

We are persuaded that the weight of available evidence indicates that current staffing levels for academic advisors within ICA could be improved to better meet the needs of the student-athlete population at UC Davis. For example, according to federal EADA reports (<http://ope.ed.gov/athletics/Search.asp>) UC Davis has 25% more participating student-athletes than the combined average of the five University of California campuses already in Division I (Berkeley, Irvine, Los Angeles, Riverside and Santa Barbara). Yet the average number of advisors at the four UC campuses for which data is available is 3.6 compared to 2.0 at UC Davis.<sup>9</sup> Moreover, an AAAC-commissioned report comparing UC Davis and seven peer institutions (public and private) also determined that academic advising staffing levels in ICA at UC Davis

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<sup>9</sup> This data was compiled from the following websites in conjunction with follow-up phone calls to the appropriate contact people.

<http://uclabruins.cstv.com/academics/ucla-academics.html> (4)

<http://asc.berkeley.edu/people/index.html> (7)

<http://www.athletics.ucr.edu/administrative/email.html> (1.5)

<http://www.advising.ltsc.ucsb.edu/assistance/athletes.php> (2) ??

At UC Irvine there is a wall of separation whereby advising of student-athletes is handled entirely outside of the Athletics by multiple staff in nine divisions (Arts, Engineering, etc.), which makes it impossible to arrive at an equivalency estimate of the number of FTE advisors devoted to addressing the needs of student-athletes exclusively. <http://www.athletics.uci.edu/STU/StaffContacts.html>.



are below average.<sup>10</sup> Likewise, the NCAA's compliance review of UC Davis, conducted by Chris Schoemann of Bond, Schoeneck & King, concluded, "Currently, it appears that the expansive student-athlete population may be too much for two administrators to serve effectively."<sup>11</sup> While other kinds of data on academic advising would also be helpful (e.g., rates of student advising, how many students are forced to defer appointments beyond an acceptable period, etc.) there is currently enough data to recommend that one or more additional athletic academic advisors be added to the staff, particularly in light of the other recommendations described below, which could increase the workload of the current advising staff.

A related concern is that ICA academic advisors currently fulfill many other NCAA-required and ICA responsibilities in addition to academic advising. As a result, they are spread too thin.


In addition, the Committee strongly believes that quarterly appointments with first year student-athletes may increase the student-athlete's academic success and retention between first and second year and decrease or prevent eligibility problems which negatively affect the institution's nationally reported Academic Progress Rate (APR) and Graduation Success Rate (GSR). Priority should be given to establishing a system in which first-year advising is mandatory.

## ITEM 5

*Using the following program areas for academic support issues as examples, please describe:*

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

### *Academic Advising Services*

A detailed summary of the range of academic support services offered to student-athletes is provided in **Appendix xx**. In reviewing these support activities, the Committee d recommendations for a subset of the services (outlined below).

### **RECOMMENDATIONS FOR IMPROVEMENT:**

The Committee offers the following recommendations relevant to specific advising services noted in **Appendix XXX**:

#### Academic Advising:

- Summer Advising: The Committee recommends that the campus continues to emphasize the importance of having all students attend summer advising. All incoming student-athletes would benefit by attending the optional regular summer

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<sup>10</sup> Memorandum from AAAC to Chancellor Vanderhoef (April 2006); AAAC, Report on Organizational Structure of NCAA Division I Athletics Depts. page 9 (June 2005).

<sup>11</sup> Chris Schoemann, University of California, Davis Athletics Compliance Review page 12 (Jan. 2006).

advising program available to all students at UC Davis. Although an increasing number of student-athletes seem to attend the program each year, there are significant numbers of students who skip summer advising. While UC Davis Advising Services conveys to students the message that all incoming students are expected to attend summer advising (<http://admissions.ucdavis.edu/summeradvising/index.cfm>) information from Advising Services indicate that approximately 82% of incoming students (and 90% of incoming freshmen) actually attend summer advising. With the complexity of academic rules and the competition for getting classes at UC Davis in the first quarter--as well as the importance of trying to schedule courses that do not conflict with practice or competition--student-athletes who do not attend summer advising are often at a serious disadvantage when they register late for their first quarter.

- Priority Registration. All incoming freshman student-athletes should be assigned to the first three days of summer advising. Since summer advising is currently run by major and college (i.e., freshmen are invited to attend based on the major or college to which they are admitted at UC Davis), the Committee recognizes that would require collaboration with the summer advising program as well as college dean's office and major advisors and urges continued exploration of the recommendation.

#### Tutoring:

- Physical Space. Space is available at the Learning Skills Center between 8:00 a.m.-5:00 p.m. This is especially important since many classes at UC Davis are offered at night and conflict with the minimal tutoring available to student-athletes in the evening.
- Additional Tutors. UC Davis is an academically rigorous institution. Students in all majors use a variety of student learning services across campus. Student-athletes are often limited in terms of access to tutoring services as a result of practice and game schedules. Additional tutors are needed to accommodate the needs of student-athletes. If two tutors were added for six hours per weekday, the current market cost would be \$19,134 annually. If three tutors were added for six hours per weekday, the current market cost would be \$28,701 annually.

#### Study Hall/Learning Skills Center:

- Physical Space. Additional space would provide student-athletes with a place to receive tutoring and study during daytime hours. This central academic space should ideally be located near the athletic academic advising staff offices in the new athletic building.
- Staff. It's clear to the Committee that academic advising staff are oversubscribed and additional staffing may be required. The Committee urges an in-depth evaluation of staffing needs.

#### Freshman/Transfer Orientation:

- Staff. It is possible that additional staffing may be required to effectively manage and coordinate an orientation program for 230+ incoming student-athletes. The Committee urges an in-depth evaluation of staffing needs.



- Orientation Schedule: Should additional staff support become available, it would be preferable to delay the orientation until the afternoon/evening of the first or second Sunday following the start of classes in fall.
- Orientation Attendance Policy: This activity should be mandatory for all new transfer and freshman student-athletes.

### *Policies Governing Use of Services*

All student-athletes are provided access to ICA academic advising services as well as to all campus student services.

### *Mechanisms by which Student-athletes are Informed of Services*

Student-athletes are informed of the range of service offered by UC Davis during recruiting, through individual appointments, in student-athlete orientation, via the incoming freshman and transfer letter, through interaction with coaches and through the student-athlete listserve.

### *Outside Review of Services*

A review was done in 1997-98 by a campus committee. A compliance review was conducted in November 2005. Reviews will also be conducted as part of the D1 process; every 4 years compliance review will be performed and every 10 years a certification review will be conducted. This needs to be an enhancement area.

## **APPENDIX XXX**

### *Academic Advising*

The athletic academic advisors see student-athletes who self-select to make appointments and/or come in for a brief (10-15 minute) contact during walk-in advising hours. The athletic academic advisors and coaches can also request that a student-athlete make an appointment or come in for walk-in advising. Athletic academic advising services are discussed at the academic recruit groups, in the new student letter (see below), at each team's mandatory eligibility meeting, in the eligibility meeting packet and student-athlete planner, during the new freshman and transfer student-athlete orientation, and during individual contact in appointments or walk-in advising.

Course selection and class scheduling for incoming freshmen and transfers. Since there are typically 225-250+ new freshman and transfer student-athletes each fall, the athletic academic advisors prepare a 12-page letter in June on academic issues for incoming freshman and transfer student-athletes. This letter is given electronically and by hard copy to all head coaches for their distribution to their incoming recruits and identified walk-on's.

New freshman and transfer student-athletes register for fall quarter classes during the regular summer advising program, a 1-day (transfer) or 3-day (freshman) program which is fee-based and

optional for all incoming students at UC Davis. The summer advising staff all have a copy of the annually updated “team practice times chart” which gives information on practice times during the quarter; summer advising staff use this with students who self-identify as student-athletes if they don’t know or don’t recall their practice times.

The Director of Athletic Academic Advising and Senior Associate Athletic Director met with the Director of Summer Advising and the Assistant Director of Advising Services (the office which coordinates the summer advising program) in January 2006. Starting in summer 2006, the summer advising program for all freshmen will be restructured and will include a one-hour program twice each week exclusively for incoming student-athletes who have been pre-identified by the athletic academic advising staff and coaches. This session will be inserted into the middle of the three-day summer advising program (rather than at the end, as had been tried previously) to give freshman student-athletes the opportunity to meet with their athletic academic advisor before they’ve done significant course planning for their first quarter.

Students who choose not to attend summer advising are given a registration date on their own which is typically later in the summer. New freshmen or transfer student-athletes will often call or e-mail their athletic academic advisor with questions, come in for walk-in advising (often with their parents) while they’re attending summer advising, or schedule an appointment. During a training session on summer advising for the coaches that is presented annually by the Director of Athletic Academic Advising, coaches are reminded that student-athletes should be strongly encouraged to attend summer advising but if absolutely impossible to do so, should make a 2-hour appointment with their athletic academic advisor well in advance of their assigned registration date.

Course selection and class scheduling for continuing student-athletes. Student-athletes who are currently attending UC Davis may meet with their athletic academic advisor or their major or college advisors for assistance with course selection. All new student-athletes must complete an Academic Plan Form (APF) by the end of the 4<sup>th</sup> week of their first quarter on campus. The APF must be reviewed and signed by the student-athlete’s college or major advisor. Continuing student-athletes complete an APF during spring quarter each year and may meet with their athletic academic advisor (or college or major advisors) at any time to review and/or revise their course selection.

Degree program assistance. The athletic academic advisors are committed to helping student-athletes complete their degree in five years or less while incorporating other degree enhancements (i.e., internships, study abroad, directed study with professors, etc.). Due to the NCAA revised percentage of degree rules which took effect for any student starting college in fall 2003 or later, the athletic academic advisors answer innumerable questions from student-athletes about the use of electives and excess electives in their degree program. Many student-athletes now do graduation plan appointments (long-term planning for the following 2-4 years) with their athletic academic advisor during their first or second year; one part of that appointment is calculating the number of elective units already completed and the number of elective units that remain for future use.

The athletic academic advisors extend academic counseling services to student-athletes who complete their eligibility in their fourth year but need part or all of their fifth year to graduate (while no longer appearing on a team roster); they also answer e-mails and phone requests from

former student-athletes with questions about completing their degree. (In some of these cases, the student chose to attend another college for their final requirements but will receive their degree from UC Davis.) Since there are typically 1-4 current student-athletes who are enrolled in graduate school at UC Davis in any given year (recent examples included medical school, law school, a master's degree program in mechanical engineering, teaching credential programs, and a Ph.D. program in environmental toxicology), the athletic academic advisors also advise these student-athletes, in conjunction with their graduate advisors, on the completion of their graduate degree.

Priority registration. Priority registration cannot be given to incoming freshman and transfer student-athletes since the priority registration date for fall quarter is in May while incoming students are not allowed to register until they attend the summer advising program in July or August (or receive a registration date during those months if they choose not to attend summer advising). Once student-athletes are at UC Davis, if they are on a current team roster they receive priority registration starting in their second quarter (i.e., student-athletes who enter UC Davis in fall receive priority registration starting with their winter quarter registration). Starting with spring quarter 2006 registration, the Office of the Registrar has automated this procedure. Coaches are notified by the Director of Athletic Academic Advising which date the priority registration program will be run by the Office of the Registrar; all student-athletes on a team roster as of that date receive priority. Students with priority registration are given registration appointments on the first day of the two-week registration period (Pass 1) and the first day of the two-week registration period when waitlists open for closed classes (Pass 2).

### ***Tutoring***

Availability/Procedures for Obtaining Assistance. Tutoring is available for all UC Davis students at the Learning Skills Center (LSC) Monday through Friday between the hours of 8:00-5:00. Generally, the LSC provides tutoring in chemistry, biology, math, statistics, and writing. Tutoring in other subjects is available in several ways: students may work individually with their teaching assistant or professor or may contact the department office to hire an individual tutor (rates are typically \$15-25+/hour) for a particular course (e.g., French, sociology, etc.).

Additional tutoring is available for intercollegiate student-athletes Monday through Thursday evenings from 7:00-9:00 p.m. Tutors for student-athletes are hired by the LSC. In winter 2006, the tutoring schedule is:

Mondays	Statistics, Math, Chemistry, Writing
Tuesdays	Math, Chemistry
Wednesdays	Statistics, Math, Chemistry
Thursdays	Math, Writing

Tutor Qualifications. The Tutor Supervisor in the Learning Skills Center (LSC) is responsible for posting the job description for tutors on the UC Davis student employment web site. The most recent job description and conditions of employment reads:

“Must be a current registered undergraduate student who has completed at least one quarter of classes. Completion of course planned to tutor at UCD during fall 2005 with a grade of B or better and a minimum 2.50 cumulative GPA. For math and science tutors

who completed the course planned to tutor prior to fall 2005, must complete a subject competency exam and receive at least an 80% score. Must be able to speak and write at a level sufficient to perform the job duties. Must be able to attend paid weekly tutor training sessions. Must be available to work at least 10 hours per week in the LSC with a maximum of 19 hours per week allowed. Must maintain a cumulative 2.50+ GPA. Must have an excellent work and attendance record. Must attempt to incorporate learned strategies in tutoring sessions. Must adhere to LSC and UC Davis procedures and guidelines, including the Principles of Community and Code of Academic Conduct. Must keep information that you learn about students confidential. Must conduct all tutoring sessions in the LSC. This position is covered by a collective bargaining agreement.”

**Tutor Training.** The Tutor Supervisor in the LSC is responsible for hiring and training the tutors. Tutors must attend a 2-hour orientation prior to beginning their position. During the orientation, tutors are introduced to policies and procedures including sexual harassment. The orientation also includes an introduction to tutor training. Once hired, all tutors must complete one hour of sexual harassment training and 30 minutes of cultural diversity training. This training must be completed within the first two weeks of employment. All LSC tutors, including those who work in the evenings with student-athletes, must attend regular weekly training that focuses on teaching strategies. Tutors are required to provide in-class tutoring presentations to demonstrate their ability to use learned techniques; this is a three-quarter training requirement for all tutors. At the beginning of each quarter, the Athletic Academic Advisor also does a 30-45 minute training session for tutors which includes NCAA regulations that affect the tutors and student-athletes (e.g., extra benefits, academic fraud, etc.). Every tutor is required to go through this orientation each quarter and sign the Student-Athlete Tutor Agreement.

**Compensation/Rate of Pay.** All LSC tutors, including those who work specifically with student-athletes, must be UC Davis undergraduate students currently enrolled in a degree program. The current rate of pay is \$10.63 per hour.

**Other Terms/Conditions of Employment.** Tutors who work with student-athletes are required to follow all guidelines for all LSC tutors. In addition, they are also required to follow rules specified in the Student-Athlete Tutor Handbook and the NCAA manual. Tutors who have concerns about student-athletes are required to share their concerns with both the Athletic Academic Advisor and the Tutor Supervisor in the LSC. The Athletic Academic Advisor meets weekly with the Director of Athletic Academic Advising; part of that meeting includes sharing any concerns related to the tutoring program for student-athletes.

### ***Success Skills***

The Learning Skills Center (LSC) in Dutton Hall, centrally located on the campus, offers approximately 50-60+ one-hour workshops each quarter for undergraduate and graduate students. These are free and do not require advance registration. Winter 2006 workshops include *Time Scheduling/Managing Procrastination*, *Critical Reading Strategies*, *Practical Applications of Critical Reading*, *Annotating/Reading and Marking a Text*, *Lecture Notetaking Strategies*, *Multiple Choice Exam Prep & Test-taking Strategies*, *Essay Exam Prep & Test-taking Strategies*, *Techniques for Planning Essays*, *Strategies for In-Class Writing*, *Avoiding Plagiarism & Creating Footnotes & Bibliographies*, *Preparing for the Analytical Writing Exam*, etc. A variety of workshops are also offered exclusively for English as a Second Language (ESL) students.

Student-athletes receive an e-mail from the athletic academic advisors each quarter with the web site link for the LSC programs; hard copies are available in the athletic academic advising office and posted on the student-athlete bulletin board outside 204 Hickey. The coaches also receive copies of the LSC workshops.

The athletic academic advisors also present time management and study skills sessions at the football new student-athlete orientation and the orientation for new student-athletes. Time management and test-taking skills are also covered in the optional Freshman Life Skills course, a 1-unit elective offered in fall and spring quarters. Individual coaches (e.g., women's golf in fall 2005) also present time management information sessions exclusively for the students on their team.

### ***Study Hall***

Study hall for student-athletes has been attempted in various incarnations over the years at UC Davis. Study hall is optional and at the discretion of the head coach. Some coaches require all freshmen and transfers on their teams to attend study hall; others require student-athletes below a certain GPA to attend. Some coaches require the entire team to attend study hall, particularly if it is a sport-specific study hall (see below).

Up until fall 2004, study hall was only provided at Shields Library, the main campus library, Monday through Thursday evenings. An undergraduate student proctor (a non-athlete hired for this position) sat at one of the front tables in the library, student-athletes signed in and went anywhere in the library to study, and signed out with the proctor at the end of the evening. Coaches received a summary sheet every Friday showing the names of their student-athletes and the number of total hours they attended study hall.

Starting in fall 2004, study hall was expanded to two locations (Dutton Hall and Shields Library) from 7:00-9:00 p.m. Monday through Thursday evenings. Student-athletes could sign in at either location, study anywhere within the location (the third floor of Dutton Hall or the entire library), and sign out at the end of the evening. Dutton Hall has 4-6 small rooms reserved for student-athletes working with tutors, one large study room (capacity 30-40), and several other small rooms (capacity 6-9 students each). (There are a total of eight small rooms at Dutton; since the tutors vary by evening, there may be 2-4 small rooms available for study without a tutor.) Coaches received summary sheets each Friday showing the names of their student-athletes and the number of total hours they attended study hall.

In addition to the study hall for student-athletes, a number of coaches have run sport-specific study hall for their entire team (e.g., men's basketball, baseball, etc.). Coaches who run sport-specific study hall often have it at a time that is more conducive to their team's practice schedule or less likely to conflict with classes (e.g., baseball has study hall in the morning).

Athletic advising professionals from NCAA Division I, II, and III schools who attended the February 2005 NCAA Life Skills Continuing Education Conference shared their frustration with how to design, implement, and manage an effective study hall. Problems which have been observed and reported at UC Davis include:

1. Student-athletes sign in at Dutton, go into small rooms or large room, and use the time to talk to each other without doing any work.
2. Student-athletes who are trying to get work done at Dutton complain about the noise level.
3. Student-athletes sign in at the library, walk around the staircase and exit through the front door, go to the campus Coffee House or downtown Davis for two hours, and return to the library only to sign out with the proctor.
4. Undergraduate paid proctors feel uncomfortable and/or don't have time to leave their post as proctor to ask student-athletes to be quiet so others can study. (When some proctors have done this in Dutton, the noise level resumed as soon as the proctor left the room.)
5. Shields Library staff have complained that student-athletes go up to the fourth floor (where there are generally fewer people), sit in a large group, and talk for two hours.
6. Shields Library staff have complained that student-athletes bring food and beverages (none of which are allowed) into the library. When challenged on this, students have reported that they "just came from practice and don't have time to eat dinner since my coach makes me go to study hall".

From winter 2005 through fall 2005, the Director of Athletic Academic Advising has sat in periodically at study hall, interviewed student-athletes about their experiences at study hall, and done a focus group with 29 Student-Athlete Advisory Committee (SAAC) team representatives to ask how to improve or change study hall to make it more effective.

In preparation for the focus group, the Director met with the three SAAC officers to interview them about their experiences with study hall and any suggestions they might have for changing or improving it. One of the officers noted "Study hall's a joke. Our coach made us go but all we did was talk to athletes on other teams. You can't put a bunch of athletes in one room together and expect that they're going to study. But you can't get rid of it—if you did, other coaches [*at other schools*] would use it against us when they're recruiting kids that our coaches want."

The focus group on 11/15/05 was a mix of freshmen through seniors; some had been required by their head coach to attend study hall while others had not. After introducing the topic and giving background information about study hall (i.e., two locations—library and student services building, approximate cost of staffing the program each year, etc.), the researcher asked the student-athletes to address several questions, specifically:

1. What has your experience been with study hall?
2. What would you keep or change about study hall?
3. Given a limited budget for academic support services, what would be the best use of the department's financial resources to help you succeed?

Written and oral comments indicated that most student-athletes in the focus group felt the current study hall was inconvenient and ineffective. Comments cited distance from residence halls or apartments, limited hours, noise, small space, time offered, and students' responsibility to study on their own.

There was also the perception on the part of some focus group members that more forceful monitoring (policing?) would "make" student-athletes study; additional comments recommended

increasing staff to run the tutoring and study hall program. Specific suggestions included making noise and attendance policies stricter, not allowing student-athletes to sit next to other student-athletes, staffing a sign-in sheet at the library from 8:00 am-10:00 pm, hiring more tutors for advanced courses, and arranging group tutoring at times convenient to particular teams. There was also a recommendation that Intercollegiate Athletics fund individual tutors for student-athletes seven days a week with unlimited appointments available.

### ***Freshman/Transfer Orientation***

Since fall 2002, the athletic academic advisors have presented the mandatory six hours of academic orientation required for all new football student-athletes within the first week that they arrive on campus in August. The athletic academic advisors have also designed, coordinated, and staffed an optional academic orientation program for all new freshman and transfer student-athletes in fall 2004 and fall 2005.

Fall 2004 Freshman & Transfer Student-Athlete Orientation. The fall 2004 orientation went from 8:00-11:30 a.m. on the Wednesday before classes began in fall quarter. (UC Davis is a quarter school; classes typically begin on the last Thursday in September.) The program included breakfast, welcome and introductions to UC Davis athletics, an icebreaker activity, a healthy relationships program presented by the Peer Counselors in Athletics, an introduction to time management by the Learning Skills Center, a panel of continuing student-athletes discussing “Getting Off to a Good Start at UC Davis”, and a session on resources for student-athletes presented by the Director of Athletic Academic Advising and the Athletic Academic Advisor. Written evaluations were collected at the end of the program. The evaluations showed that students were dissatisfied with the time (too early), the room it was held in (a lecture hall), and the length of the program (too long) but appreciated the information.

The orientation program for new student-athletes was optional since a number of sports were practicing, holding tryouts, and/or competing that day; there were also sports that hadn’t yet reported to practice (e.g., women’s rowing, women’s water polo, etc.). The orientation for new student-athletes conflicted with a number of campus programs, including the optional academic orientation meetings for new students who hadn’t attended summer advising and the chancellor’s fall convocation.

Head coaches were asked to identify new student-athletes who should be invited to the fall 2004 orientation and required to RSVP. More than 220 potential new student-athletes were invited; coaches of different sports had varying opinions on who should be invited from their team. (Since many UC Davis teams still do tryouts with large numbers of students, some coaches felt everyone should be invited because the information was important. Others felt students who were trying out but not guaranteed a spot on the team shouldn’t be required to attend a half-day program the day before classes began. Regardless the attendance was very good).

Fall 2005. A similar format was followed in fall 2005. The orientation was held the Wednesday before classes began. The coaches were notified in June 2005 of the date for student-athlete orientation; they were also reminded in August 2005 and asked to avoid scheduling practice or tryouts on that morning if possible. In early September, head coaches identified which incoming freshman and transfer student-athletes should be invited. More than 230 new student-athletes were invited.

The program went from 8:00 am-noon. Sessions included breakfast, an introduction to UC Davis athletics by the Director of Athletics, an introduction to study skills and time management presented by the Director of Athletic Academic Advising, an introduction to sport psychology services by the Director of Sport Psychology and sport psychology interns, a brief history of UC Davis athletics by the Senior Associate Athletic Director, a panel of current student-athletes and former student-athletes who are now assistant coaches discussing “How to Get Off to a Good Start at UC Davis”, an introduction to sports nutrition presented by the Intercollegiate Athletics sports nutritionist, and resources for new freshman and transfer student-athletes presented by the Director of Athletic Academic Advising and the Athletic Academic Advisor.

Evaluations by the students included negative comments about the time (too early), the length of the program (too long), the date of the program (inconvenient to have it the day before fall classes began when so many other important programs were occurring on campus), and the information presented. There were also a number of positive comments about the information on time management, sports nutrition, sport psychology, and resources for student-athletes.

### ***Academic Progress Monitoring & Reporting***

The Office of the Registrar, in consultation with the athletic academic advisors, monitors the academic progress of every student-athlete as it relates to quarterly and annual athletic eligibility. Information from the Office of the Registrar is entered into the online eligibility system which can be viewed by students (using a secure login to access only their individual record), coaches (for their entire team), athletic trainers, athletic equipment room personnel, athletic academic advising staff, Intercollegiate Athletics administration, the Office of the Registrar, and Compliance Services.

Progress in a particular course is not monitored for individual student-athletes. However, the athletic academic advisors have an optional midterm grade report form which is distributed to students and coaches at the beginning of each year with extra copies available in the Student-Athlete Guidance Services office in 204 Hickey. The students receive the midterm grade report form in their eligibility meeting packet; the coaches receive it along with the eligibility meeting Power Point and eligibility meeting packet. Students are encouraged to use the midterm grade report form and meet with their professors in person, sharing the results with their athletic academic advisor and coaches. Some coaches require midterm grade reports from every new student-athlete, all student-athletes on the team, and/or students who are struggling or below a certain GPA. Some head or assistant coaches also do periodic attendance checks by dropping in on their players' classes.

### ***Assistance for Special Academic Needs***

California law prohibits the University of California from including a compulsory question on disability status on the UC application for admission. All students must self-disclose their disability to receive services; receiving services is voluntary. Students who enter UC Davis with a prior documented learning or physical disability (e.g., hearing impairment, etc.) may contact the Student Disability Center for appointments and assistance prior to arriving on campus. A description and contact information for the Student Disability Center appears on the UC Davis web site for prospective students and parents at <http://why.ucdavis.edu>. The athletic academic



advisors also refer prospective students and/or parents to the Student Disability Center when they self-identify with a disability; some prospects disclose this information during their recruiting visit. Contact information for the Student Disability Center is included in both the student-athlete planner and the eligibility packet.

The athletic academic advisors often meet with student-athletes who have an undocumented or suspected learning disability. After exploring this issue sensitively with the student-athlete, the athletic academic advisors make a referral to the Student Disability Center. Although the counselors in the Student Disability Center are often able to confirm the possibility of a learning disability, the students must be referred off-campus for complete testing. The Student Disability Center maintains a list of Davis area testing sites and will work with students who need to be tested in their hometown (e.g., due to family health insurance plans). The cost of the testing is the responsibility of the student.

If a student-athlete is not officially diagnosed with a learning disability but is having learning difficulties, the athletic academic advisor will refer the student to the Learning Skills Center to meet with one of the full-time staff. The multicultural learning specialists in the Learning Skills Center offer non-credit workshops (typically 50-60+ one-hour workshops each quarter) and meet in individual appointments with all undergraduates and graduate students at UC Davis on time management, study skills, test-taking skills, etc.

Student-athletes with mental illness that impacts their academic performance may be seen by counselors in the Student Disability Center who specialize in psychiatric disabilities as well as psychologists and clinical social workers in the Counseling and Psychological Services Center (CAPS). Student-athletes with mental illness which requires psychotropic medication may also consult with the staff psychiatrist in CAPS or physicians in the Cowell Student Health Center.

### ***Learning Assessments***

Written placement tests are available at UC Davis in English composition, English as a Second Language, math, chemistry, French, German, Italian, Chinese, Japanese, Russian, Spanish, music theory (transfer students only), and music history (transfer students only). Vocal and instrumental auditions are also offered to all students. All language exams are offered throughout the year by appointment; the other placement exams are given at the start of each quarter. Freshmen and transfers who attend summer advising may take math, chemistry, and/or foreign language placement exams during summer advising.

Placement tests in other foreign languages not mentioned above (e.g., Latin, etc.) may be completed by individual appointment with a faculty member at UC Davis. Students who have studied languages not offered at UC Davis (e.g., Vietnamese, Swedish, Polish, etc.) may make arrangements with another UC school to take a foreign language proficiency exam at that campus and have the results sent to UC Davis. (This is typically done by students who want to use a non-UC Davis language to satisfy the foreign language graduation proficiency requirement for the bachelor of arts degree.)

### ***Mentoring***

There is currently no formal mentor program available to student-athletes at UC Davis. Some teams do informal mentoring by pairing upperclass student-athletes with incoming freshmen or transfers on the same team. The Student-Athlete Advisory Committee (SAAC) also has an informal mentoring program which pairs a male team with a female team at the start of each academic year with the goal of increasing support and collegiality across sports.

### ***Assistance for At-Risk Students***

Resources for these student-athletes, described in detail in other sections of this report, include individual counseling appointments with their athletic academic advisor as well as tutoring in specific subjects through the Learning Skills Center in the daytime (open to all students) and evening (for student-athletes only).

College students may be considered “at-risk” for a variety of reasons; non-academic factors (e.g., depression, alcohol abuse, racial or sexual orientation discrimination, etc.) may impact the academic performance of even the most academically gifted students. Although student-athletes at UC Davis are held to the same admission criteria as non-athletes, some student-athletes may struggle academically at specific points (e.g., during the quarter of heaviest travel and competition), in certain classes, or throughout their college career. Some student-athletes may be intrinsically dissatisfied with their academic performance and seek assistance; others may not believe or admit they have a problem until confronted by extrinsic forces (e.g., a coach not being happy with the student’s performance, the college dean’s office placing the student on “academic probation” or “subject to dismissal” status, the Office of the Registrar declaring the student academically ineligible for athletic competition, etc.). Assessment of whether a student is academically at-risk typically requires a holistic understanding of the student’s development and individual differences as well as patterns of performance and adjustment.

The athletic academic advisors are interested in helping student-athletes address the factors which may contribute to academic performance defined as “unacceptable”, for whatever reason, to the student-athlete. In addition to working with student-athletes in intensive appointments, the athletic academic advisors also make extensive use of campus resources. Depending on their individual needs, student-athletes may be referred to campus dean’s office advisors, major advisors, the Learning Skills Center, The House (an in-person and phone peer counseling service staffed by trained UC Davis students), the Alcohol & Drug Abuse Prevention and Treatment (ADAPT) program, the Campus Violence Prevention Program, Counseling & Psychological Services (the campus counseling center which includes sport psychology consultants as well as other mental health professionals), Cowell Student Health Center, the Cross Cultural Center, the Student Disability Center, the Educational Opportunity Program (EOP) Information Office, the Women’s Resources & Research Center, and the Lesbian, Gay, Bisexual, & Transgender Resource Center. Phone numbers and office locations for most of these resources also appear in the student-athlete planner and eligibility packet.

### ***Post-Eligibility Programs***

For a number of years, the NCAA has ranked UC Davis first in the nation for the volume of NCAA Postgraduate Scholarship winners produced by a Division II institution. The Director of Athletic Academic Advising individually mentors student-athletes for postgraduate scholarships and assists them during the application process. Since fall 1996, student-athletes at UC Davis

have won 73 different national academic awards and postgraduate scholarships for a total of \$188,000. Scholarships that have been awarded to UC Davis student-athletes who completed their eligibility and went on to graduate school include the NCAA Postgraduate Scholarship, NCAA Ethnic Minority Postgraduate Scholarship for Careers in Athletics, NACDA Directors' Cup Scholarship, John McLendon Memorial Minority Postgraduate Scholarship, and NCAA Women's Enhancement Postgraduate Scholarship.

Academic support for current and former student-athletes who are preparing for graduate school is available from the athletic academic advisors. The Director of Athletic Academic Advising responds to e-mail and phone requests from former student-athletes who are considering a change in their career or professional plans. The athletic academic advisors also refer former student-athletes to Advising Services, the office on campus which provides advising specifically for students planning to go to grad school, medical school, law school, MBA and teacher credential programs, etc. Advising Services has information on their web site at <http://advisingservices.ucdavis.edu>. UC Davis alumni may meet in appointments with the professional and peer advising staff in Advising Services at no charge; alumni may also attend any of the free workshops presented by Advising Services and may sign up for the e-mail lists for pre-health students, pre-law students, pre-teacher credential students, etc.

Scholarship student-athletes who complete their athletic eligibility in the fourth year may apply for funding for part or all of their fifth year through the Intercollegiate Athletics reserve fund. Applications are due in late May each year. Student-athletes who apply for the reserve fund must present a graduation plan signed by their college and major advisor as part of the application process.

<b>2.1 Academic Standards</b>				
	<b><i>Currently Yes</i></b>	<b><i>Found on Page(s)</i></b>	<b><i>Currently No</i></b>	<b><i>If Currently No, If Deficiencies Exist, of If an Enhancement has been Identified, Indicate Plan For Improvement Number</i></b>
<i>Does the institution demonstrate that:</i>				
<i>a. The institution admits only student-athletes who have reasonable expectations of obtaining academic degrees? (1) If the academic profile of entering</i>	✓			

<i>student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, the contrast is analyzed and explained by appropriate institutional authorities?</i>	✓ _	_____	_____	_____
<i>(2) If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, this disparity is analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities?</i>	✓ _____	_____	_____	_____
<i>b. Academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher?</i>	✓ (UC Davis Standards are Higher) _____	_____	_____	_____
<i>c. The responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students</i>	✓ _____	_____	_____	_____

<i>generally?</i>				
<i>d. Written policies related to scheduling are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.13?</i>	✓ _____	_____	_____	_____
	<b>Yes</b>	<b>No</b>		
<b><i>On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 2.1 (Academic Standards)?</i></b>	✓ _____	_____		
<b><i>[Note: The institution should not indicate "yes" regarding conformity with the operating principle as a whole unless it has indicated "Currently Yes" for each element of the operating principle or has a plan to address any "Currently No" response to any element(s) of the operating principle.]</i></b>				

<b>2.2 Academic Support</b>				
	<b><i>Currently Yes</i></b>	<b><i>Found on Page(s)</i></b>	<b><i>Currently No</i></b>	<b><i>If Currently No, If Deficiencies Exist, of If an Enhancement</i></b>

				<b><i>has been Identified, Indicate Plan For Improvement Number</i></b>
<i>Does the institution demonstrate that:</i>	_____	_____	_____	_____
<i>a. Adequate academic support services are available for student-athletes?</i>	_____	_____	_____	✓ (See Item #4 improvement – adding athletic academic advisors) _____
<i>b. Student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing?</i>	✓ _____ _____	_____	_____	_____
<i>c. When it is determined that student-athletes have special academic needs, these needs are addressed?</i>	✓ _____ _____	_____	_____	_____
<i>d. The support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics?</i>	✓ _____ _____	_____	_____	_____
<i>e. There is a commitment to the fair treatment of student-athletes, particularly in their academic role as students?</i>	✓ _____ _____	_____	_____	_____
	<b><i>Yes</i></b>	<b><i>No</i></b>		
<b><i>On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 2.2 (Academic Support)?</i></b>				

	✓			
<i>[Note: The institution should not indicate “yes” regarding conformity with the operating principle as a whole unless it has indicated “Currently Yes” for each element of the operating principle or has a plan to address any “Currently No” response to any element(s) of the operating principle.]</i>				

## IV. Equity

### A. Gender Executive Summary

The Subcommittee on Equity has determined that the UC Davis Athletics Department is in conformity with Equity, Welfare and Sportsmanship Operating Principle 3.2. This subcommittee has conducted a thorough review and analysis of information and data related to gender issues, and has interviewed Athletics Department staff and administrators, coaches, student-athletes, and other campus personnel by one-on-one and group meetings and by e-mail polling. In accordance with the Equity in Athletics Disclosure Act (EADA), the annual NCAA Gender Equity Survey has been used to compile the gender equity data. Data presented in the reports refers to years 2002-2003, 2003-2004, and 2004-2005. As a result of this thorough review and analysis, the Subcommittee has noted areas of leadership and areas of suggested improvement and maintenance for UC Davis in gender equity.

UCD and the Athletics Department are committed to gender equity and adherence to Title IX requirements. Overall, UC Davis has a strong athletic program for both men and women and excellent Title IX compliance. Because UC Davis has historically maintained a combined men’s and women’s athletic program, many areas under gender equity review, such as administrative support, access to tutoring, athletic training, and space, are not of gender-specific concern. In addition, a reasonably large proportion of women coaches who are strong internal advocates for women’s sports, a strong commitment from administrators outside athletics, and on-going review of equity issues, has allowed UC Davis to have a good record of general support for women athletes and women’s teams. The UC Davis program can be considered a leader in gender equity

and should continue to develop programs and procedures that maintain their leadership role; however, the challenge is to maintain and find personnel and systems that continue the university's fine record of equity in sports in the future. Provided are recommendations for the maintenance and continued improvement in the area of achieving gender equity, and suggestions for the overall health and growth of the athletics program at UC Davis.

UC Davis is encouraged to focus resources, in the short term, on strengthening the athletic program by improving the quality of all athletes' participation in the sports program, specifically with assistant coaching support, fan support, seeking appropriate competition and strengthening supportive services, such as athletic training.

In deciding to move to Division I of the NCAA, UC Davis committed itself to several principles, including that it cannot retreat from its Title IX progress, that there would be no "tiering" of sports, and that permanent core funding would come from the institution. The committee recommends that UC Davis develop a more proactive marketing, promotions and development program to support the athletic program. If some sports generate income, revenue should be spread evenly across the men's and women's teams.

UC Davis should also consider working with the conference to address issues that cause financial burdens to all athletic programs. The most common difference in gender equity, as reported by students and staff, has been differences in publicity and promotions, where some aspects are under the auspice of the conference and not directly UC Davis.

### **Gender Equity Monitoring and Maintenance**

- UC Davis has developed and maintains a Gender Equity Plan for Athletics, as part of its Intercollegiate Athletics Strategic Plan, designed to maintain gender equity where there are no problems and to improve gender equity where improvement is needed.
- The Athletics Department currently monitors its consistency with gender equity goals by compliance to annual reporting of the EADA, by suggestions and reviews provided by several committees of coaches, athletes and faculty, via exit interviews of student athletes, and with a Title IX officer and workgroup. This current level of monitoring should be maintained.
- The EADA and gender equity strategic plan should be reviewed annually by the Title IX work group and by the Athletics Administrative Advisory Committee.
- When hiring new coaching and staff positions, UC Davis should ensure that the candidates value collegiality and support women's sports.

### **Areas of Leadership in Gender Equity**

- UC Davis has a stronger than average women's sports program than NCAA DI by over 49%. UC Davis offers fourteen (14) women's sports, which includes the top 10 most frequently offered women's sports in NCAA Division I.
- The UCD women's squad sizes, as compared to the men's squad sizes, are basically equal and



closer to an even distribution than the average NCAA DI ratio. With general differences of squad sizes, UCD maintains as equal men's versus women's squad sizes as considered possible.

- UCD maintains 15% more women student-athletes than the NCAA DI average. Similarly, a comparison of U.S. Department of Education EADA reports (<http://ope.ed.gov/athletics>) indicates that UC Davis has a larger number of female student-athletes than any of the five University of California campuses already in Division I.
- UC Davis has a stronger representation of women head coaches than the NCAA average.
- For women's sports, UC Davis has significantly more female coaches than the NCAA average.
- Proportionally, UC Davis is better than the NCAA average for women head coaches for men's teams.
- The current UC Davis Faculty Athletic Representative is female. This position is underrepresented by women for the NCAA as the DI average for women is 21.1%.

### **Areas for Improvement in Gender Equity**

- The UC Davis Athletic Director's office staff is underrepresented for women at the associate and assistant directors' positions as compared to the NCAA DI average.
- UC Davis is 5% lower than the NCAA DI average for women as assistant coaches. The recent decrease and low proportion of women assistant coaches suggests that UC Davis needs to promote mentoring in women's coaching positions. Overall, the program needs to be more proactive with the development of women in coaching and leadership positions, particularly considering racial balancing.
- A broad-based publicity effort for women's sports and all sports at UC Davis needs to improve.
- UC Davis is encouraged to create administrative mechanisms and practices that will increase the rate at which student-athletes complete exit interviews.
- The campus is encouraged to increase the number of questions on the exit survey in order to address issues that may have gender-related dimensions, such as eating disorders. UC Davis Athletics does distribute a brochure that helps student-athletes identify potential eating disorder-related concerns and it lists resources that students can turn to (counseling center, health center, etc.). It would therefore be advantageous to follow-up on eating disorder issues in the exit survey.

### **Areas of Suggested Change for Gender Equity**

- Meal allowances should be re-evaluated and exceptions to university policy may be required. At a practical level (i.e., caloric needs), treating a 300-pound offensive lineman and a 110 pound cross-country runner the same for purposes of meal allowances may not be treating

them equally.

- The Coaches Advisory Committee (CAC) should be represented with gender equity. The committee recommends that at least one coach is female or male and that 50% of the CAC is represented by female head or assistant coaches.
- UC Davis should prioritize actions of the Strategic Plan to support sports-related problems that have higher frequencies in either gender, particularly sports nutrition that would address obesity and anorexia.
- UC Davis should monitor the gender of athletes participating in athletic support services, including athletic training, academic advising, tutoring, sports psychology and nutrition. Monitoring will allow the development of pro-active interactions that ensure both men and women are taking full advantage of these supportive opportunities, as well as athletes from particular sports.
- UC Davis should develop a pregnancy policy.
- Academic performance reports should be presented as combined and gender specific, and also consider 4 year versus 5 year graduation rates.
- UC Davis should look into providing funding for a full-time or 2 part-time Sports Psychologist to assist teams and athletes, particularly women's teams and female athletes, with personal skills in areas of communication and leadership. Currently Dr. Ross Flowers, psychologist and director of sport psychology is housed in Counseling and Psychological Services (CAPS). CAPS funds 50% of Dr. Flowers position and the Athletic department funds the other 50%. CAPS has the opportunity for psychology doctoral interns and post-doctoral fellows, who have an interest in sport psychology, to do an emphasis rotation in the athletic department. Psychology interns and post-doctoral fellows in the sport psychology emphasis area may each spend 4-6 hours a week addressing ICA team or student-athlete issues. Female athletes should have access to staff psychologists, including qualified women who have experience working with women athletes and who can articulate a gendered analysis of women athletes' needs and interests.
- UC Davis needs to complete plans to improve the Softball field to Division I standards and on par with the men's baseball facility. Lighting for both fields would support prime-time events.
- UC Davis needs to monitor recruitment activities and expenditures and promotional activities, such as sports camps, on a coach-gender basis in order to identify biases related to the dedication of the coaching staff.

### **Overall Student - Athlete and Staff Welfare**

Overall, the program can be more proactive with the hiring and development of women in coaching and leadership positions. Extensive suggestions are provided in the body of this report. Specific concern is directed to the future of the program, so that as UC Davis transitions to

Division I, the equity of the program is maintained, particularly in its recruitment, hiring and retention of coaches and administrators and the continued oversight of the Title IX Work Group.

- While UC Davis has a good record of gender equity for women athletes, it could do more to address the issue of gender in the lives of student athletes. In general, a more intensive and thorough enhancement of the current “Life Skills” course is encouraged.
- Coaches need additional and systematic training on issues of gender and sexuality as well, and should be expected to raise these topics affirmatively with their teams.

## **B. Gender Self-Study Items**

### **Operating Principle**

- 22.2.3.1 Gender Issues.** *It is a principle of the Association to promote respect for and sensitivity to the dignity of every person and to refrain from discrimination prohibited by federal and state law. Consistent with this fundamental philosophy, the institution shall:*
- a. Have implemented its approved gender-equity plan from the previous self-study. If modified or if not carried out fully, the institution shall provide an explanation from appropriate institutional authorities;*
  - b. Demonstrate that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel; and*
  - c. Formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables.*

### **Previous Certification Self-Study**

This is the first year that UCD has been a Division I institution in the NCAA. As a result, this is the first Athletics Certification Self-Study for the campus; there have not been any previous certification self-studies, thus, self-study items 1 – 3 do not currently apply.

In evaluating UC Davis’ implementation of the NCAA’s principle of gender equity, members of the Subcommittee on Equity reviewed campus demographic data, campus policies and procedures, Athletics Department policies and procedures, and data regarding the gender of student-athletes and Athletics Department staff. In addition, subcommittee members interviewed Athletics Department staff and administrators, coaches, student-athletes, and other campus personnel in one-on-one and group meetings and by e-mail polling. Members of the committee have attended sporting events to evaluate and identify gender equity issues. In accordance with the Equity in Athletics Disclosure Act (EADA), the annual NCAA Gender Equity Survey has been used to compile the gender equity data.

## **Self-Study Items**

### **Item 4.**

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

The Athletic Director reports to the Vice Chancellor for Student Affairs at UC Davis. Currently, the Athletic Department annually compiles data by gender about student-athletes and department personnel. Within the bounds of Proposition 209, gender data will continue to be compiled and monitored annually, and additional measures are in the Five-Year Review Plan.

For Title IX compliance, the Athletic Department submits an annual NCAA Gender Equity Survey, which is in accordance with the Equity in Athletics Disclosure Act (EADA). In addition, a Title IX officer and a Title IX workgroup (chaired by the Vice Chancellor for Student Affairs) monitors compliance on an annual and quarterly basis.

The meetings of the Athletics Administrative Advisory Committee (AAAC) and the Coaches Advisory Committee (CAC) are also opportunities for review of gender issues. The AAAC Committee is appointed annually by the Chancellor and typically consists of at least 7 UCD Academic Senate Faculty, and representatives from the Academic Federation, staff/administrators, as well as 1 alumnus and 4 students. The CAC consists of six members of the ICA coaching staff, including at least four head coaches, who serve voluntarily for two-year terms. The charge of CAC is to seek opinions, consider relevant issues and make recommendations on issues of importance to the coaching staff.

In accordance with the recommendation of the Governance Subcommittee (see Enhancement Plan in Governance section of this Self-Study), the Chancellor will discuss policy-level changes that impact Title IX compliance with the Council of Deans and Vice Chancellors (CODVC).

The Student Advisory Council (SAC) provides opportunities for student-athlete feedback regarding any gender concerns. Gender issues could be simultaneously presented to the AD, the CAC, and the AAAC to guarantee proper review.

Student-athletes leaving the UCD athletics program complete an exit questionnaire and participate in an optional interview, which is a means for gender issues to be raised. Results of the questionnaire and comments from the interviews are reviewed by the senior administrator and are used to address gender inequities.

In addition, while UCD has a good record of gender equity for women athletes, it could do more to address the issue of gender in the lives of student athletes. Some athletics program administrators, and, not surprisingly, by extension, the athletes themselves, view education on topics of relevance to athletes as an “add on.” In fact, this kind of education is integral to a

quality athletic experience and central to students' development as athletes (see discussion of the Life Skills courses in the Minority Issues portion of this Self-Study). Education of athletes on health-related topics is central to students' success and addresses the very problems faced by athletes and athletic programs: eating disorders, sexual assault, alcohol abuse, violence and homophobia. The problems of education lie in how it is understood and framed by the athletics program and the athletes and how it is delivered to athletes, both of which can be changed. Gender identity development underpins many of these critical issues, for both men and women. This may seem more apparent for women, but it is equally true for men: how male athletes define what masculinity is—and isn't—determines much about their attitudes and behaviors, particularly high risk behaviors See CHRISTOPHER T. KILMARTIN, SEXUAL ASSAULT IN CONTEXT: TEACHING COLLEGE MEN ABOUT GENDER (2001).

Finally, student-athletes leaving the UCD athletics program complete an exit questionnaire and an optional interview, reviewed and evaluated by a senior administrator, as another way gender issues can be raised.

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

- UC Davis offers fourteen (14) women's sports, which includes the top 10 women's sports in NCAA Division I. The average number of women's teams in DI is 9.42, supporting that UC Davis has a stronger than average women's sports program by over 38%. Women's Golf was the newest addition to women's sports for the Fall 2005 - 2006 season.
- The UCD women's squad sizes, as compared to the men's squad sizes, are basically equal and closer to an even distribution than the average NCAA DI ratio, which is an average of 53:47 for the same report period. For the three years included in the report, women represented 49%, 50%, 49% of the total athlete squad. With general differences of squad sizes, UCD maintains as equal men's versus women's squad sizes as considered possible and this equity should be maintained.
- UCD maintains more women athletes, an average of 374.3, than the NCAA DI average, 325.1, which represents a stronger women's program by 15%. Similarly, a comparison of U.S. Department of Education EADA reports (<http://ope.ed.gov/athletics>) indicates that UC Davis has a higher number of female student-athletes than any of the five University of California campuses already in Division I.
- UCD has a strong representation of women head coaches.
- Indoor and Outdoor track are combined as one sport (there was one vacant women's head coach position for 04-05) For women's sport's, 66.6% of head coaches are female, which compares favorably to the 41.9% NCAA DI average for the same period.

- A woman has been the head coach of the men's cross country team at UCD, representing 9% of the head coaches for men's teams, which is 3 times higher than the NCAA DI average of 2.9%, although this comparison is based on only one coaching position.
- Full-time Assistant Coaches have increased by 38.5%, from 13 to 18 full-time assistant coaches. Women assistant coaches have increased from 2 of 13 positions, 15.4% to 4 of 18 positions, 22.2%. UC Davis is lower than the NCAA DI average for assistant coaches, which is 27.6%.
- Overall, part-time Assistant Coach positions have decreased at UC Davis from 41 to 30 positions, a loss of 26.8%. Women part-time Assistant Coach positions dropped from 21 to 14 positions, but also, dropped in proportion from 51.2% to 46.7%.
- The decreases in and low proportion of women assistant coaches suggests that UC Davis needs to improve in the area of women in mentored coaching positions.
- UC Davis should promote the hiring of women coaches for women's teams, particularly the major women's sports. This is supported by the following observations:
  1. Women coaches are role models for women athletes.
  2. Women coaches can have different coaching styles than men; all athletes benefit from different coaching experiences, women could benefit more by experiencing coaching from women. See Rhonda Reaves, "*There's No Crying in Baseball*": *Sports and the Legal and Social Construction of Gender*, 4 J. Gender Race & Just. 283 (2001).
  3. The current decline in the proportion of women coaches needs to be reversed and the pipeline of women entering coaching and athletics administration needs to be improved. Richard Lapchick, *The 2004 Racial and Gender Report Card: College Sports* (June 2005); Felice M. Duffy, *Twenty-Seven Years Post Title IX: Why Gender Equity in College Athletics Does Not Exist*, 19 Quinnipiac L. Rev. 67, 90 (2000) ("Not only does this lack of positive role models affect the number of girls who will play sports, but it also affects the number of girls who will aspire to coaching and athletic administration as professional careers.").
- UC Davis has active participation of women in administration, more so than average NCAA DI.
- During the 2002-03 through 2004-05 period covered in this Certification Self-Study, UC Davis had a male faculty athletic representative (FAR), though our current (and future) FAR is female. The NCAA DI average for women is 21.1%.
- The UC Davis Athletic Department administrative staff is composed of over 62% women.
- Only 22% of associate and assistant athletic director positions are secured by women at UC Davis. NCAA DI was represented by 30.2% women in the associate and assistant athletic director positions.

**ITEM 6. Using the program areas for gender issues, provided as Attachment No. 2 on Page 36 of the Self-Study Instrument, please:**

- a. Describe how the institution has ensured a complete study of each of the 13 areas.*
- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.*
- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.*
- d. Explain how the institution's future plan for gender issues addresses each of the 13 areas. [Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1 as a guide in responding to Item No. 9 of the program area checklist.]*

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

a. Scholarship funds are distributed in accordance with NCAA requirements and on a gender neutral basis. The Title IX workgroup monitors scholarship awards and compliance, annually and quarterly.

b. The number of men and women sports participants is nearly equal at UC Davis, averaging 50:50 during the report period. Athletic scholarships have met this equity, with women's programs receiving an average of 49.7% of the awards during the report period.

c. No deficiencies, maintain balance.

d. The Director of Athletics is responsible for the monitoring and implementation of equitable distribution of scholarships. Together with the Title IX workgroup, scholarship support is monitored continually, and this current approach should be maintained.

**2. Accommodation of Interests and Abilities** – Participation proportionate to enrollment; and/or, history and continuing practice of program expansion for underrepresented sex; and/or, fully and effectively accommodate underrepresented sex; equivalent levels of competition. Please note, when presenting gender-equity plans for the future, institutions must clearly identify methods (e.g., proportionality, history of program expansion, etc.) for addressing accommodation of interests and abilities.

a. The Athletic Department requests and is provided gender specific enrollment for the UC Davis campus from the Office of Student Affairs. Gender representation is monitored by the Title IX Workgroup and the Athletic Director and this data is reported annually in the EADA. Each entering freshman class is requested to fill out a survey that evaluates athletic interests. Additionally, UC Davis-wide surveys are completed every few years. UC Davis has a strong intramural and club sport program and the participation in these sports is monitored. Club sports are periodically invited to demonstrate interests and feasibility for inclusion as an NCAA recognized sport.

b. The UC Davis gender specific enrollment has been stable at 55% women and 45% men during the evaluation period. For the same period, women have represented 49%, 50%, 49% of the total athlete squad. Women's Golf was the newest addition to women's sports for the Fall 2005 - 2006 season.

c. Although UC Davis has nearly equal representation of men and women athletes, the student-athlete pool for women's sports may be less than men's sports. UC Davis needs to foster women's sports programs to improve female interest in sports in order to improve squad sizes that allow a highly competitive program and the best student-athletic experiences. The strong club sport and intramural program at UC Davis helps foster opportunities for sport participation. However, funding opportunities should be generated to help support larger squads in both men's and women's teams. An annual survey of men's and women's interests in sports could be used to identify trends in athletic interests and identify athletics that need to be fostered by sports camps, the community and via university support. This survey could also be used to promote sports opportunities for young women.

Even absent a survey, UC Davis should support opportunities for girls at the elementary and intermediate school level, and thus play a role in enhancing the K-12 pipeline for female student-athletes at the collegiate level (and in a manner consistent with NCAA rules about college coaches not working with high school student-athletes). For example, there is evidence suggesting K-12 pipeline gender inequities within some of the feeder high schools to UC Davis. See Nanette Asimov, *Washington Girls: Softball Diamonds in the Rough*, SAN FRANCISCO CHRONICLE, May 26, 2000, at 2.

d. The Athletic Department plans to continue the yearly surveys, monitoring of intramural and club sports and perform additional, school-wide surveys at least one per 5 year period. Suggested in the 5-year plan is a school-wide biannual survey.

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

a. The equipment managers for both men's and women's sports were interviewed by the committee. The equipment expenditures are monitored by the annual EADA report, the coaching staff, the equipment managers and the Athletic Department. Equipment is replaced or upgraded on a planned rotation that is appropriate to the life expectancy and safety requirements of the apparel or equipment for a given sport and is gender neutral.

b. The equipment budget for each team is included in the overall budget provided to the coaches by the Athletic Department. Coaches allocate resources towards equipment expenditures. Women's sports have been allocated 42.77%, 30.06% and 51.88% of the equipment, uniforms and supplies budget over the past three years, averaging 39.57%. During the same period, the men's equipment budget represented 30.84%, 40.51% and 44.59%, averaging 39.24%, of the total equipment, uniforms and supplies budget.

c. The demands for Division I suitable equipment, uniforms and supplies are expected to cause fluctuations in the balance of expenditures to men's and women's sports, however, the current equity should be maintained and monitored.



d. The Athletic Department plans to proceed with current policies for equipment and supplies, which are gender neutral. The Athletic Department will need to be vigilant to ensure gender equity is maintained with increased equipment demands for Division I participation.

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

a. Team schedules for the past three years were evaluated by the committee. Conference demands and requirements highly dictate game scheduling. Practice schedules are negotiated at the beginning of each quarter. Negotiations consider student-athlete class schedules and schedules of the full-time and part-time coaching staff, and availability of facilities.

b. Student athletes are limited to 20 hours of practice time per week. Game scheduling is organized by the conference and not strictly governed by UC Davis. Baseball and softball are limited to day games since the lack of lighted fields prohibits games in “prime-time” evening hours. Preseason and postseason opportunities are limited by team budgets. Individual coaches can appropriate funds towards more or less pre- and post- seasonal opportunities at the expense to other aspects within their individual sports’ program. Comparable sports have comparable overall budgets.

c. Field lighting would improve “prime-time” opportunities for both men’s and women’s sports. Double-header basketball games would promote both teams in “prime-time” and support publicity. The addition of full-time coaches would diminish coaching availability conflicts for team practices.

d. The Director of Athletics and Sport Supervisors review the scheduling on a continual basis. Scheduling is dictated by the conference for a majority of game events. UC Davis should also consider working with the conference to address issues that cause financial burdens to all athletic programs. Alterations in scheduling should allow combined travel of sports teams to the same institutions. Double-header games presenting both men’s and women’s teams, such as basketball, are encouraged as both a promotional tool and for financial management. Double-header games presenting both men’s and women’s teams also support equality in “prime-time” promotions, provided the timing of the games are equally switched between the men’s and women’s programs. The Athletic Department has a staffing plan that will improve the full-time assistant coaching positions, diminishing scheduling conflicts.

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

a. Students and coaches were interviewed as to overall discrepancies between the men’s and women’s sports program in regards to travel and per diem allowances. Travel and per diem expenditures are monitored through the annual EADA report. University regulations dictate allocations of per diems and the Athletic Department provides funds on a formula driven gender neutral basis.

b. The women's program has expended 45.24%, 48.36% and 42.97% of the overall travel budget for the reporting period, averaging 45.27%.

c. The travel and per diem budget has been less for the women's sports program as compared to the men's program during the report period by an average of 10%. The largest discrepancy noted between comparable sports is between baseball and softball. The softball team has expended 23.89%, 43%, and 28.83% of the combined baseball and softball travel budgets. Discrepancies in interest for additional competitions have been noted between male and female coaches.

d. The addition of the Women's Golf program should help to rectify this discrepancy in the overall balance of expenditures, however, the large discrepancy between baseball and softball should be reduced by increasing participation of the softball team in additional appropriate competitions.

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

a. Athletic Department personnel were interviewed. The Athletic Department provides a specific tutoring program for student-athletes. Tutors are available Monday through Friday, 9:00 – 5:00, covering a variety of subjects. Tutoring is open to student participation on a gender neutral, first come first serve basis. A specific tutor is available for 2 hour intervals. Tutors are informed of NCAA rules and regulations regarding student-athlete eligibility.

b. Athletic Department resources currently fund the tutoring program.

c. The tutoring program needs to monitor participation by gender and sport and provide an annual report to the Athletic Department and coaches for their review. Coaches need to proactively monitor and encourage student-athlete participation in the tutoring program to ensure the proper education of the students and to ensure eligibility.

d. Tutoring is gender-neutral. The Athletic Department has current plans are to evaluate participation and to seek additional or alternative resources, such as the campus tutoring system via the Learning Skills Center, to ensure diverse tutoring opportunities and availability.

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

a. The Athletic Department monitors team staffing with a worksheet that considers coach / support staff to student athlete ratio. With this monitoring effort, the Athletic Department determines deficiencies and addresses the most severe deficiency on a gender and sports neutral basis. The Title IX workgroup reviews staffing.

b. The EADA reviews coaching salaries. The Athletic Department Staff Equity Plan presents plans for providing equality in coaching. Approximately 43% of men's teams have full-time head and full-time assistant coaches, whereas only 28% of women's teams have full-time head and full-time assistant coaches. There is approximately 1 full-time coach for every 16 athletes.

d. The Athletic Department has developed a staffing plan that is reviewed by the Title IX workgroup. The Athletic Department should continue to recruit and hire coaches following university regulations for employment practices and monitor staff equity on the gender neutral basis.

In addition, the review committee notes the following important aspects with staffing at UC Davis:

b.

c.

Tenure has allowed women coaches and administrators to speak up and press for change when there were inequities. The limited contracts of the lecturer/coach positions will not provide this security, which will make it difficult for women coaches to advocate from within without fear of retaliation. Women have also fared well because of the commitment to gender equity of current coaches and administrators. Unfortunately, the committee cannot assume this will continue to be true in the future. Athletics must be structured/institutionalized in a way that ensures opportunities to self-critique internally without reprisal or repercussion. Along with continuing the lecturer/coach positions, the senior women administrator and the director of the physical education program should retain security of employment via the supervisor of PE or lecturer/SOE titles.

1. When the current senior woman administrator (a Supervisor of PE with tenure) retires and a new senior woman athletics administrator is hired, structure the position to have tenure and/or a joint reporting relationship to both the ICA director and a high level person outside athletics. Offer a rolling, multi-year contract rather than an "at will" condition of employment. Have the hiring committee for this position include internal and external folk with expertise in athletics and/or gender issues and/or Title IX.

2. Ensure recruitment and hiring of all administrators and coaches (head *and* assistant) follow the same procedures as other faculty/staff hires; i.e. open recruitments, wide-ranging personal outreach to potential candidates, diverse search committees, a stop to the search process if applicant or interview pools are not diverse, and affirmative action goals and race/gender statistics on current staff distributed to search and hiring officials.

3. Provide women coaches and administrators with a confidential, knowledgeable third party with whom they can consult when issues arise. This person should be outside of athletics but have influence in athletics and be willing to act as an advocate. In the current setting, the logical choice for this role would be the campus Title IX Compliance Officer.

4. Reaffirm the campus commitment to the Principles of Community by building these concerns into position descriptions for women's team coaches and administrators. In other words, if Davis's success has been because of the values and commitments of its ICA staff, continue this by insisting we hire people who hold these same values and commitments, including gender equity.

5. Evaluate and design hiring criteria in ways that attract more women candidates (partner hires, salary flexibility, how narrowly/broadly qualifications are drawn, willingness to hire younger, less experienced over older/more experienced).

6. Provide all newly hired coaches with staff development and mentoring opportunities.

UC Davis should promote the hiring of women coaches for women's teams, particularly the major women's sports.

1. Women coaches are role models for women athletes.

2. Women coaches could have different coaching styles than men; all athletes benefit from different coaching experiences, women could benefit more by experiencing coaching from women.

3. We need to reverse the current decline in the proportion of women coaches and work to increase the pipeline of women entering coaching and athletics administration.

d. The Athletic Department has developed a staffing plan that is reviewed by the Title IX workgroup. The Athletic Department should continue to recruit and hire coaches following university regulations for employment practices.

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

a. Facilities were inspected by members of the committees. Equipment managers and support staff representing both men's and women's programs were interviewed. Students were polled to identify differences. The Title IX workgroup annually reviews facilities.

b. A development plan and resources have been allocated to the improvement of the softball facility and renovation of locker rooms in the ARC facility.

c. Overall the facilities for the athletic program are not gender biased. The softball facility needs improvement as compared to other facilities. The new construction of the football stadium and the new construction of the ARC facility has improved availability of both men's and women's programs to sports-specific locker rooms and facilities.

d. The Athletic Department, coaches and team staff monitors facility conditions, standards and needs. NCAA Division I requirements are under consideration. Identified deficiencies have been identified in the 5 – year plan.

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

a. Medical and training staff were interviewed. The program is supported by a Director of Strength and Training and governed by Policy and Procedures of the Athletic Department.

b. Men and women athletes have equal and open access to medical and training facilities and services, including personnel and health, accident, and injury insurance coverage. Athletes are assigned athletic training by the coaches and medical staff and are encouraged to participate in the services. Medical and athletic training staff determine when athletes are fit for competition and provide reports to the coaching staff.

c. The program needs to monitor participation by gender and sport and provide an annual report to the Athletic Department and coaches for their review. Overall, the medical and training facilities are inadequate and are not appropriate for the level of competition and diversity of sports at UC Davis. Minor renovations have improved some existing facilities, however, a long-term, first class athletic training and medical services program needs to be developed, potentially through interactions with the UC Davis Health System.

d. Participation in medical and training facilities is gender neutral. Participation needs to be monitored to identify participation trends.

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

a. Student - athletes have the same housing and dining facilities as the general student body at UC Davis. No gender biases are present.

b. Not applicable

c. Not applicable

d. Not applicable

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

a. The Subcommittee has conducted a thorough review and analysis of information and data related to gender issues, and has interviewed Athletics Department staff and administrators, coaches, student-athletes, and other campus personnel in one-on-one and group meetings and by e-mail polling. This included personnel in charge of promotions and publicity.

b. The same sports information personnel promote both men's and women's programs as the Athletic Departments are not divided.

c. Women's basketball generated less than 50% of the revenue of men's basketball; excluding football, women's athletics generated less than 50% of the revenue of the men's program for the 2004-2005 season. Previous seasons were not individually monitored. Women's athletics have 50% less contributions than the men's program over the full review period. Only football and basketball generate revenue from broadcasts, the women's basketball program generates 25% of the revenue generated by the men's program. Men's basketball, soccer and baseball have more lucrative sports camps than the women's teams. In 2003 – 2004, basketball and three women's teams hosted sports camps.

d. As a whole, the UC Davis Athletics program needs to focus on development, publicity and promotion. Fan support is a strong contribution to a student-athlete's positive experience and development of self-esteem. Revenue generation could certainly assist the entire program. Sports camps and women's team promotions could help promote women in athletics and in leadership positions. Double header basketball games could immediately improve the publicity and experiences for women's basketball.

In deciding to move to Division I of the NCAA, UC Davis committed itself to several principles, including that it cannot retreat from its Title IX progress, that there would be no "tiering" of sports, and that permanent core funding would come from the institution. At the same time, conflicts among these principles may arise and should be anticipated, particularly in an environment of limited funding. We note, for example, that a recent NCAA commissioned econometric study found that the majority of institutions moving from Division II to Division I experienced a net loss in operating revenue. Jonathan M. Orszag & Peter R. Orszag, *Empirical Effects of Division II Intercollegiate Athletics* (June 2005). In evaluating this situation in a manner faithful to the core educational mission of the institution, we recommend that UC Davis develop a more proactive marketing, promotions and development program to support the athletic program. The committee thinks that a more focused marketing strategy is fiscally responsible and can be accomplished in a manner that advances UC Davis's commitment to gender equity. Consistent with current policy and practice, revenue generating sports should be used to support the entire athletic program. *See also* Julia Lamber, *Gender and Intercollegiate Athletics: Data and Myths*, 34 U. Mich. J.L. Reform 151, 227 (2000-01) (arguing that at Division I-A institutions, positive net revenues from football can be used to fund women's programs).

## **12. Support Services – Administrative, secretarial, and clerical support; office space.**

a. The men's and women's sports programs are combined under one Athletic Department at UC Davis. All teams have equal support services and no services are designated to a team. Minimum office space and support staff is regulated by the University and reviewed by the Title IX workgroup.

b.

c. Deficiencies are gender neutral. Office space and support services are limited by university building space and the Athletic Department budget.

d. The Athletic Department will continue to self-monitor allocation of space and supportive services in conjunction with the Title IX workgroup.

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

a. Committee members reviewed the EADA report and interviewed Athletic Department staff. Recruitment budgets are not limited and are provided on a gender neutral request basis.

b. The women's program represented 40.22%, 35.74%, and 41.96% of the overall recruitment budget, averaging 39.85% during the 3 year period.

c. Women's sports have expended less than the men's sports for recruitment, even for comparable sports, and the trend has not improved. Women's water polo has consistently expended more funds than the men's water polo team during the report period. The Athletic Department should identify the cause of these discrepancies and seek remedies to rectify the disparity. Enthusiasm for recruitment is dictated by the coaching staff and female coaches have been noted to have less interest in highly active recruitment programs as compared to the male coaches.

d. UC Davis needs to monitor the recruitment expenditures and encourage coaches to develop active programs to develop competitive programs and to provide appropriate opportunities.

**7. Using the "plan for improvement" section, please provide a written, stand-alone institutional plan for addressing gender equity for the future in the intercollegiate athletics program. The plan must address all 13 program areas for gender issues as listed previously; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's gender-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see the Web site for an example format outlining all required elements of a plan.] Within gender-equity written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.**

*SEE BELOW*

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

At UC Davis, the Title IX Workgroup, the Title IX Officer, several committees (AAAC, CAC and SAAC), the Office of Student Affairs, and the Athletics Department all play roles in ensuring that gender-equity issues are addressed in a manner that involves broad-based

participation from student-athletes, coaches and other stakeholders. The self-study gender equity review committee represented faculty and staff from different colleges, schools, and units within UC Davis with participation from the Athletics Department and the Title IX Officer.

**Institutional Plan for Improvement #8: Plan for Addressing Gender Equity for the Future in the Intercollegiate Athletics Program**

## UC Davis Intercollegiate Athletics Gender Equity Plan

ELEMENTS		STEPS			
Program Area	Issue	Steps to Achieve	Measurable Goals	Responsible Staff	Time Line
<b>Support Services</b>	Providing equitable and appropriate administrative assistance, technical support, and office space.	All teams have comparable office space, technology support, and administrative assistance.	Office space is limited while the program is housed at Hickey Gym. Office space is allocated equitably to all head coaches. All head coaches and full time assistant coaches are being provided with laptop computers.	Director of Athletics	Review annually during the spring quarter.
<b>Recruiting of Student-Athletes</b>	Provide an equivalent number of full time coaches for all teams based on NCAA averages and rule limitations.	The equity-staffing plan provides the time line for equitably adding full time assistant coaches to men's and women's teams. Financial resources are currently being allocated equitably across gender.	The coaching staffing plan covers a period of three years to implement. Continue to add resources to coaching budgets over the next three years equitably to meet the demands of Division I recruiting.	Director of Athletics, Sports Supervisors	Annually update the staffing plan. Annual review of expenditures by July 1.
<b>Accommodation of Interests and Abilities</b>	Accommodate the interest and abilities of the underrepresented gender.	Provide opportunities for women students that match their interest and abilities. Continue to expand the opportunities for women athletes.	Annually survey the entering freshman class to determine if needs are being met. Review EADA* report annually. Comply with Title IX requirements. Added women's golf 2005-06.	Director of Athletics Campus Title IX Workgroup	Ongoing Annual review
<b>Athletics Scholarship</b>	Percentage of athletic aid awarded to female athletes must minimally match the participation rate.	Proportionately balance athletic aid between men's and women's teams.	The current allocations are higher than the participation rates for women. Continue to annually monitor this in order to maintain minimum levels.	Director of Athletics	Annual review by July 1.



<b>Equipment and Supplies</b>	The current practice of funding appropriate and effective equipment for men's and women's teams must be maintained. Review the policy for providing shoes for teams. Review the policy regarding uniform purchase and replacement for all teams.	Provide equitable treatment of all teams regarding purchase and replacement of equipment, and uniforms	Administrative review of current policies is in place. Present policies to all coaches.	Business Manager Athletic Director Sports Supervisors Coaches	Annual review of the plan and update as goals are achieved.
<b>Program Area</b>	<b>Issue</b>	<b>Steps to Achieve</b>	<b>Measurable Goals</b>	<b>Responsible Staff</b>	<b>Time Line</b>
<b>Scheduling of Games and Practice Times</b>	The current practice of providing equity in scheduling practice and competition sites must be maintained. Game times should be equitable in relation to "prime time" for that sport.	Game time and practice time for men's and women's teams is equitable.	Review all practice and competitive schedules to ensure equity between genders.	Director of Athletics and Sport Supervisors.	Annually and ongoing.
<b>Travel and per Diem Allowance</b>	The current practice of maintaining gender-neutral provisions of travel and per diem must be maintained. Hotel accommodations and persons per room must be equitable and based on California legal requirements.	Accommodation of food and hotel rooms is equitable for all teams.	Review the transportation policy in the Policy and Procedure Manual to ensure equity for all teams. Review annually housing and per diem allowances for all teams and correct any deficiencies.	Travel Coordinator Business Manager Sports Supervisors Coaches	Annually by July 1 and on going
<b>Tutors Academic Advising</b>	The current practice of providing equitable educational resources for all athletes must be maintained.	Educational resources are currently provided on a gender-neutral basis.	Review the opportunity to receive academic advising within athletics for gender equity.	Director of Athletic Academic Advising	Annual review to be completed by July 1
<b>Coaches</b>	Monitor salaries of all assistant coaches for gender equity. Continue to provide full time assistant coaches to assist with coaching and recruiting guided by the gender equity staffing plan and percentage of student athletes	Salaries for all head and assistant coaches should be equitable within the established criteria (education, years of experience, market value, etc) Male and female student athletes receive coaching at the same level based on percentages.	Review the number of full time head coaches, full time assistant coaches and part time assistant coaches for equity. Adjust the Staffing Plan to accommodate the findings in the review.	Director of Athletics Sr. Associate Athletic Director	Annual review to be completed prior to June 1

	receiving full time coaching.				
<b>Locker Rooms, Practice, Competitive Facilities</b>	Provide equitable practice and competition facilities. Provide equitable quality and quantity of locker room space for all teams.	Facilities for comparable men's and women's sports should be equitable. Locker rooms should be assigned equitably.	Implementation of the plan for renovation of the softball facility. Begin fund raising to implement the softball renovation. Renovate the Pavilion locker rooms to create team rooms for men's and women's teams.	Director of Athletics Associate Director of Athletics	Softball plans are complete. The fund raising plan is being developed and will be implemented by January 2006. The Pavilion renovation will be completed by June 2007. The field renovation plan for soccer and lacrosse completed by July 2005
<b>Program Area</b>	<b>Issue</b>	<b>Steps to Achieve</b>	<b>Measurable Goals</b>	<b>Responsible Staff</b>	<b>Time Line</b>
<b>Medical and Training Facilities and Services</b>	Provide equitable training and medical assistance to all student athletes	Current practice is equitable. Future plans for certified athletic trainers to travel needs to be reviewed.	Monitor changes to the Pavilion Training Room to ensure gender equitable access and use.	Senior Associate Athletic Director Head Athletic Trainer	Review Annually by June 30
<b>Housing and Dining Facilities and Services</b>	The university does not provide housing specifically for athletes	All housing requests are considered on a gender-neutral basis through Campus Housing Office.	No action is necessary	Director of Athletics Senior Associate Athletic Director	
<b>Publicity</b>	Provide appropriate communications, staffing and publicity for all sports. Review the radio and television coverage of men's and women's sports to ensure equity.	Provide written guidelines for the Policies and Procedures Manual that describe the services that are provided per team.	Review and adjust current practices as needed to ensure equity between genders. Continue to support efforts to increase the amount of media coverage of women's sports.	Director of Athletics Associate Director of Athletics Director of Media Relations	Annual review
<b>Title IX Education</b>	Provide ongoing education to all coaches and student	Provide annual educational sessions with coaches, student	Implement annual presentation to all coaches from the VC of	Director of Athletics	Annual review Information was added to the 2005-

	athletes about Title IX.	athletes and staff.	Student Affairs and the Campus Title IX Officer. Schedule annual presentation to the SAAC** by the Athletic Director, VC of Student Affairs or Title IX Officer regarding the requirements of Title IX and UC Davis' compliance. Add Title IX information to the UC Davis athletic website and the Student Athlete Planner		06 Student Athlete Planner. Information to be added to the UC Davis website by January 2006
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\*EADA – Equity in Athletics Disclosure Act

\*\*SAAC- Student Athlete Advisory Committee

		<i>Currently Yes</i>	<i>Found on Page(s)</i>	<i>Currently No</i>
<i>Has the institution:</i>				
	<i>a. Implemented its approved gender-equity plan from the previous self-study?</i>	N/A		
	<i>b. Provided an explanation from appropriate institutional authorities if its gender-equity plan was modified or not fully carried out?</i>	N/A		
	<i>c. Demonstrated that it is committed to, and has progressed toward, fair</i>	✓		

	<i>and equitable treatment of both male and female student-athletes and athletics department personnel?</i>			
	<i>d. Formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders?</i>	✓		
	<i>e. Developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables?</i>	✓		
		<b>Yes</b>	<b>No</b>	

	<i>On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 3.1 (Gender Issues)?</i>	✓		

## C. Minority Issues Executive Summary

The Subcommittee on Equity has determined that the UC Davis Athletics program is in conformity with Equity, Welfare and Sportsmanship Operating Principle 3.2 but provides certain recommendations for improvement in the area of achieving race and gender equity.

The Equity Subcommittee conducted a thorough review and analysis of information and data related to minority issues and has interviewed Athletics Department staff and administrators, coaches, student-athletes, and other campus personnel (see footnote under Principle 22.2.3.2). As a result of this thorough review and analysis, the Subcommittee has noted the following:

### Minority Issues

- UCD and the Athletics Department are committed to diversity.
- The Subcommittee recommends that the Athletics Department draft and add to the *UC Davis Athletics Policy and Procedure Manual* a statement of its commitment to diversity, which is modeled after the University statement that is quoted in its entirety in the “Institutional and Athletics Department Commitment” section of this report. (See Self Study Item #5(1)). The Department’s manual currently includes a strong anti-discrimination statement, which is also quoted in the report, but the Subcommittee believes that, given the move to Division I, an express statement of the importance and value of diversity and the Department’s commitment to diversity would be helpful.
- The Athletics Department does not currently monitor its consistency with racial diversity goals with student-athletes, but the Subcommittee recommends that the Department continue to monitor the statistics and information that are requested by the NCAA for this report on a yearly basis.
- While the campus keeps track of some racial/ethnic personnel data (e.g., Human Resources maintains records of self-disclosed information provided by current employees), there are apparently gaps in data collection with respect to the applicant pools

for some coaching positions. The Subcommittee recommends that the campus adopt, implement, and follow a process that will ensure that it maintains racial/ethnic data on the interviewing and hiring pools in its process for hiring coaches. The recommended action would comport with University requirements.

- It would be advantageous to have more minority staff at all levels in the Athletics Department, especially administrators and head coaches.<sup>12</sup>
  - The Subcommittee recognizes that low percentages of administrators and coaches of color are reflected throughout Division I sports across the nation, except for head coaches in Division I men's basketball for African American men, who represent 23.2% of head coaches in this sport.<sup>13</sup>
  - UCD should also seriously consider head coach candidates from the pool of assistant coaches, which as the NCAA indicates, is generally more diverse.<sup>14</sup>
  - UCD hires some of its own graduates to work as Assistant Coaches. The Committee recommends that the Athletics Department make stronger efforts to identify minority student-athletes with coaching potential and groom them to be coaches. As one suggestion, the Subcommittee recommends that the Department hire these identified students for part-time entry-level positions to enable the students to get the experience and networking necessary to become competitive on the coaching market while they work on their masters. Particular emphasis should be placed on assisting these individuals in develop skills in marketing, fundraising, and business affairs, the primary skills required of modern-day Athletic Directors.<sup>15</sup>
- UCD has a diverse undergraduate population, but that diversity is greater with some racial groups than others. For example, while Asian American students are generally represented on campus in large numbers, the Native American, Latino/Latina/Hispanic, and African American populations are significantly lower. Overall, the student-athlete population is fairly diverse, but it is severely lacking in certain areas. The Subcommittee recognizes and acknowledges that, with the exception of Asian-American athletes, this lack of representation in Athletics is highly related to the broader University problem concerning the low number of black/African-American, Latino/Latina/Hispanic, and Native American students on campus.
  - For example, while represented in large numbers in the general non-student-athlete population, Asian American students are severely underrepresented in the student-athlete population. Furthermore, where represented, Asian American athletes, especially women, are clustered in certain athletic categories and not

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<sup>12</sup> White males make up an overwhelming high percentage of athletics leadership in IA programs. The NCAA is working hard to remedy this program, and UC Davis should be equally committed to this goal. *See Little Diversity in University, Athletics Leadership*, Jan. 26, 2006, at DiversityInc.com; *see also* Richard Lapchick, The 2004 Racial and Gender Report Card: College Sports, June 2, 2005, at 4 (on file with the Committee) (noting that 94.9% of university presidents for Division IA schools were white and thirteen were female, that 95% of Athletic Directors were white and that 7.3% of the directors were women for Division I schools, that 89.9% of the combined associate and assistant Athletic Directors at Division I schools were white, and that white women were 88.5% of the senior women's administrators at Division I schools).

<sup>13</sup> Lapchick, *supra*, at 12 ("The position of an assistant coach is obviously a direct pipeline to the coveted head coaching jobs.").

<sup>14</sup> Lapchick, *supra*, at 12.

<sup>15</sup> *See* Welch Suggs, *Faces in a Mostly White, Male Crowd*, CHRON. HIGHER EDUC., Apr. 8, 2005.

others (basketball, baseball, football, and track/cross-country). Although the Subcommittee recognizes that issues of representation concerning certain minority groups are a nationwide problem, the Subcommittee recommends as part of its plan that Central Administration provide the Athletics Department with resources to enable the Department to sponsor and develop relationships with organizations and clubs that are working to attract racial minorities to sports in which they are underrepresented (See Institutional Plan #5.).

- Latino/Latina/Hispanic students are not represented in the student-athlete population in proportion to their percentage on campus (and far from their percentage within the state of California), but that disparity between the percentages of Latina/Latina/Hispanic student athletes and non-student-athletes is not as significant as that of Asian American students.
- There is a higher percentage of African Americans in the student-athlete population compared to the rest of the UC Davis undergraduate population. African American student-athletes tend to be clustered in certain sports, including football and (since 2004-2005) women's track/cross-country.
  - The Subcommittee recognizes that to the extent that African Americans have low representation in certain categories (e.g., women's other sports, women's basketball) future gains will possibly be constrained by the relatively low proportion of African Americans in the Davis undergraduate student population (and the pipeline to the University of California generally). At the same time, the Subcommittee requests that the Athletics Department try to address these recruitment and outreach challenges through various activities, events, and or counseling/support services.
  - Given the noticeably higher percentage of African American students in the student-athlete population than the general student population, the Subcommittee raises concerns about the messages that are signaled on campus by having a higher percentage of the few African American students on campus involved in sports, which could include the perception on campus (incorrect though it may be) that many African American students are here simply because of athletics or the perception among professors that African American student athletes are committed more to athletics than academics. *See comments regarding the effects of these stereotypes by professors below.* Consistent with the recommendations in the Academic Integrity section, the Equity Subcommittee recommends that the campus publicize academic information about its student-athletes (See Institutional Plan at #5.), such as the finding in this Self-Study that over 97% of UC Davis student-athletes receiving athletic aid in 2002-04 met the University of California's eligibility criteria.
- Native American students are represented in the student-athlete population at a percentage rate that is almost in proportion with the percentage of general non-student athletes on campus, but this statement is made with an acknowledgement of the fact that there is very small Native American presence on campus in general.

- White students are represented on athletics teams at UCD at a far greater percentage than their percentage in the general non-student-athlete population.
- Although women of color are represented in the greater numbers than men of color in all ethnic groups in general student population, their representation within the student-athlete population is not as great as the men.<sup>16</sup>
- Many of the majority/white student-athletes indicated that professors on campus treated them as if they are not committed to their academics. Student-athletes complain about professors' unwillingness to allow them to make up exams that are missed due to actual games/competitions. Several of the student athletes indicated that their professors perceive them as being more committed to their sport than their academic work. As the work of UCLA postdoctoral fellow Eddie Comeaux indicates, this perception becomes heightened with athletes of color, in particular African-American men in revenue sports, and "may ultimately lead to a self-fulfilling prophecy."<sup>17</sup>
  - The Subcommittee recommends that the Department work with Central Administration to draft a policy that addresses when students who miss an exam while representing the University at a competition or conference can make up those missed exams. Once drafted, the policy should be presented to the Faculty Senate for a vote.
  - The Subcommittee also recommends that the Department consider hiring academic support staff who will be assigned to particular teams to ensure appropriate course scheduling, tutoring, and academic progress.
- The Subcommittee recommends that for the Life Skills modules, student-athletes should have exposure to issues related to race, gender, sexuality, self-defense, sexual assault, issues or body image, and leadership. Life Skills is an optional 1-unit course (Physical Education 8) designed for incoming freshman and transfer student-athletes, offered in the Fall 2005 and Spring 2006 quarters. The Spring Life Skills class – the one covering more topics relevant to racial and gender equity<sup>18</sup> – had lower attendance than the Fall class. Given that interest in a Life Skills class for entering students is likely greatest in the Fall quarter, when nearly all incoming Davis students begin class and are looking for

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<sup>16</sup> In this report, we do not address the representation of students in the "other" category. The results of a recent study indicate that most students who identify as "unknown" or "other" are white. For this reason, we do not include these statistics in our analysis, though if we were to include them, we believe that we would reach even stronger conclusions concerning the low representation of student-athletes, coaches, and staff of color at UCD. See Elizabeth F. Farrell, *Students Identified as Being of 'Unknown' Race Tend to Be White, Study Finds*, CHRONICLE OF HIGHER EDUCATION, Jan. 5, 2006; Daryl G. Smith et al., "Unknown" Students on College Campuses: An Exploratory Analysis (Dec. 2005) (study of private colleges in California), available at <http://www.irvine.org/assets/pdf/pubs/education/UnknownStudentsCDI.pdf>.

<sup>17</sup> See Eddie Comeaux, *Unveiling Stereotypes of Nontraditional Groups: A Critical Race Theory Analysis of Faculty Attitudes Toward Black Student-Athletes at 22* (unpublished manuscript, 2005) (on file with the Committee).

<sup>18</sup> The Spring 2006 Physical Education 8 course taught by Dr. Ross Flowers, weekly topics (with guest speakers) include self-confidence and leadership, understanding and celebrating diversity, success imagery, violence prevention, media relations, drugs, health and wellness, financial responsibility and eating disorders. In the Fall 2005 Physical Education 8, also taught by Dr. Flowers, topics included decisionmaking and time management, relaxation/stress management, library research skills, internship/career resources, safe sex, diet/nutrition, financial responsibility, drug and alcohol awareness, and success imagery.



assistance in adjusting to college life, more student-athletes at Davis would likely be exposed to diversity issues if some of these topics were woven into the curriculum for the Fall module. The Committee hopes that higher student-athlete participation rates in all Life Skills modules can be reached by getting the word out (e.g., coaches, athletic academic advisors, and summer advising counselors highlighting the value of Life Skills courses in their interactions with UC Davis student-athletes). One of the few minority students whom we interviewed indicated that one coach's session on racial sensitivity was very successful.

As a University committed to diversity and understanding, we believe that such training should be an integral part of the Athletics Program. As the Supreme Court explained in *Grutter v. Bollinger*, it is necessary education for student leaders.<sup>19</sup> The selection process should encourage all student athletes to be exposed to diversity training, in particular because a diverse curriculum can make a measurable contribution to the quality of students' learning and it equips students to be better citizens in a diverse democracy.<sup>20</sup>

- The Subcommittee recommends that any such diversity and sensitivity training that coaches are required to complete remain a part of the program and be enhanced where possible.
  - The Subcommittee also recommends that administrators have an obligation to fulfill this requirement.
  - Contributions to diversity are also recognized by the University as part of the criteria for appointment, promotion, and appraisal (See Self-Study Item #5.) and should be equally considered for appointment, promotion, and appraisal within the Athletics Department.
- 
- The Subcommittee requests that the Athletics Department add more questions concerning gender issues into its exit survey, such as questions concerning eating disorders and sexual assault.
  - The Subcommittee requests that the Athletics Department take significant steps to increase the number of students who complete the exit survey. In some years, there may be only two to three people who complete such forms on a team as large as the football team. The Subcommittee requests that the Department require that the forms be filled out

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<sup>19</sup> *Grutter v. Bollinger*, 539 U.S. 306, 332 (2003) ("In order to cultivate a set of leaders with legitimacy in the eyes of the citizenry, it is necessary that the path to leadership be visibly open to talented and qualified individuals of every race and ethnicity. All members of our heterogeneous society must have confidence in the openness and integrity of the educational institutions that provide this training.").

<sup>20</sup> See e.g., Sylvia Hurtado, *The Next Generation of Diversity and Intergroup Relations Research*, 61 JOURNAL OF SOCIAL ISSUES 595, 603 (2005) ("It is striking to note that students who have an opportunity to take a diversified curriculum by the second year of college tended to score higher on 19 of 25 outcomes in the study...Strongest effects of diversity courses were evident on complex thinking skills (attributional complexity), retention, cultural awareness, interest in social issues, the importance of creating social awareness, and support for institutional diversity initiatives."); Patricia Gurin et al., *The Benefits of Diversity in Education for Democratic Citizenship*, 60 JOURNAL OF SOCIAL ISSUES 17, 24 (2004) (study of the Intergroup Relations Program (IRP) at the University of Michigan, a freshmen curricular program, found that as seniors, the IRP students in relation to matched controls "showed significantly greater motivation to take the perspective of others. They less often evaluated the University's emphasis on diversity as producing divisiveness between groups, and in fact showed greater mutuality in their involvements with their own groups and with other groups" and IRP students reported having learned more about other racial/ethnic groups and their contributions to American society.).

at the last practice or team meeting—in essence, at some point at which the student-athletes are captive—much like professors do with students’ teaching evaluations. The Subcommittee believes that it is very important for the Department to fully evaluate the experiences of its athletes.

- The Subcommittee is concerned that a significant percentage—approximately a third of the students who turned in surveys—indicated that the teams are not racially and ethnically diverse (of 70 respondents, 22 disagreed with the statement that their team was “racially and ethnically diverse” and 4 were unsure). The recommendation above (increasing survey participation) would increase the reliability of the survey and therefore put the campus in a better position to determine the scope of racial/ethnic issues that emerge from the exit surveys annually and over time.
- A smaller percentage (15 of 70) of student-athletes indicated that there was racial tension on teams. Many of the students who indicated that there was no tension also indicated that they did not know if athletes of color felt isolated, which suggests to the Subcommittee that many of these students are not students of color (consistent with the data reviewed in this Self-Study).
- UCD has developed a Minorities Opportunity Plan for Athletics (see Institutional Plan for Improvement #8), designed to maintain minority opportunity where there are no problems and to improve minority opportunity where improvement is needed.

## D. Minority Issues Self-Study Items

### Operating Principle

**22.2.3.2 Minority Issues.** *It is a principle of the Association to promote respect for and sensitivity to the dignity of every person and to refrain from discrimination prohibited by federal and state law. Consistent with this fundamental philosophy, the institution shall:*

- e. Have implemented its approved minority-opportunities plan from the previous self-study. If modified or if not carried out fully, the institution shall provide an explanation from appropriate institutional authorities;*
- f. Demonstrate that it is committed to, and has progressed toward, fair and equitable treatment of all minority student-athletes and athletics department personnel; and*
- g. Formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which expands opportunities and support for minority student-athletes and athletics personnel. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables.*

This is UCD’s first Athletics Certification self-study; there was no previous self-study.

In evaluating UCD’s implementation of the NCAA’s principle of non-discrimination, members of the Subcommittee on Equity reviewed campus demographic data, campus policies and procedures, Athletics Department policies and procedures, and data regarding

the race/ethnicity of student-athletes and Athletics Department staff. In addition, subcommittee members interviewed Athletics Department staff and administrators, coaches, student-athletes, and other campus personnel.<sup>21</sup>

### **Self-Study Items**

**Item 1:** *Explain how the institution is organized to further its efforts related to the minority-issues operating principle above for both staff and students and provide evidence that matters concerning minority issues are monitored, evaluated and addressed on a continuing basis.*

The Athletic Director reports to the Vice Chancellor—Student Affairs. Currently, the Athletics Department annually compiles racial/ethnic data on student-athletes (per NCAA reporting requirements). While the campus also keeps track of some racial/ethnic personnel data (e.g., Human Resources maintains records of self-disclosed information provided by all current employees), there appear to be gaps in data collection with respect to the applicant pools for some coaching positions. The Subcommittee recommends that the campus adopt, implement, and follow a process that will ensure that it maintains racial/ethnic data on the interviewing and hiring pools in its process for hiring coaches. The recommended action would comport with University requirements. Within the bounds of Proposition 209, the Subcommittee created a plan to compile and monitor this data annually in our Five-Year Review Plan.

The meetings of the Athletics Administrative Advisory Committee (AAAC) and the Coaches Advisory Committee (CAC) provide opportunities for review of minority issues. The AAAC Committee is appointed annually by the Chancellor and typically consists of at least 7 UCD Academic Senate Faculty, and representatives from the Academic Federation, staff/administrators, as well as 1 alumnus and 4 students. It is the University's Athletics Board for NCAA purposes.

As indicated in the chart on the next page, the racial/ethnic composition of AAAC was as follows: in the 2002-04 academic years:

In 2002-2003, there were 14 white members, 5 of whom were ex-officio (non-voting) members; 3 members who identified as other; 2 Latino/Latina/Hispanic members, 1 American Indian/Native American member; 1 Asian American/Pacific Islander member; and 1 black/African American member.

In 2003-2004, there were 19 white members, 6 of whom were ex-officio (non-voting) members; 1 member who identified as other; 1 Latino/Latina/Hispanic member, 1 American Indian/Native

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<sup>21</sup> Half of the Equity Subcommittee focused on minority issues, and this workgroup interviewed the following: Lloyd Acosta (Baseball, Hispanic male), Carissa Adams (Women's Crew, White female) Bob Biggs (Football, White male), Steve Doten (Water Polo, White male), Ron Manara (Gymnastics, White male), Bill Maze (Women's Tennis, White male), Gary Stewart, (Men's Basketball, African American male), Sandy Simpson, (Women's Basketball, White male), John Shin-Lee, (Football, Asian American male), Elaine Jones, (Women's Lacrosse, African American female), Ross Flowers, (UCD Sports Psychologist, African American male). The Athletic Director and the Senior Associate Athletic Director also shared information with the Chair of the Equity Subcommittee during Steering Committee meetings, and participated in discussion during some Equity Subcommittee meetings.

American member; 2 Asian American/Pacific Islander members; and 1 black/African American member.

In 2004-2005, there were 16 white members, 4 of whom were ex-officio (non-voting) members; 1 member who identified as other; 3 Latino/Latina/Hispanic members, 1 American Indian/Native American member; 1 Asian American/Pacific Islander member; and 2 black/African American members.<sup>22</sup>

The CAC consists of six members of the ICA coaching staff, including at least four head coaches, who serve voluntarily for two-year terms. The charge of CAC is to seek opinions, consider relevant issues and make recommendations on issues of importance to the coaching staff. Currently, there are no racial minorities on CAC, and there are two women on the Committee, one of which is an Assistant Coach. Although the Subcommittee would like to see the racial composition of this committee improve, the Committee feels it is important to note that the way in which such diversity should be achieved is not through overburdening the few minority coaching staff but actually increasing the racial diversity of the coaching staff.

The Student Athletics Advisory Council (SAAC) can provide opportunities for student-athlete feedback regarding any minority concerns. This year, the Council consists of 57 student-athlete members: 34 women and 23 men. The racial composition of this Committee is as follows: 26 white women, 13 white men, 3 Latino/Hispanic men, 2 Latina/Hispanic women, 2 Asian American women, 2 Asian American men, 2 black/ African American women, 2 black/African American men, 2 women who have not identified their race, 2 men who have not identified their race, and 1 Native American male.

Finally, student-athletes leaving the UCD athletics program complete an exit questionnaire and an optional interview, reviewed and evaluated by a senior administrator, as another way minority issues can be raised. The Subcommittee has recommended that the Athletics Department take affirmative steps to ensure that more of its exit interview surveys are completed each year.

**ITEM 2.** *For the three most recent academic years, provide the racial or ethnic composition for full-time senior administrative athletics department staff members (i.e., assistant Athletic Directors up through the Athletic Director level); other full and part-time professional (i.e., non-clerical) athletics department staff members (such as trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department); full- and part-time head coaches; full- and part-time assistant coaches (including graduate assistant and volunteer coaches); faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members, and other advisory or policy-making group (e.g., governing board for athletics, student-athlete advisory committee) members (if any).*

## SUMMARY

- *Overall, the representation of racial minorities among the coaches and staff of the Athletics Department Staff is low, but the percentages of each group have generally*

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<sup>22</sup> This year's (2005-06) group has 14 white members, 4 of whom were ex-officio (non-voting) members; 1 member who identified as other, 1 Latino/Latina/Hispanic member, 1 American Indian/Native American member, 4 Asian American/Pacific Islander members, and 1 black/African American member.

increased in small increments for all groups, except for Native Americans who remain at 0% in all categories.

- Racial minorities as a whole are severely underrepresented on the Senior Administrative Athletics Department Staff, with all groups except for Latinos/Latinas/Hispanics at 0%.
- Racial minorities are most represented in the Professional Athletics Department Staff group and the Assistant Coaches group, but for all groups of racial minorities their percentages within the Professional Athletics Department group fell over the three-year period from 2002-2005.
- Racial minorities are most represented in the Professional Athletics Department Staff group and the Assistant Coaches group, and the percentages of Asian American and Pacific Islanders, Blacks/African Americans, and Latinos/Latinas/Hispanics in the Assistant Coaches group all increased during the three-year period from 2002-2005. This increase, however, was largely due to a significant decrease in the number of Assistant Coaches in 2004-2005. The drop in coaches in 2004-05 was due to coaching limits of NCAA for Division I; many of those who left were volunteers.
- Racial minorities as a whole are underrepresented on the Head Coach roster, especially Native Americans/American Indians and Latinos/Latinas/Hispanics who are not represented at all.

**Athletics and Selected Institutional Personnel (by Race/Ethnicity)**  
(Corresponds to Page 33 Chart in the NCAA's Self-Study Instrument)

<b>Racial or Ethnic Group (for 2004-05, 2003-04, and 2002-03)</b>							
		<b>Am. Indian/AN</b>	<b>Asian/PI</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Other</b>
Senior Administrative Athletics Dept. Staff	F	0, 0, 0	0, 0, 0	0, 0, 0	1, 1, 1	9, 9, 9	0, 0, 0
Other Professional Athletics Dept. Staff	F	0, 0, 0	2, 2, 2	2, 3, 2	7, 6, 6	26, 25, 21	0, 0, 1
	P	---	---	---	---	---	---
Head Coaches	F	0, 0, 0	1, 1, 1	2, 2, 2	0, 0, 0	22, 19, 21	0, 0, 0
	P	---	---	---	---	---	---
Assistant Coaches	F	0, 0, 0	3, 5, 2	2, 1, 1	3, 2, 3	26, 36, 38	0, 1, 2
	P	--	---	---	---	---	---
<b>TOTALS (Athletics Dept. Personnel)</b>	F	0, 0, 0	6, 8, 5	6, 6, 5	11, 9, 10	83, 89, 89	0, 1, 3
	P	---	---	---	---	---	---
Faculty-Based Athletics Board (AAAC)		1, 1, 1	1, 2, 1	2, 1, 1	3, 1, 2	16*, 19*, 14*	1**, 1, 3
Other Advisory or Policymaking Group		Consistent with how another UC campus completed this Self-Study chart, UC Davis is leaving this row blank; in addition to the system-wide oversight role of the UC Regents, several bodies are a part of the Chancellor's consultative process with respect to Athletics policymaking (See Governance Section, Principle 1.1, Items #4-7).					

F = Full-time, P = Part-time

\*These AAAC figures include 4 ex officio members in 2004-05, 6 in 2003-04, and 5 in 2002-03

\*\*This AAAC figure was an ex officio members in 2004-05

#### OVERALL STAFF/COACHING POPULATION

- In the year 2002-2003, there were 112 people who worked as Athletics Department staff, Professional Athletics Department Staff, Head Coaches, and Assistant Coaches at UCD.
  - Native Americans/American Indians constituted 0% of this group.
  - Asian Americans and Pacific Islanders constituted 4% of this group.
  - Blacks/African Americans constituted 4% of this group.
  - Latinos/Latinas/Hispanics constituted 9% of this group.
  - Whites constituted 79% of this group.
  - Those in the “other” category constituted 3% of this group.
- In the year 2003-2004, there were 113 Senior Administrative Athletics Department staff, Professional Athletics Department Staff, Head Coaches, and Assistant Coaches at UCD.
  - Native Americans/American Indians constituted 0% of this group.
  - Asian Americans and Pacific Islanders constituted 7% of this group.
  - Blacks/African Americans constituted 5% of this group.
  - Latinos/Latinas/Hispanics constituted 8% of this group.
  - Whites constituted 79% of this group.
  - Those in the “other” category constituted 1% of this group.
- In the year 2004-2005, there were 106 Senior Administrative Athletics Department staff, Professional Athletics Department Staff, Head Coaches, and Assistant Coaches at UCD.
  - Native Americans/American Indians constituted 0% of this group.
  - Asian Americans and Pacific Islanders constituted 6% of this group.
  - Blacks/African Americans constituted 6% of this group.
  - Latinos/Latinas/Hispanics constituted 10% of this group.
  - Whites constituted 78% of this group.
  - Those in the “other” category constituted 0% of this group.

#### SUMMARY OF OVERALL STAFF/COACHING POPULATION

- Over the three-year period from 2002-2005, Native Americans constituted an average of 0% of this group.
- Over the three-year period from 2002-2005, Asian American and Pacific Islanders constituted an average of 6% of this group.
- Over the three-year period from 2002-2005, Blacks/African Americans increased constituted an average of 5% of this group.
- Over the three-year period from 2002-2005, Latinos/Latinas/Hispanics constituted an average of 9% of this group.

#### SUMMARY OF SENIOR ADMINISTRATIVE ATHLETICS DEPARTMENT STAFF

- Over the three-year period from 2002-2005, Native Americans, Asian American and Pacific Islanders, and African Americans remained at 0% of this group.

- Over the three-year period from 2002-2005, Latinos/Latinas/Hispanics remained at 10% of this group.
- Whites constituted 90% of this group, and those in the “other” category constituted 0% of this group.

- PROFESSIONAL ATHLETICS DEPARTMENT STAFF

- In the year 2002-2003, there were 32 members of the Professional Athletics Department Staff at UCD.
  - Native Americans/American Indians constituted 0% of this group.
  - Asian Americans and Pacific Islanders constituted 6% of this group.
  - Blacks/African Americans constituted 6% of this group.
  - Latinos/Latinas/Hispanics constituted 19% of this group.
  - Whites constituted 65.63% of this group.
  - Those in the “other” category constituted 3% of this group.
- In the year 2003-2004, there were 36 members of the Professional Athletics Department Staff at UCD.
  - Native Americans/American Indians constituted 0% of this group.
  - Asian Americans and Pacific Islanders constituted 6% of this group.
  - Blacks/African Americans constituted 8% of this group.
  - Latinos/Latinas/Hispanics constituted 17% of this group.
  - Whites constituted 69% of this group.
  - Those in the “other” category constituted 0% of this group.
- In the year 2004-2005, there were 37 members of the Professional Athletics Department Staff at UCD.
  - Native Americans/American Indians constituted 0% of this group.
  - Asian Americans and Pacific Islanders constituted 5% of this group.
  - Blacks/African Americans constituted 5% of this group.
  - Latinos/Latinas/Hispanics constituted 19% of this group.
  - Whites constituted 70% of this group.
  - Those in the “other” category constituted 0% of this group.

#### SUMMARY OF PROFESSIONAL ATHLETICS DEPARTMENT STAFF

- Over the three-year period from 2002-2005, Native Americans constituted an average of 0% of this group.
- Over the three-year period from 2002-2005, Asian American and Pacific Islanders constituted an average of 6% of this group.
- Over the three-year period from 2002-2005, Blacks/African Americans increased constituted an average of 7% of this group.
- Over the three-year period from 2002-2005, Latinos/Latinas/Hispanics constituted an average of 18% of this group.
- Over the three-year period from 2002-2005, there were five new hires in total, five of whom were White; the number of minority groups stayed the same and the percentage of minority staff declined.

- HEAD COACHES

- In the year 2002-2003, there were 24 head coaches at UCD.
  - Native Americans/American Indians constituted 0% of this group.
  - Asian Americans and Pacific Islanders constituted 4% of this group.
  - Blacks/African Americans constituted 8% of this group.
  - Latinos/Latinas/Hispanics constituted 0% of this group.
  - Whites constituted 88% of this group.
  - Those in the “other” category constituted 0% of this group.
- In the year 2003-2004, there were 22 head coaches at UCD.
  - Native Americans/American Indians constituted 0% of this group.
  - Asian Americans and Pacific Islanders constituted 5% of this group.
  - Blacks/African Americans constituted 9% of this group.
  - Latinos/Latinas/Hispanics constituted 0% of this group.
  - Whites constituted 86% of this group.
  - Those in the “other” category constituted 0% of this group.
- In the year 2004-2005, there were 25 head coaches at UCD.
  - Native Americans/American Indians constituted 0% of this group.
  - Asian Americans and Pacific Islanders constituted 4% of this group.
  - Blacks/African Americans constituted 8% of this group.
  - Latinos/Latinas/Hispanics constituted 0% of this group.
  - Whites constituted 88% of this group.
  - Those in the “other” category constituted 0% of this group.

#### SUMMARY OF HEAD COACHES

- Over the three-year period from 2002-2005, Native Americans and Latinos/Latinas/Hispanics remained at 0% of this group.
- Asian Americans and Pacific Islanders constituted 4%, and Blacks/African Americans were 8%.
- Over the three-year period from 2002-2005, there was one new hire in total, who identified as White.

- ASSISTANT COACHES

- In the year 2002-2003, there were 46 assistant coaches at UCD.
  - Native Americans/American Indians constituted 0% of this group.
  - Asian Americans and Pacific Islanders constituted 4% of this group.
  - Blacks/African Americans constituted 2% of this group.
  - Latinos/Latinas/Hispanics constituted 7% of this group.
  - Whites constituted 83% of this group.
  - Those in the “other” category constituted 4% of this group.
- In the year 2003-2004, there were 45 assistant coaches at UCD.
  - Native Americans/American Indians constituted 0% of this group.
  - Asian Americans and Pacific Islanders constituted 11% of this group.



- Blacks/African Americans constituted 2% of this group.
  - Latinos/Latinas/Hispanics constituted 4% of this group.
  - Whites constituted 80% of this group.
  - Those in the “other” category constituted 2% of this group.
- In the year 2004-2005, there were 34 assistant coaches at UCD.
    - Native Americans/American Indians constituted 0% of this group.
    - Asian Americans and Pacific Islanders constituted 9% of this group.
    - Blacks/African Americans constituted 6% of this group.
    - Latinos/Latinas/Hispanics constituted 9% of this group.
    - Whites constituted 76% of this group.
    - Those in the “other” category constituted 0% of this group.

### SUMMARY OF ASSISTANT COACHES

- Over the three-year period from 2002-2005, Native Americans constituted an average of 0% of this group.
- Over the three-year period from 2002-2005, Asian American and Pacific Islanders constituted an average of 8% of this group.
- Over the three-year period from 2002-2005, Blacks/African Americans increased constituted an average of 3% of this group.
- Over the three-year period from 2002-2005, Latinos/Latinas/Hispanics constituted an average of 6% of this group.
- Over the three-year period from 2002-2005, there were 12 losses in total, most of whom identified as White—a change that occurred because of NCAA Division rules.

**ITEM 3.** *For the three most recent academic years, provide the racial or ethnic composition for student-athletes who received athletics aid and for students generally.*

### **Students Generally and Student-Athletes on Athletic Aid (by Race/Ethnicity)** (Corresponds to Page 34 Chart in the NCAA’s Self-Study Instrument)

<b>Number of Students by Racial/Ethnic Group</b>									
	<b>American Indian/AN</b>			<b>Asian/PI</b>			<b>Black</b>		
Year	2004-2005	2003-2004	2002-2003	2004-2005	2003-2004	2002-2003	2004-2005	2003-2004	2002-2003
<b>All Students</b>	169	165	179	9,255	8,948	8,490	590	588	583
<b>Student-Athletes on Athletic Aid</b>	6	5	6	31	30	39	44	26	27
	<b>Hispanic</b>			<b>White</b>			<b>Other</b>		
Year	2004-2005	2003-2004	2002-2003	2004-2005	2003-2004	2002-2003	2004-2005	2003-2004	2002-2003
<b>All Students</b>	2,462	2,443	2,222	8,984	9,685	9,584	1,510	1,498	1,559

<b>Student-Athletes on Athletic Aid</b>	37	38	33	291	253	261	39	36	36
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### **FRESHMEN APPLICANT ACADEMIC SUMMARY BY ETHNICITY AND YEAR (UCD Applicant Pool)<sup>23</sup>**

- In the year 2002-2003, there were 28,773 domestic and international freshmen applicants to UCD.
  - Native Americans/American Indians constituted .63% of this group.
  - Asian Americans and Pacific Islanders constituted 35.9% of this group.
  - Blacks/African Americans constituted 3.5% of this group.
  - Latinos/Latinas/Hispanics constituted 10.9% of this group.
  - Whites constituted 38.3% of this group.
  - Those in the “other” category constituted 1.8% of this group.
  - Those in the “declined to state” category constituted 6.5% of this group.
  - International students constituted 2.5% of this group.
- In the year 2003-2004, there were 32,521 domestic and international freshmen applicants to UCD.
  - Native Americans/American Indians constituted .59% of this group.
  - Asian Americans and Pacific Islanders constituted 33.7% of this group.
  - Blacks/African Americans constituted 3.7% of this group.
  - Latinos/Latinas/Hispanics constituted 11.7% of this group.
  - Whites constituted 38.5% of this group.
  - Those in the “other” category constituted 1.8% of this group.
  - Those in the “declined to state” category constituted 7.6% of this group.
  - International students constituted 2.4% of this group.
- In the year 2004-2005, there were 31,522 domestic and international freshmen applicants to UCD.
  - Native Americans/American Indians constituted .64% of this group.
  - Asian Americans and Pacific Islanders constituted 35.6% of this group.
  - Blacks/African Americans constituted 3.5% of this group.

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<sup>23</sup> In 2003 there were 48,400 California public high school students who were UC eligible and the racial/ethnic breakdown is as follows:

- Native Americans/American Indians constituted .4% of this group.
- Asian Americans and Pacific Islanders constituted 31.4% of this group.
- Blacks/African Americans constituted 3.1% of this group.
- Latinos/Latinas/Hispanics constituted 15.3% of this group.
- Whites constituted 47.7% of this group

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION, UNIVERSITY ELIGIBILITY STUDY FOR THE CLASS OF 2003 (May 2004), available at <http://www.cpec.ca.gov/completereports/2004reports/04-05.pdf>. Private high schools in California enroll freshmen in the UC system at a higher rate than public high schools, but comprehensive racial/ethnic data for private high schools are generally unavailable. See e.g., Isaac Martin et al., *Unequal Opportunity: Student Access to the University of California*, at p. 130 in THE STATE OF CALIFORNIA LABOR at page 130 (2003), available at <http://www.iir.ucla.edu/sci/pdf03/sci2003ch4.pdf>.

- Latinos/Latinas/Hispanics constituted 12% of this group.
- Whites constituted 37.2% of this group.
- Those in the “other” category constituted 1.9% of this group.
- Those in the “declined to state” category constituted 6.7% of this group.
- International students constituted 2.5% of this group.

### **UCD FRESHMEN GENERALLY**

- In the year 2002-2003, there were 4,674 UCD freshmen. (See Table in Academic Integrity Item #5 corresponding to Page 20 of the NCAA Self-Study Instrument)
  - Native Americans/American Indians constituted 0.7% of this group.
  - Asian Americans and Pacific Islanders constituted 41.2% of this group.
  - Blacks/African Americans constituted 2.0% of this group.
  - Latinos/Latinas/Hispanics constituted 9.4% of this group.
  - Whites constituted 42.2% of this group.
  - Those in the “other” category constituted 4.5% of this group.
- In the year 2003-2004, there were 4,787 UCD freshmen.
  - Native Americans/American Indians constituted 0.4% of this group.
  - Asian Americans and Pacific Islanders constituted 42.0% of this group.
  - Blacks/African Americans constituted 2.5% of this group.
  - Latinos/Latinas/Hispanics constituted 11.7% of this group.
  - Whites constituted 38.2% of this group.
  - Those in the “other” category constituted 5.0% of this group.
- In the year 2004-2005, there were 4,266 UCD freshmen.
  - Native Americans/American Indians constituted .7% of this group.
  - Asian Americans and Pacific Islanders constituted 44.1% of this group.
  - Blacks/African Americans constituted 2.6% of this group.
  - Latinos/Latinas/Hispanics constituted 11.7% of this group.
  - Whites constituted 32.7% of this group.
  - Those in the “other” category constituted 8.3% of this group.

[FYI: The sudden 2004-05 drop in Whites with a corresponding rise in “others” may reflect an increase in the rate at which Whites are declining to state their ethnicity, consistent with the study cited in the first footnote cited in the Minority Issues section.

### **GRANT-IN-AID ATHLETES** (See Table in Academic Integrity Item #5 corresponding to Page 20 of the NCAA Self-Study Instrument)

- In the year 2002-2003, there were 84 freshmen student-athletes on athletic aid.
  - Native Americans/American Indians constituted 1.2% of this group.
  - Asian Americans and Pacific Islanders constituted 7.1% of this group.
  - Blacks/African Americans constituted 5.9% of this group.
  - Latinos/Latinas/Hispanics constituted 10.7% of this group.
  - Whites constituted 64.3% of this group.
  - Those in the “other” category constituted 10.7% of this group.

- In the year 2003-2004, there were 87 freshmen student-athletes on athletic aid.
  - Native Americans/American Indians constituted 0.0% of this group.
  - Asian Americans and Pacific Islanders constituted 6.9% of this group.
  - Blacks/African Americans constituted 5.7% of this group.
  - Latinos/Latinas/Hispanics constituted 11.5% of this group.
  - Whites constituted 63.2% of this group.
  - Those in the “other” category constituted 12.6% of this group.
- In the year 2004-2005, there were 137 freshmen student-athletes on athletic aid.
  - Native Americans/American Indians constituted 0.7% of this group.
  - Asian Americans and Pacific Islanders constituted 8.8% of this group.
  - Blacks/African Americans constituted 9.5% of this group.
  - Latinos/Latinas/Hispanics constituted 8.0% of this group.
  - Whites constituted 64.9% of this group.
  - Those in the “other” category constituted 8.0% of this group.

**Item 3.** *For the three most recent academic years, provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the graduation-rates disclosure form. Also, for those sports not at the varsity level for three years, indicate the year in which the sport was recognized by the institution as a varsity sport.*

**Part A of Men’s and Women’s Sports Teams (by Race/Ethnicity)**  
**(Corresponds to Page 35 Chart in the NCAA’s Self-Study Instrument)**

<b>Racial or Ethnic Group</b>									
	<b>American Indian/AN</b>			<b>Asian/PI</b>			<b>Black</b>		
	2004-2005	2003-2004	2002-2003	2004-2005	2003-2004	2002-2003	2004-2005	2003-2004	2002-2003
Baseball	0	0	0	2	2	1	1	1	0
Men’s Basketball	0	0	0	0	0	0	2	2	4
Football	0	0	0	5	4	6	23	16	19
Men’s Track/Cross-Country	2	2	2	1	1	2	3	1	3
Men’s Other Sports*	1	1	1	6	6	6	4	1	1
Women’s Basketball	0	0	0	0	0	0	1	0	0
Women’s Track/Cross-Country	0	0	0	0	0	2	8	4	0
Women’s Other Sports	3	2	3	17	17	22	2	1	1
<b>TOTAL**</b>	6	5	6	31	30	39	44	26	28

\*This category also includes Mixed Sports, but UC Davis does not have any Mixed Sports

\*\*Totals are duplicated so the rows in the chart add up to the totals listed (e.g., a student-athlete who is a member of both football and track counts twice) but the net effect is negligible: 1,244 total athletes in Part A and Part B instead of 1,238 if the totals were unduplicated.

**Part B of Men's and Women's Sports Teams (by Race/Ethnicity)**  
**(Corresponds to Page 35 Chart in the NCAA's Self-Study Instrument)**

<b>Racial or Ethnic Group</b>									
	<b>Hispanic</b>			<b>White</b>			<b>Other</b>		
	2004-2005	2003-2004	2002-2003	2004-2005	2003-2004	2002-2003	2004-2005	2003-2004	2002-2003
Baseball	4	4	1	18	16	14	3	2	1
Men's Basketball	2	3	3	7	4	5	1	0	1
Football	6	8	7	42	44	45	5	7	6
Men's Track/Cross-Country	1	1	1	13	16	16	0	0	0
Men's Other Sports*	9	11	8	62	55	51	9	8	6
Women's Basketball	0	0	1	8	9	11	1	4	3
Women's Track/Cross-Country	2	4	4	17	18	17	1	1	1
Women's Other Sports	13	7	9	125	93	103	19	14	18
<b>TOTAL**</b>	<b>37</b>	<b>38</b>	<b>34</b>	<b>292</b>	<b>255</b>	<b>262</b>	<b>39</b>	<b>36</b>	<b>36</b>

\*This category also includes Mixed Sports, but UC Davis does not have any Mixed Sports

\*\*Totals are duplicated so the rows in the chart add up to the totals listed (e.g., a student-athlete who is a member of both football and track counts twice) but the net effect is negligible: 1,244 total athletes in Part A and Part B instead of 1,238 if the totals were unduplicated.

**SUMMARY OF GENERAL COMPARISON BASED ON AID**

- The percentage of Asian Americans receiving athletics aid is significantly less than that of Asian American freshmen.
- Latinos/Latinas/Hispanics also receive athletics aid at a slightly lower percentage than in the general freshmen population.
- The percentage of African Americans and Whites receiving athletics aid is significantly higher than that of African Americans and Whites receiving general aid.
- The percentage of Native Americans receiving athletics aid is nearly equal or slightly higher than that receiving general aid.
- [The percentages of African American and Asian American/Pacific Islander receiving athletics aid between 2002-03 and 2004-03 both rose during the period, and the percentage of Latinos/Latinas/Hispanics receiving athletics aid decreased.

**OVERALL REPRESENTATION ON MEN AND WOMEN'S SPORTS TEAMS** (See Table above that Corresponds to Page 35 in the NCAA's Self-Study Instrument)

- In the year 2002-2003, there were 405 athletes at UCD who received athletics aid.

- Native Americans/American Indians constituted 1.5% of this group.
  - Asian Americans and Pacific Islanders constituted 9.6% of this group.
  - Blacks/African Americans constituted 6.9% of this group.
  - Latinos/Latinas/Hispanics constituted 8.4% of this group.
  - Whites constituted 64.7% of this group.
  - Those in the “other” category constituted 8.8% of this group.
- In the year 2003-2004, there were 390 athletes at UCD who received athletics aid.
  - Native Americans/American Indians constituted 1.3% of this group.
  - Asian Americans and Pacific Islanders constituted 7.7% of this group.
  - Blacks/African Americans constituted 6.7% of this group.
  - Latinos/Latinas/Hispanics constituted 9.7% of this group.
  - Whites constituted 65.4% of this group.
  - Those in the “other” category constituted 9.2% of this group.
- In the year 2004-2005, there were 449 athletes at UCD who received athletics aid.
  - Native Americans/American Indians constituted 1.3% of this group.
  - Asian Americans and Pacific Islanders constituted 6.9% of this group.
  - Blacks/African Americans constituted 9.8% of this group.
  - Latinos/Latinas/Hispanics constituted 8.2% of this group.
  - Whites constituted 65.0% of this group.
  - Those in the “other” category constituted 8.7% of this group.<sup>24</sup>

#### SUMMARY OF GENERAL SPORTS POPULATION COMPARED TO UCD ELIGIBLE ADMITS

- See summary in “Minority Issues” section at the beginning.

#### **MEN**

- **BASEBALL**
  - In the year 2002-2003, there were 17 players on the baseball team at UCD who received athletics aid.
    - Native Americans/American Indians constituted 0% of this group.
    - Asian Americans and Pacific Islanders constituted 6% of this group.
    - Blacks/African Americans constituted 0% of this group.

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<sup>24</sup> Nationwide, the numbers for Division I sports overall in the year 2003-2004 are as follows:

- white men at 62.6%;
- white women at 70.6%;
- African American men at 24.6%;
- African American women at 14.9%;
- Latino/Hispanic men at 3.6%;
- Latina/Hispanic women at 3.3%;
- Asian American men at 1.6%;
- Asian American women at 2.1%;
- Native American/American Indian men at an unidentified percent;
- Native American women at .4%.

- Latinos/Hispanics constituted 6% of this group.
  - Whites constituted 82% of this group.
  - Those in the “other” category constituted 6% of this group.
- In the year 2003-2004, there were 25 players on the baseball team at UCD who received athletics aid.
  - Native Americans/American Indians constituted 0% of this group.
  - Asian Americans and Pacific Islanders constituted 8% of this group.
  - Blacks/African Americans constituted 4% of this group.
  - Latinos/Hispanics constituted 16% of this group.
  - Whites constituted 64% of this group.
  - Those in the “other” category constituted 8% of this group.
- In the year 2004-2005, there were 28 players on the baseball team at UCD who received athletics aid.
  - Native Americans/American Indians constituted 0% of this group.
  - Asian Americans and Pacific Islanders constituted 7% of this group.
  - Blacks/African Americans constituted 4% of this group.
  - Latinos/Hispanics constituted 14% of this group.
  - Whites constituted 64% of this group.
  - Those in the “other” category constituted 11% of this group.<sup>25</sup>

#### SUMMARY OF BASEBALL TEAM

- Over the three-year period from 2002-2005, Native Americans remained at 0% of this group.
- Although no African Americans played on the baseball team in the year 2002-2003, the percentage of African American baseball players is approximately equal to that of African Americans in the general student population and applicant pool. African American men’s share of the male freshmen applicant pools at UCD were as follows: (1) 2.7% in 2002-2003; (2) 3.0% in 2003-2004; and (3) 3.1% in 2004-2005.
- For the three years combined the percentage of Latino/Hispanic baseball players (13%) is greater than that of Latino/Latina/Hispanic students in the general student population and applicant pool. Latino men’s share of the male freshmen applicant pools at UCD were as follows: (1) 10.3% in 2002-2003; (2) 10.4% in 2003-2004; and (3) 10.9% in 2004-2005.
- Asian American men were severely underrepresented on the baseball team (7%) compared to Asian Americans’ percentages in the general student population (38.7%) and Asian American men’s percentage in UCD’s male applicant pool (36%).
- White men were overrepresented on the baseball team (69%) compared to whites’ percentages in the general student population (41.0%) and white men’s percentage in UCD’s male applicant pool (38.3%).

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<sup>25</sup> Nationwide, the numbers for Division I baseball in the year 2003-2004 are as follows:

- white men at 83.8%;
- African American men at 6.1%;
- Latino/Hispanic men at 3.6%;
- Asian American men at 1.2%;
- Native American/American Indian men at .3%; and
- men who identified as “other” at 2.1%

- BASKETBALL

- In the year 2002-2003, there were 13 players on the basketball team at UCD who received athletics aid.
  - Native Americans/American Indians constituted 0% of this group.
  - Asian Americans and Pacific Islanders constituted 0% of this group.
  - Blacks/African Americans constituted 31% of this group.
  - Latinos/Latinas/Hispanics constituted 23% of this group.
  - Whites constituted 38% of this group.
  - Those in the “other” category constituted 8% of this group.
- In the year 2003-2004, there were 9 players on the basketball team at UCD who received athletics aid.
  - Native Americans/American Indians constituted 0% of this group.
  - Asian Americans and Pacific Islanders constituted 0% of this group.
  - Blacks/African Americans constituted 22% of this group.
  - Latinos/Latinas/Hispanics constituted 33% of this group.
  - Whites constituted 44% of this group.
  - Those in the “other” category constituted 0% of this group.
- In the year 2004-2005, there were 12 players on the basketball team at UCD who received athletics aid.
  - Native Americans/American Indians constituted 0% of this group.
  - Asian Americans and Pacific Islanders constituted 0% of this group.
  - Blacks/African Americans constituted 17% of this group.
  - Latinos/Latinas/Hispanics constituted 17% of this group.
  - Whites constituted 58% of this group.
  - Those in the “other” category constituted 8% of this group.<sup>26</sup>

#### SUMMARY OF BASKETBALL TEAM

- Over the three-year period from 2002-2005, Native Americans and Asian Americans and Pacific Islanders remained at 0% of this group. Asian Americans are severely underrepresented compared to Asian Americans’ percentages in the general student population (38.7%) and Asian American men’s percentage in UCD’s male applicant pool (36%).
- The percentage of African American basketball players (23.5%) is significantly greater than that of African Americans in the general student population and applicant pool. African American men’s share of the male freshmen applicant pools at UCD were as follows: (1) 2.7% in 2002-2003; (2) 3.0% in 2003-2004; and (3) 3.1% in 2004-2005.

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<sup>26</sup> Nationwide, the numbers for Division I basketball in the year 2003-2004 are as follows:

- African American men at 58.2%;
- white men at 31.6%;
- Latino/Hispanic men at 1.5%;
- Asian American men at .2%;
- Native American/American Indian men at .3%; and
- men who identified as “other” at 2.5%



- The percentage of Latino/Hispanic basketball players (23.5%) is greater than that of Latino/Latina/Hispanic students in the general student population and applicant pool. Latino men's share of the male freshmen applicant pools at UCD were as follows: (1) 10.3% in 2002-2003; (2) 10.4% in 2003-2004; and (3) 10.9% in 2004-2005.
- White men were overrepresented on the basketball team (47%) compared to whites' percentages in the general student population (41.0%) and white men's percentage in UCD's male applicant pool (38.3%).

- FOOTBALL

- In the year 2002-2003, there were 83 players on the football team at UCD who received athletics aid.
  - Native Americans/American Indians constituted 0% of this group.
  - Asian Americans and Pacific Islanders constituted 7% of this group.
  - Blacks/African Americans constituted 23% of this group.
  - Latinos/Latinas/Hispanics constituted 8% of this group.
  - Whites constituted 54% of this group.
  - Those in the "other" category constituted 7% of this group.
- In the year 2003-2004, there were 79 players on the football team at UCD who received athletics aid.
  - Native Americans/American Indians constituted 0% of this group.
  - Asian Americans and Pacific Islanders constituted 5% of this group.
  - Blacks/African Americans constituted 20% of this group.
  - Latinos/Latinas/Hispanics constituted 10% of this group.
  - Whites constituted 56% of this group.
  - Those in the "other" category constituted 9% of this group.
- In the year 2004-2005, there were 81 players on the football team at UCD who received athletics aid.
  - Native Americans/American Indians constituted 0% of this group.
  - Asian Americans and Pacific Islanders constituted 6% of this group.
  - Blacks/African Americans constituted 28% of this group.
  - Latinos/Latinas/Hispanics constituted 7% of this group.
  - Whites constituted 52% of this group.
  - Those in the "other" category constituted 6% of this group.<sup>27</sup>

### SUMMARY OF FOOTBALL TEAM

- Over the three-year period from 2002-2005, Native Americans remained at 0% of this group.

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<sup>27</sup> Nationwide, the numbers for Division I football in the year 2003-2004 are as follows:

- white men at 48.3%;
- African American men at 44.3%;
- Latino/Hispanic men at 2.4%;
- Asian American men at 1.6%;
- Native American/American Indian men at .4%; and
- men who identified as "other" at 2.4%.

- The percentage of African American football players (24%) is significantly greater than that of African Americans in the general student population and the applicant pool. African American men's share of the male freshmen applicant pools at UCD were as follows: (1) 2.7% in 2002-2003; (2) 3.0% in 2003-2004; and (3) 3.1% in 2004-2005.
- The percentage of Latino/Hispanic football players (9%) is slightly less than that of Latino/Latina/Hispanic students in the general student population and slightly less than that of Latinos and Hispanic men in the general male student population and applicant pool. Latino men's share of the male freshmen applicant pools at UCD were as follows: (1) 10.3% in 2002-2003; (2) 10.4% in 2003-2004; and (3) 10.9% in 2004-2005.
- Asian American men were severely underrepresented on the football team (6%) compared to their percentages in the general student population and applicant pool. Asian Americans' percentages in the general student population (38.7%) and Asian American men's percentage in UCD's male applicant pool (36%).
- White men on the football team were overrepresented (54%) compared to whites' percentages in the general student population (41.0%) and white men's percentage in UCD's male applicant pool (38.3%).

- TRACK/CROSS COUNTRY

- In the year 2002-2003, there were 24 players on the track/cross country teams at UCD who received athletics aid.
  - Native Americans/American Indians constituted 8% of this group.
  - Asian Americans and Pacific Islanders constituted 8% of this group.
  - Blacks/African Americans constituted 13% of this group.
  - Latinos/Latinas/Hispanics constituted 4% of this group.
  - Whites constituted 67% of this group.
  - Those in the "other" category constituted 0% of this group.
- In the year 2003-2004, there were 21 players on the track/cross country team at UCD who received athletics aid.
  - Native Americans/American Indians constituted 10% of this group.
  - Asian Americans and Pacific Islanders constituted 5% of this group.
  - Blacks/African Americans constituted 5% of this group.
  - Latinos/Latinas/Hispanics constituted 5% of this group.
  - Whites constituted 76% of this group.
  - Those in the "other" category constituted 0% of this group.
- In the year 2004-2005, there were 20 players on the track/cross country team at UCD who received athletics aid.
  - Native Americans/American Indians constituted 10% of this group.
  - Asian Americans and Pacific Islanders constituted 5% of this group.
  - Blacks/African Americans constituted 15% of this group.
  - Latinos/Latinas/Hispanics constituted 5% of this group.
  - Whites constituted 65% of this group.
  - Those in the "other" category constituted 0% of this group.

## SUMMARY OF TRACK/CROSS-COUNTRY TEAM

- Over the three-year period from 2002-2005, there were two Native Americans on the track team each year (9% average). This is one of the few sports where Native Americans are not underrepresented relative to the UCD student body (0.7%) or the UCD male applicant pool (0.5%).
- The percentage of African Americans on the track/cross-country teams (11%) is greater than that of African Americans in the general student population and the applicant pool. African American men's share of the male freshmen applicant pools at UCD were as follows: (1) 2.7% in 2002-2003; (2) 3.0% in 2003-2004; and (3) 3.1% in 2004-2005.
- The percentage of Latino/Hispanic track/cross-country team members (5%) is significantly less than that of Latino/Latina/Hispanic students in the general student population and the applicant pool. Latino men's share of the male freshmen applicant pools at UCD were as follows: (1) 10.3% in 2002-2003; (2) 10.4% in 2003-2004; and (3) 10.9% in 2004-2005.
- Asian American men were severely underrepresented on the track/cross-country teams (6%) compared to their percentages in the general student population and applicant pool. Asian Americans' percentages in the general student population (38.7%) and Asian American men's percentage in UCD's male applicant pool (36%).
- White men were overrepresented on the track/cross-country teams (69%) compared to whites' percentages in the general student population (41.0%) and white men's percentage in UCD's male applicant pool (38.3%).
- Students in the "other" category were 0% of the track/cross-country teams.

### • MEN'S OTHER SPORTS

- In the year 2002-2003, there were 73 men who participated in other sports at UCD who received athletics aid.
  - Native Americans/American Indians constituted 1% of this group.
  - Asian Americans and Pacific Islanders constituted 8% of this group.
  - Blacks/African Americans constituted 1% of this group.
  - Latinos/Latinas/Hispanics constituted 11% of this group.
  - Whites constituted 70% of this group.
  - Those in the "other" category constituted 8% of this group.
- In the year 2003-2004, there were 82 men who participated in other sports at UCD who received athletics aid.
  - Native Americans/American Indians constituted 1% of this group.
  - Asian Americans and Pacific Islanders constituted 7% of this group.
  - Blacks/African Americans constituted 1% of this group.
  - Latinos/Latinas/Hispanics constituted 13% of this group.
  - Whites constituted 67% of this group.
  - Those in the "other" category constituted 10% of this group.
- In the year 2004-2005, there were 91 men who participated in other sports at UCD who received athletics aid.
  - Native Americans/American Indians constituted 1% of this group.
  - Asian Americans and Pacific Islanders constituted 7% of this group.

- Blacks/African Americans constituted 4% of this group.
- Latinos/Latinas/Hispanics constituted 10% of this group.
- Whites constituted 68% of this group.
- Those in the “other” category constituted 10% of this group.

### SUMMARY OF MEN’S OTHER SPORTS

- Over the three-year period from 2002-2005, Native Americans participated in men’s other sports at a rate (1%) nearly equal to or greater than their representation on campus.
- The percentage of African Americans in men’s other sports (2.4%) is roughly equivalent to the proportion of African Americans in the general student population (general student population and the applicant pool. African American men’s share of the male freshmen applicant pools at UCD were as follows: (1) 2.7% in 2002-2003; (2) 3.0% in 2003-2004; and (3) 3.1% in 2004-2005.
- The percentage of Latinos/Hispanics in men’s other sports (11%) is basically equal to than that of Latino/Hispanic students in the general student population and the applicant pool. Latino men’s share of the male freshmen applicant pools at UCD were as follows: (1) 10.3% in 2002-2003; (2) 10.4% in 2003-2004; and (3) 10.9% in 2004-2005.
- Asian American men were severely underrepresented in men’s other sports teams (7%) compared Asian Americans’ percentages in the general student population (38.7%) and Asian American men’s percentage in UCD’s male applicant pool (36%).
- White men were overrepresented on men’s other sports teams (68%) compared to whites’ percentages in the general student population (41.0%) and white men’s percentage in UCD’s male applicant pool (38.3%).

### *WOMEN*

#### • BASKETBALL

- In the year 2002-2003, there were 15 players on the basketball team at UCD who received athletics aid.
  - Native Americans/American Indians constituted 0% of this group.
  - Asian Americans and Pacific Islanders constituted 0% of this group.
  - Blacks/African Americans constituted 0% of this group.
  - Latinos/Latinas/Hispanics constituted 7% of this group.
  - Whites constituted 73% of this group.
  - Those in the “other” category constituted 20% of this group.
- In the year 2003-2004, there were 13 players on the basketball team at UCD who received athletics aid.
  - Native Americans/American Indians constituted 0% of this group.
  - Asian Americans and Pacific Islanders constituted 0% of this group.
  - Blacks/African Americans constituted 0% of this group.
  - Latinos/Latinas/Hispanics constituted 0% of this group.
  - Whites constituted 69% of this group.
  - Those in the “other” category constituted 31% of this group.
- In the year 2004-2005, there were 10 players on the basketball team at UCD who received athletics aid.
  - Native Americans/American Indians constituted 0% of this group.

- Asian Americans and Pacific Islanders constituted 0% of this group.
- Blacks/African Americans constituted 10% of this group.
- Latinos/Latinas/Hispanics constituted 0% of this group.
- Whites constituted 80% of this group.
- Those in the “other” category constituted 10% of this group.<sup>28</sup>

### SUMMARY OF BASKETBALL TEAM

- Over the three-year period from 2002-2005, Native Americans and Asian Americans and Pacific Islanders remained at 0% of this group.
- The percentage of African Americans on the basketball team (2.6% overall) is slightly lower than African American women in the general student population and that of African American women in UCD’s female freshmen applicant pool: (1) 4.11% in 2002-2003; (2) 4.28% in 2003-2004; and (3) 3.94% in 2004-2005.
- The percentage of Latina/Hispanic basketball players (2.6% overall) is significantly less than that of Latino/Latina/Hispanic students in the general student population and that of Latinos and Hispanic women in the female student freshmen applicant pool: (1) 11.4% in 2002-2003; (2) 12.8% in 2003-2004; and (3) 13.0% in 2004-2005.
- Asian American women on the basketball team (0% overall) were severely underrepresented compared to their percentages in the general student and applicant population; they make up approximately 34.2% of the general female freshmen applicant population at UCD.
- White women on the basketball team (73.6% overall) were overrepresented compared to their percentages in the general student and applicant population; they make up approximately 38% of the general female freshmen applicant pool.

- TRACK/CROSS COUNTRY

- In the year 2002-2003, there were 24 players on the track/cross country team at UCD who received athletics aid.
  - Native Americans/American Indians constituted 0% of this group.
  - Asian Americans and Pacific Islanders constituted 8% of this group.
  - Blacks/African Americans constituted 0% of this group.
  - Latinos/Latinas/Hispanics constituted 17% of this group.
  - Whites constituted 71% of this group.
  - Those in the “other” category constituted 4% of this group.
- In the year 2003-2004, there were 27 players on the track/cross country team at UCD who received athletics aid.
  - Native Americans/American Indians constituted 0% of this group.
  - Asian Americans and Pacific Islanders constituted 0% of this group.
  - Blacks/African Americans constituted 15% of this group.

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<sup>28</sup> Nationwide, the numbers for Division I basketball in the year 2003-2004 are as follows:

- white women at 46.8%;
- African American women at 41.6%;
- Latino/Hispanic women at 1.8%;
- Asian American women at 1.3%;
- Native American/American Indian women at .5%; and
- women who identified as “other” at 2.8%.

- Latinos/Latinas/Hispanics constituted 15% of this group.
- Whites constituted 67% of this group.
- Those in the “other” category constituted 4% of this group.
- In the year 2004-2005, there were 28 players on the track/cross country team at UCD who received athletics aid.
  - Native Americans/American Indians constituted 0% of this group.
  - Asian Americans and Pacific Islanders constituted 0% of this group.
  - Blacks/African Americans constituted 27% of this group.
  - Latinas/Hispanics constituted 7% of this group.
  - Whites constituted 61% of this group.
  - Those in the “other” category constituted 4% of this group.<sup>29</sup>

#### SUMMARY OF TRACK/CROSS COUNTRY TEAM

- Over the three-year period from 2002-2005, Native Americans remained at 0% of this group.
- The percentage of African Americans on the track/cross-country team (15% overall) is generally higher than African Americans in the general student population and that of African American women in UCD’s female freshmen applicant pool: (1) 4.11% in 2002-2003; (2) 4.28% in 2003-2004; and (3) 3.94% in 2004-2005.
- The percentage of Latina/Hispanic track/cross-country team members (13% overall) is slightly higher than that of Latino/Latina/Hispanic students in the general student population and that of Latinos and Hispanic women in UCD’s female freshmen applicant pool: (1) 11.4% in 2002-2003; (2) 12.8% in 2003-2004; and (3) 13.0% in 2004-2005.
- Over the three-year period from 2002-2005, Asian Americans and Pacific Islanders were 3% of the track/cross-country team. Asian American women were severely underrepresented on the track/cross-country team compared to their percentages in the general student and applicant population; they make up approximately 34.2% of the general female freshmen applicant population at UCD.
- White women were overrepresented on the track/cross-country team (66%) compared to their percentages in the general student population as well as the female freshmen applicant pool, where they are approximately 38%.

- WOMEN’S OTHER SPORTS

- In the year 2002-2003, there were 156 women in women’s other sports at UCD who received athletics aid.
  - Native Americans/American Indians constituted 2% of this group.
  - Asian Americans and Pacific Islanders constituted 14% of this group.
  - Blacks/African Americans constituted 1% of this group.

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<sup>29</sup> Nationwide, the numbers for Division I track/cross country in the year 2003-2004 are as follows:

- white women at 64%;
- African American women at 23.1%;
- Latino/Hispanic women at 4%;
- Asian American women at .5%;
- Native American/American Indian women at .1.2%; and
- women who identified as “other” at 3.0%.

- Latinos/Latinas/Hispanics constituted 6% of this group.
  - Whites constituted 66% of this group.
  - Those in the “other” category constituted 12% of this group.
- In the year 2003-2004, there were 134 women in women’s other sports at UCD who received athletics aid.
  - Native Americans/American Indians constituted 1% of this group.
  - Asian Americans and Pacific Islanders constituted 13% of this group.
  - Blacks/African Americans constituted 1% of this group.
  - Latinos/Latinas/Hispanics constituted 5% of this group.
  - Whites constituted 69% of this group.
  - Those in the “other” category constituted 10% of this group.
- In the year 2004-2005, there were 179 women in women’s other sports at UCD who received athletics aid.
  - Native Americans/American Indians constituted 2% of this group.
  - Asian Americans and Pacific Islanders constituted 10% of this group.
  - Blacks/African Americans constituted 1% of this group.
  - Latinas/Hispanics constituted 7% of this group.
  - Whites constituted 70% of this group.
  - Those in the “other” category constituted 11% of this group.

#### SUMMARY OF WOMEN’S OTHER SPORTS TEAM

- Over the three-year period from 2002-2005, Native Americans participated in student women’s other sports teams (1.7%) at a rate above their representation on campus (0.7%).
- The percentage of African Americans in women’s other sports (0.9%) is generally lower than African Americans in the general student population and that of African American women in UCD’s female freshmen applicant pool: (1) 4.1% in 2002-2003; (2) 4.3% in 2003-2004; and (3) 3.9% in 2004-2005.
- The percentage of Latina/Hispanic women on other sports teams (6%) is lower than that of Latino/Latina/Hispanic students in the general student population and that of Latinos and Hispanic women in the female freshmen applicant pool: (1) 11.4% in 2002-2003; (2) 12.8% in 2003-2004; and (3) 13.0% in 2004-2005.
- Asian American women in other sports (11.9%) were underrepresented compared to their percentages in the general student and applicant population; they make up approximately 34.2% of the general female freshmen applicant population at UCD. At the same time, Asian American women had greater representation in other sports than in basketball or track/cross-country.
- White women were overrepresented in women’s other sports (68.4%) compared to their percentages in the general student population as well as the female freshmen applicant pool, where white women are approximately 38%.

*Item 3. Using the program area checklist for minority issues, provided as an Attachment, please:*

- (a) Describe how the institution has ensured a complete study of each of these areas;*
- (b) Provide data demonstrating the institution’s commitment across each of the areas;*
- (c) Identify areas of deficiency and comment on any trends; and*
- (d) Explain how the institution’s future plan for minority issues addresses each of the areas.*

Each of these topic areas was studied by reviewing campus demographic and other data, campus policies and procedures, Athletics policies and procedures, and by interviewing Athletics Department staff and administrators, coaches, student-athletes, and other campus personnel.

## **1. Institutional and Athletics Department Commitment**

UCD as an institution issues written statements of commitment to diversity. The most recent proposed statement of academic diversity from the University Committee on Affirmative Action and Diversity is below, attached as an Attachment.<sup>30</sup>

Diversity—a defining feature of California’s past, present and future—refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, sexual orientation, age, language, socioeconomic status, geographical context, and abilities/disabilities, among others.

Diversity is integral to the University’s achievement of excellence. Diversity enhances the ability of the University to accomplish the academic mission and serve all of the members of its community equitably. Diversity enriches both the educational experience and the scholarly environment by helping students and faculty learn to communicate effectively with people of varied backgrounds and by preparing them to participate in an increasingly complex, pluralistic society. Educational excellence that truly incorporates diversity promotes mutual respect and makes possible the full, effective use of the talents and abilities of all to foster innovation and train future leadership.

Therefore, the University of California renews its commitment to promoting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The University particularly acknowledges the acute need to remove barriers to the recruitment, retention and advancement of qualified students, faculty and staff from historically excluded or currently underrepresented populations.

The University also considers teaching, research and service contributions that promote diversity and equal opportunity as part of the criteria for appointment, promotion, and appraisal for faculty and lecturers, which includes our coaching staff. The relevant language is cited in part below:

### **Criteria for Appointment, Promotion, and Appraisal**

The University of California is committed to excellence and equity in every facet of its mission. Teaching, research, professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate’s qualifications. These contributions to diversity and equal opportunity can take a variety of forms, including efforts to advance equitable access to education, public service that addresses the needs of California’s diverse population, or research in a scholar’s area of expertise that highlights

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<sup>30</sup> The statement may be found at the following web address:  
<http://www.universityofcalifornia.edu/senate/underreview/ucaad.diversity.state.ment.0705.pdf>



inequalities

### **Teaching**

...In judging the effectiveness of a candidate's teaching, the committee should consider such points as the extent and skill of the candidate's effectiveness in creating an academic environment that is open and encouraging to all students, including development of particularly effective strategies for the educational advancement of students in various underrepresented groups. ...

Among significant types of evidence of teaching effectiveness are the following:

... (e) development of new and effective techniques of instruction, including techniques that meet the needs of students from groups that are underrepresented in the field of instruction.

### **Professional Competence and Activity**

... The candidate's professional activities should be scrutinized for evidence of achievement and leadership in the field and of demonstrated progressiveness in the development or utilization of new approaches and techniques for the solution of professional problems, including those that specifically address the professional advancement of individuals in underrepresented groups in the candidate's field.

### **University and Public Service**

. Contributions to student welfare through service on student-faculty committees and as advisers to student organizations should be recognized as evidence, as should contributions furthering diversity and equal opportunity within the University through participation in such activities as recruitment, retention, and mentoring of scholars and students.<sup>31</sup>

The UCD Athletics Department commitment's to diversity is reflected in both its "Principles of Community" Statement and its "Mission Statement," which can be found in the General Information Section of the *UC Davis Athletics Policy and Procedure Manual* in Attachment 3.2.D. The Principles of Community is also featured in the Student-Athlete Planner given to all UC Davis student-athletes. These principles are communicated to all student-athletes during summer advising and in other advising contexts. These statements are periodically revised and reissued.

The "Principles of Community Statement provides in relevant part:

We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation, religious or political beliefs, status within or outside the university, or any of the other differences among people which have been excuses for misunderstanding, dissension or hatred. *We recognize and cherish the richness contributed to our lives by diversity. We take pride in our various achievements, and we celebrate our differences.* *UC Davis Athletics Policy and Procedure Manual, Principles of Community* (emphasis added).

The Mission Statement further provides in relevant part:

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<sup>31</sup> University of California Academic Personnel Manual, Appointment and Promotion, APM210, at <http://www.ucop.edu/acadadv/acadpers/apm/section2.pdf>.

The campus is fully committed to the equitable allocation of resources and opportunities based on gender to ensure that equal emphasis is placed on men's and women's sports.  
*UC Davis Athletics Policy and Procedure Manual, Mission Statement.*

As part of its plan, the Subcommittee has recommended that the Athletics Department draft and add to the *UC Davis Athletics Policy and Procedure Manual* a statement of its commitment to diversity, which is modeled after the University statement that is quoted in its entirety in the "Institutional and Athletics Department Commitment" section of this report.

## **2. Evaluation of Athletics Department activities for consistency with diversity goals.**

*Currently, there is no structure within the Department to deal directly with issues of race equity. The Subcommittee proposes the formation of a new committee, Racial Equity Workgroup that has a similar focus to the Title IX Workgroup (see Institutional Plan for Improvement #1, Governance and Commitment to Rules Compliance Section), which will work with the Senior Associate Athletic Director for Eligibility, Compliance, and Sports Medicine and other identified individuals, of if hired, the Senior Administrator for Diversity and Inclusion, and will have as one of its responsibilities to receive annual reports on racial data, and to hear any other concerns about matters of minority equity, including grievances from students.*

## **3. Organization and Structure of Athletics program to enhance diversity.**

**See Self-Study Item 1 above.**

*The Athletic Director reports to the Vice Chancellor—Student Affairs. Currently, the Athletics Department does not annually compile data by race about student-athletes and department personnel. Within the bounds of Proposition 209, we have created a plan to compile and monitor this data annually in our Five-Year Review Plan.*

The meetings of the Athletics Administrative Advisory Committee (AAAC) and the Coaches Advisory Committee (CAC) are opportunities for review of minority issues.

The AAAC Committee is appointed annually by the Chancellor and typically consists of at least 7 UCD Academic Senate Faculty, and representatives from the Academic Federation, staff/administrators, as well as 1 alumnus and 4 students. It is the University's Athletics Board for NCAA purposes. The racial and gender composition of this Committee has the following for the past there years.

In 2002-2003, there were 14 white members, 5 of whom were ex-officio (non-voting) members; 3 members who identified as other; 2 Latino/Latina/Hispanic members, 1 American Indian/Native American member; 1 Asian American/Pacific Islander member; and 1 black/African American member.

In 2003-2004, there were 19 white members, 6 of whom were ex-officio (non-voting) members; 1 member who identified as other; 1 Latino/Latina/Hispanic member, 1 American Indian/Native American member; 2 Asian American/Pacific Islander members; and 1 black/African American member.

In 2004-2005, there were 16 white members, 4 of whom were ex-officio (non-voting) members; 1 member who identified as other; 3 Latino/Latina/Hispanic members, 1 American

Indian/Native American member; 1 Asian American/Pacific Islander member; and 2 black/African American members.<sup>32</sup>

The CAC consists of six members of the ICA coaching staff, including at least four head coaches, who serve voluntarily for two-year terms. The charge of CAC is to seek opinions, consider relevant issues and make recommendations on issues of importance to the coaching staff. Currently, there are no racial minorities on CAC, and there are two women on the Committee, one of which is an Assistant Coach. Although the Subcommittee would like to see the racial composition of this committee improve, the Committee feels it is important to note that the way in which such diversity should be achieved is not through overburdening the few minority coaching staff but actually increasing the racial diversity of the coaching staff.

The Student Athletics Advisory Council (SAAC) can provide opportunities for student-athlete feedback regarding any minority concerns. This year, the Council consists of 57 student-athlete members: 34 women and 23 men. The racial composition of this Committee is as follows: 26 white women, 13 white men, 3 Latino/Hispanic men, 2 Latina/Hispanic women, 2 Asian American women, 2 Asian American men, 2 black/ African American women, 2 black/African American men, 2 women who have not identified their race, 2 men who have not identified their race, and 1 Native American male.

Finally, student-athletes leaving the UCD athletics program complete an exit questionnaire and an optional interview, reviewed and evaluated by a senior administrator, as another way minority issues can be raised. The Subcommittee has recommended that the Athletics Department take affirmative steps to ensure that more of its exit interview surveys are completed each year. Specifically, the Subcommittee requests that the Department require that the forms be filled out at the last practice or after the last game—in essence, at some point at which the student-athletes are captive—much like professors do with student teaching evaluations.

#### **4. Enrollment of minority students and minority student-athletes**

All UC campuses use a comprehensive evaluation process for admissions that promotes acceptance of a wide variety of academically qualified students. At UC Davis, Comprehensive Review involves assessment of each applicant in 15 separate categories, to which points are assigned. Four of the 15 categories are academic; together, they account for 74% of total possible points. Consideration is also given for factors such as low-income, first-generation college, successful participation in UC academic preparation programs, overcoming personal difficulties, and qualities such as leadership and special talents.

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

The UCD student body is one of the most diverse in American higher education. However, that diversity is lacking among Latino/Latina/Hispanic, African American, and Native

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<sup>32</sup> This year's group has 14 white members, 4 of whom were ex-officio (non-voting) members; 1 member who identified as other, 1 Latino/Latina/Hispanic member, 1 American Indian/Native American member, 4 Asian American/Pacific Islander members, and 1 black/African American member

American students. This lack of diversity is a greater university problem, not specific to the Athletics Department.

Furthermore, our student-athletes are not diverse in the same way as our general undergraduate student population. *See summaries above.*

It will be necessary to develop a long-range plan for increasing these numbers. Some of the questions to be answered are:

- What sports do Asian American students play in local area high schools and in the intramural programs at UCD?
- Are there sports that could be added that would attract Asian American student-athletes? What do other Big West schools and other UC campuses do to attract Asian American student-athletes?
- What schools does UCD currently recruit at? Are there schools with significant minority populations that coaches should add to their recruiting lists?
- Are there ways in which UCD can become involved with or sponsor sports programs that work with younger minority youth from grades kindergarten to eighth grade in order to help attract underrepresented groups to sports such as tennis, golf, etc.? Would UCD be interested in creating a direct relationship with some of these programs?
  - Given that the benefits of diversity include not only the physical appearance of the school but also the exchange between students who work together and the destruction of stereotypes about certain racial groups, having a goal for racial and ethnic diversity in all sports will help to ensure that student-athletes work together across racial and ethnic lines, regardless of which sport they play, and will help to break down stereotypes about which sports are appropriate for certain racial and ethnic groups.

See Institutional Plan for Improvement #8 for ways these issues will be addressed.

## **6. Participation in Governance and Decision-Making**

The SAAC is the primary student-athlete organization. Of the 24 current members, the gender and racial composition is as follows. This year, the Council consists of 57 student-athlete members: 34 women and 23 men. The racial composition of this Committee is as follows: 26 white women, 13 white men, 3 Latino/Hispanic men, 2 Latina/Hispanic women, 2 Asian American women, 2 Asian American men, 2 black/ African American women, 2 black/African American men, 2 women who have not identified their race, 2 men who have not identified their race, and 1 Native American male.

## **7. Employment Opportunities**

It would be advantageous to have more minority staff at all levels in the Athletics Department, especially administrators and head coaches. The Athletics Department must begin to maintain data on the interviewing and hiring pools in its process for hiring head coaches and should affirmatively work to ensure that it is considering a diverse pool of applicants for each open position, including head coach positions.

In recruiting for coaching staff, UCD Athletics Department should nationally advertise open coaching positions to organizations such as the Black Coaches Association. UCD should also seriously consider head coach candidates from the pool of assistant coaches, which tends to include a more diverse pool of people.

UCD Athletics Department hires many of its own graduates to work as Assistant Coaches. The Committee recommends that the Department make strong efforts to identify minority student-athletes with coaching potential and groom them to be coaches. The Department should hire these identified students into its Graduate Assistants Program to enable the students to get the experience necessary to become competitive on the coaching market while they work on their masters degree.

## **8. Programs and Activities**

See Institutional Plan for Improvement #8, Item 8, for ways the Athletics Department will address this issue.

*Please provide a written, stand-alone institutional plan for addressing minority opportunities for the future in the intercollegiate athletics program. Also, describe the institution's efforts to ensure the plan was developed through a process involving broad-based participation. The plan must clearly identify all issues or problems and must include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible, timetables and a clear indication of institutional approval of the plan. The plan must address all eight program areas of minority issues as listed below; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's minority-opportunities plan. Further, the plan must extend at least five years into the future and be active at all times.*

*Elements of the plan include the following:*

- 1. Institutional and Athletics Department Commitment*
- 2. Evaluation*
- 3. Organization and Structure*
- 4. Enrollment*
- 5. Comparison of Populations*
- 6. Participation in Governance and Decision-Making*
- 7. Employment Opportunities*
- 8. Programs and Activities*

*See Institutional Plan for Improvement #8: Plan for Addressing Minority Opportunities for the Future in the Intercollegiate Athletics Program.*

<b>Element</b>	<b>Measurable Goal</b>	<b>Steps to Achieve Goal</b>	<b>Individuals Responsible</b>	<b>Timetable</b>
<b>1. Institutional and Athletics Department Commitment</b>  There are no deficiencies.	Maintain commitment to diversity.	Review and reissue institutional and Athletics Department statements that address diversity annually.  Draft a separate statement that highlights the Department's commitment to diversity and include it in the Policy and Procedure Manual.	Athletic Director; Senior Athletics Administrator	Annually, for at least 5 years.
<b>2. Evaluation</b>	Improve level of evaluation.	Develop a strategy for evaluating the quality of data collection with respect to race and gender.  Develop strategies for significantly increasing the completion and return of student exit interviews and surveys.	Human Resources; Athletic Director; Senior Athletics Administrator	Annually, for at least 5 years.
	Maintain and enhance level of Evaluation.	Maintain open communication lines between student-athletes, coaches and other personnel on this topic.	Athletic Director; Senior Athletics Administrator	Ongoing for at least 5 years

<b>3. Organization and Structure</b>	Promote athletics program among minority communities	<p>Make use of community organizations and Chancellor's minority advisory groups for ideas and promotion of UCD athletics to local minority populations.</p> <p>Create Racial Equity Workgroup that is akin to the Title IX Workgroup.</p> <p>Propose to Central Administration the added position of a Senior Administrator of Diversity and Inclusion.</p>	Vice Chancellor, Student Affairs; Athletic Director; Senior Athletics Administrator	<p>Ongoing, for at least 5 years.</p> <p>Form within two years of the report.</p> <p>Consider annually, for at least 5 years.</p>
<b>4. Enrollment</b>	Increase number of minority student-athletes.	<p>Include in local interest survey, questions about sports played by Asian, Hispanic, Native American, and African-American high school students.</p> <p>Begin to recruit more heavily at schools with significant minority populations.</p>	Vice Chancellor, Student Affairs; Athletic Director; Senior Athletics Administrator	Begin Fall of 2006; report to Chancellor's Advisory Committee on Intercollegiate Athletics every year beginning in Spring 2007
	Increase number of minority student-athletes	Include in local interest survey, questions about high school athletic participation by local religious and other cultural populations.		Begin Fall of 2006; report to Chancellor's Advisory Committee on Intercollegiate Athletics every year beginning in Spring 2007

	Increase number of minority student-athletes	Find out about minority participation in UCD intramural programs.		Begin Fall of 2006; report to Chancellor's Advisory Committee on Intercollegiate Athletics every year beginning in Spring 2007
<b>5. Comparison of Populations</b>	Increase number of minority student-athletes, especially Asian Americans overall.	<p>Study recruiting methods of other Big West schools and other UC campuses with large minority populations, via published NCAA Self-Studies.</p> <p>Develop relationship with organizations directed at youth that direct underrepresented minorities to certain sports, such as tennis and golf.</p> <p>Hire more coaches of color who can be positive role models and resources for student-athletes of color.</p>	Athletic Director; Senior Athletics Administrator	Fall 2006, and annually thereafter for at least 5 years 2006
	Increase number of minority student-athletes, especially Asian Americans.	Have visible academic support resources so recruits will know they will be assisted in meeting the academic challenge. Publicize GPAs and graduation rates.	<p>Vice Chancellor, Student Affairs; Athletic Director; Senior Athletics Administrator</p> <p>Crossover issue with Student-Athlete Welfare Subcommittee</p>	Fall, 2006, and annually thereafter for at least 5 years



<b>6. Participation in Governance and Decision-Making</b>	Maintain and enhance level of participation.	Maintain open communication lines between student athletes, Assistant Athletics Director, Compliance, and Athletic Director on this topic.  Ensure diverse representation of gender and racial groups on CAC and SAAC.	Vice Chancellor, Student Affairs; Athletic Director; Senior Athletics Administrator	Ongoing, for at least 5 years
<b>7. Employment Opportunities</b>	Increase number of minority staff	Intensify current employment practices and efforts to increase minority presence	Human Resources; Athletic Director; Senior Athletics Administrator	Ongoing, for at least 5 years
	Increase number of minority coaches	Keep track of student-athlete alumni for potential apprentice coaching program. Hire such candidates into the Graduate Assistants Program.	Athletic Director; Senior Athletics Administrator	Ongoing, for at least 5 years
<b>8. Programs and Activities</b>	Establish closer relationships between Athletics Department and race-ethnicity based student service offices.	Build close working relationships between Athletics and the race/ethnicity based student service offices on campus. Involve those offices in recruitment efforts and in demonstrating a support network for students.	Athletic Director; Senior Athletics Administrator	Begin Fall of 2006. Maintain annually for at least 5 years.

<b>3.2. Minority Issues.</b>				
		<b>Currently Yes</b>	<b>Found On Page(s)</b>	<b>Currently No</b>
<i>Has the institution:</i>				
	<i>a. Implemented its approved minority-opportunities</i>	<i>N/A (This is UCD's first</i>		

	<i>plan from the previous self-study?</i>	<i>Self-Study)</i>		
	<i>b. Provided an explanation from appropriate institutional authorities if its minority-opportunities plan was modified or not carried out fully?</i>	<i>N/A (This is UCD's first Self-Study)</i>		
	<i>c. Demonstrated that it is committed to, and has progressed toward fair and equitable treatment of all minority student-athletes and athletics department personnel?</i>	✓		
	<i>d. Formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program,</i>	✓		

	<i>which expands opportunities and support for minority student athletes and athletics personnel?</i>			
	<i>e. Developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables?</i>	✓		

## V. Student-Athlete Welfare

### **SELF STUDY ITEM # 4**

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

The Senior Associate Director of Athletics (Pam Gill-Fisher) is responsible for this area of student-athlete welfare. Under her supervision, the university has many programs for students. These include a Team Physician for all sports who donates twenty-five (25%) of his time from the UC Davis Medical Center to ensure proper medical supervision. There is also a Sport Psychologist who donates fifty-percent (50%) of his time from Counseling and Psychological Services (CAPS). A full-time physical therapist is available. The Senior Associate Director of Athletics is in regular contact with coaches, Athletics Department staff, and student-athletes regarding academic eligibility issues and other compliance and student-athlete welfare issues. She is also responsible for monitoring the academic performance of all student-athletes and for providing/coordinating the provision of the necessary support to maximize student-athlete

academic performance. Training and coaching staff are primarily responsible for student-athletes' health, safety and overall compliance including academic performance.

Moreover, we have a Sport Psychology Program which was formed in August 2000. The UC Davis Sport Psychology Program offers performance enhancement counseling and consultation to registered students and student-athletes. Performance enhancement psychology promotes positive and effective mental health care to enhance performance across life domains (e.g., sport, career, personal, social, etc.). Psycho-educational material in the areas of Sport Consulting, Psychological Counseling for Student-Athletes, and Performance Enhancement Training are provided to encourage the development of effective mind and body skills. In addition, seeking performance enhancement psychology services can provide a greater understanding of how participation in sport, exercise, and physical activity will enhance personal development, health, and well being throughout life.

Sport psychology staff and representatives from the training room conduct a 6-week workshop addressing the mental, behavioral and emotional needs of injured student-athletes. Skills Helping Athletic Performance Excel (S.H.A.P.E.) provides instruction on the development and utilization of various mental and behavioral skills to enhance student-athletes' performance throughout all phases of injury, recovery, and return to competition. Each meeting will address topics such as relaxation, understanding the rehabilitation process, pain management, imagery, confidence building, and thought stopping for injured, rehabilitating, and retiring student-athletes. Student-athletes will have an opportunity to share their experiences associated with injury and rehabilitation with others who have had similar experiences and who can offer encouragement and support. Free food is provided weekly, which adds to the atmosphere of connection and support. During a time of the athletic experience that is often experienced as frustrating and debilitating, S.H.A.P.E. strives to provide student-athletes with tools to help them maximize their abilities in sport, academics, and in life.

The Athletic Training Program Policy and Procedure Manual (Policy and Procedures Manual) details the Program Topics and provides detailed descriptions and guidelines for "Relaxation Training," "Understanding the Rehab Process," and "Rehabilitation Goals." Relaxation training is beneficial for muscle regeneration as well as increased focus. Understanding the Rehab Process provides guidelines on becoming aware of the ups and downs of rehab and the importance of patience. Some of the Rehabilitation Goals include increasing performance but also simply committing to the goals. The Policy and Procedures Manual provides many other descriptions and guidelines for these three Program Topics.

The Policy and Procedures Manual also provides a detailed description of iontophoretic drug delivery. Under federal law, iontophoresis devices require a prescription and restrict their use to only instances ordered by a physician.

In the realm of Nutrition, Drug and Alcohol Prevention Program and Life Skills, there are several existing programs and these are constantly evaluated by Senior Associate Athletic Director Pam Gill-Fisher. The campus nutritionist donates twenty-five percent (25%) time to address health and nutrition issues within Intercollegiate Athletics (ICA). The Drug and Alcohol Prevention Program requires coaches and student-athletes to attend three mandatory meetings each year with attendance taken by ICA administrators. Intercollegiate Athletics also works closely with the campus Alcohol and Drug Awareness, Prevention and Treatment coordinator around drug and

alcohol prevention, education, treatment and referrals. The Life Skills Program involves a one (1) – unit course taught twice a year to incoming intercollegiate student-athletes preparing for participation in intercollegiate athletics at UC Davis. The course explores transition issues and best practices for effectively balancing academic and athletic demands. Areas of special concern include academic, athletic, and psychological factors which influence success as a college student-athlete. These issues and others are outlined in the “Student Planner” given to each student-athlete.

The monitoring and evaluation of student-welfare is addressed as well by the description of exit interviews (oral and written). The written evaluation is under revision. A detailed description of the exit evaluation can be found below.

Importantly, the Student Athlete Advisory Committee (SAAC) is a valuable and active committee. The purpose of the group is to encourage the betterment of UC Davis Athletics by providing an opportunity for open discussion and exchange between student-athletes and representatives from the coaching and administrative staff. This committee meets 3-5 times each quarter. The committee is composed of one representative from each ICA team (and an alternate) as well as representatives from the coaching staff and the athletic administration. Each representative must verify attendance and share their respective team issues and concerns. Once a year, this group meets with the Director of Athletics to discuss issues and one meeting each year is devoted to issues surrounding Title IX.

### **SELF-STUDY ITEM #5**

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

UC Davis has been participating in the CHAMPS/Life Skills Program for the past several years. UC Davis intercollegiate athletics is committed to the five component areas of the CHAMPS/Life Skills Program: Athletic Performance, Academic Excellence, Personal Development, Career Development, and Community Service. The program has a part-time coordinator, and a budget has been created to sponsor campus and community resources to provide educational enhancement programs for student-athletes. The intercollegiate athletic department currently requires every student-athlete to attend up to three drug and alcohol educational enhancement programs each academic year. Topics that have been covered recently include: Drugs/Alcohol, Leadership, Team Cohesion, Responsibility and Decision-Making, Time Management, Nutrition, Cultural Diversity.

#### **Health Related Services:**

The programs that deal with physical and mental health of student-athletes are coordinated by a committee of health and welfare intercollegiate staff and include:

Sport Psychology - coaches or trainers may refer student-athletes to meet with a sport psychology or Counseling and Psychological Services (CAPS) staff member. The services available are in the areas of personal counseling, couples counseling, athletic performance enhancement, injury rehabilitation and athletic re-entry, drug and alcohol education and counseling, and workshops.

Nutrition Program – A nutritionist is available for scheduled appointments and consultations with teams, small groups or individuals as needed.

Alcohol and Drug Abuse Prevention and Treatment Program - Alcohol & Drug Abuse Prevention & Treatment (ADAPT) sponsors organized, campus-wide prevention programs, and provides assessment, education, counseling, and referrals for students with identified needs related to alcohol or other drugs. ADAPT also has trained student interns working to provide services to the UCD campus in the following areas:

- \* [Gatekeeper Training](#): in-service training for staff and students consisting of at least three two hour sessions providing education on addiction issues and referral skills.
- \* [Education Groups](#): mandatory or voluntary referral program providing basic education and values development exercises for students. All groups are facilitated by ADAPT student interns.
- \* [Peer Support Group](#): for students who are struggling with alcohol or other drug issues, ranging from chronic abuse to addiction. The goal of the group is to provide support for students trying to gain control of their use and to help those who are addicted get connected with the appropriate treatment option.
- \* [Resource Library & Peer Advising](#): ADAPT has extensive resource materials including books, videos and handouts. Materials provide information on all substance abuse issues.

Strength and Conditioning – A strength and conditioning coordinator conducts assessment, evaluation, training and education to promote healthy conditioning and athletic development. The strength and conditioning coordinator is available for scheduled appointments and consults with individual student-athletes, teams, and coaches as needed.

Health Education Peers - The Health Education & Promotion program promotes wellness and disease/injury prevention through confidential peer counseling services, small- or large-group education, and a variety of publications. Trained peer educators, workshop seminars, and printed materials (pamphlets and resource library) are available. Peer Health Educators provides information and referrals to students on a wide range of health issues, including: sexual health, pregnancy resource referrals, abstinence, contraception, alcohol and other drugs (AOD), Lesbian/Gay/Bisexual/Transgender issues, stress management, nutrition and wellness, physical fitness.

#### Academic Skills Enhancement Programs:

UC Davis Summer Advising – All students who are admitted to UC Davis are invited and encouraged to attend one specific session of the UC Davis Summer Orientation program at their own expense.

Student-Athlete Eligibility Meeting – All student-athletes attend a mandatory annual Student-Athlete Eligibility Meeting addressing academic responsibilities, eligibility, available student-

athlete guidance services, student-athlete compliance, health and welfare policy review, available student-athlete resources.

Career Counseling Program – A career-counseling program administered by the UC Davis Internship and Career Center (ICC) is in place for student-athletes to access during their UC Davis careers. New student-athletes are introduced to the ICC staff and resources via the web (<http://icc.ucdavis.edu/>), and as a part of the Life Skills academic course that is recommended for all incoming student-athletes. Student-athletes have access to the ICC year-round and can schedule appointments with an advisor or use the library and available resources in the center as needed.

Learning Skills Center – Voluntary study hall is available through the Learning Skills Center and evening tutoring is offered for student-athletes. ICA Academic Advising and ICA coaches encourage and regularly monitor student-athlete involvement in study hall and tutoring. Student-athletes have web access to study hall and tutoring meeting times.

### **SELF-STUDY ITEM #6**

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

All student-athletes leaving athletics at U.C. Davis including ones who have not used all their eligibility are given the opportunity to complete the Student Athlete Exit Questionnaire. This instrument includes questions in the following areas:

- Reason for leaving U.C. Davis
- Quality of their athletic experience
- Extent of athletics demand on their time
- Quality of the training/medical program
- Diversity issues
- Coaching staff
- Other issues

A number of items in the questionnaire address the academic success of student-athletes. There are questions about the quality of the academic experience, time demands placed on students by their athletic participation, amount of time spent on academic activities, and whether commitment to athletics detracted from their academic success.

There are also items, which address institutional mechanisms that are in place to monitor the welfare of student-athletes. For example, they are asked to rate their experiences with campus academic advising services. They are asked how often they met with an athletic academic advisor and to rate the experience. They also rate the overall medical treatment provided to them and the availability of athletic trainers, team physicians, rehabilitation services, and physical therapists.

The questionnaires are returned to the Senior Associate Athletic Director. If there are any problems, she gives them to the sports supervisor or the director of the area in which there may be a problem, for example, academic advising, training, etc. She then gives the originals to a staff member in her office that summarizes them.

Each sport's supervisor, a member of the Intercollegiate Athletics senior management team, conducts in-person exit interviews. These interviews do not necessarily include the same questions as those on the written questionnaire. The interviews are more free form with the conversations going where the student-athletes' concerns take them.

The Senior Associate Athletic Director conducts the exit interviews for the sports she supervises. She keeps notes for each coach she supervises and uses the information to assist with performance evaluations. Other staff that are reviewed in the exit interview process include academic advising, compliance, and training staff. The FAR annually reviews the exit interviews for the previous year.

If areas of concern are identified in the exit questionnaire or interview process, then members of the senior management group, which include the Director of Athletics, the Senior Woman Administrator, Associate Directors of Athletics, and the Physical Education Program Director, act on the information as is appropriate. In some cases the Director of Intercollegiate Athletics may bring an issue to the Vice Chancellor of Student Affairs for review and resolution.

In addition to providing feedback to Intercollegiate Athletics via the exit questionnaire and interview, student-athletes may contact the faculty representative, a member of the Student-Athlete Advisory Committee (SAAC), or a member of the department's staff. The SAAC itself is a source of feedback about student-athletes' concerns or program issues. The SAAC is charged with keeping student-athletes actively involved with the development and betterment of the athletics program. The SAAC is composed of one representative and one alternate from each of the twenty-six teams. It meets three to five times per quarter, serves as a liaison with the Coaches Advisory Committee, and ultimately reports to the Director of Athletics.

### **SELF-STUDY ITEM #7**

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

UCD athletics follows the established grievance and/or appeals procedures for financial aid concerns that are available to all students with concerns in this area. The person responsible for overseeing the administration of grievances or appeals is the campus Associate Director of Financial Aid. Any student-athlete who wishes to appeal a decision must submit a written request to the Associate Director of Financial Aid. The appeal is reviewed by the Financial Aid Appeals Committee, composed of two staff members from the Financial Aid Office and one from the



Athletics Administrative Advisory Committee, and chaired by Associate or Assistant Director of Financial Aid. Copies of all policies related to athletically-related financial aid are given to every student-athlete at the annual eligibility meeting.

Regarding requests by UCD student-athletes to transfer, it is ICA policy that no request to transfer to another institution will be denied. Consequently, there have been no appeals by student-athletes, nor are any anticipated. The Director of Athletics is charged with oversight of requests to transfer to another institution.

In other areas regarding student-athlete welfare, ICA follows the campus policies that are applicable to all students. Campus policies regarding sexual harassment, hate or bias-related discrimination, prejudicial behavior, and all other academic or non-academic concerns are available to students online at <http://principles.ucdavis.edu/> and at <http://registrar.ucdavis.edu/UCDwebcatalog/advising/conduct.html>

Both of these sites define the behavior, state campus policy regarding behavior, and inform students how to proceed with concerns and complaints. This information is also published in the hard copy of the General Catalog. The student government body, Associated Students of UCD is also a resource for students through the Student Advocacy Grievance Center. Assistance and guidance is also available at the campus Counseling and Psychological Services Center ([www.caps.ucdavis.edu](http://www.caps.ucdavis.edu)). Resources in specific areas are available: peer counseling services at The House, the Sexual Assault and Domestic Violence Center, the Campus Violence Prevention Program, the Campus Alcohol and Drug Awareness Prevention and Treatment program, Suicide Prevention, Cowell Student Health Center, Cross-Cultural Center and the Lesbian, Gay, Bisexual, and Transgender Resource Center are some of the primary programs. Access and contact information for these centers is distributed to student-athletes in the campus telephone book highlighted under “Campus Services Guide”, and also in a pamphlet given to every student-athlete titled “Sport Consulting and Psychological Counseling for Student-Athletes.” A single site, MyUCDavis, is also the web portal for students and faculty for all information about UC Davis.

ICA educates and communicates policies and resources to student-athletes primarily through the Student-Athlete Handbook, which is distributed to all student-athletes within a free Student-Athlete Planner. Student-athletes also receive a hard copy of policies and a verbal explanation of procedures at the mandatory annual eligibility meeting for each sport. Additionally, the Athletic Administrator of each sport meets in person with each team at the beginning of the season to become known to team members; each student-athlete receives a business card with contact information and is encouraged to use the Athletic Administrator as a resource with the words “come to me if you have problems.” Coaches and staff are regularly educated and updated on all policies regarding financial aid, transfers, and other areas of student-athlete welfare through the ICA Policies and Procedures Manual, the ICA Compliance Manual, at monthly compliance meetings, at regular ICA meetings, and at mandatory training sessions where more in-depth training is provided on designated topics.

### **SELF-STUDY ITEM #8**

*Describe the institutions 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.*

Policy & principle relating to this:

1. “It is the policy of the University not to engage in discrimination against or harassment of any person employed by or seeking employment with UC on the basis of race, color, national origin, religion, sex, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or status as a covered veteran. This policy is intended to be consistent with the provisions of applicable state and federal laws and University policies.” (Policy & Procedure Manual § 380-15)
2. “The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy (pregnancy includes pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities.” (UC Davis General Catalog).

As a principle, the University of California Davis, “confronts and rejects all manifestations of [discrimination](#), including those based on [race](#), [ethnicity](#), [gender](#), [age](#), disability, [sexual orientation](#),..... We recognize and cherish the richness contributed to our lives by our diversity. We take pride in our various achievements, and we celebrate our differences.” (UC Davis Principles of Community)

In its commitment to this policy and principle, the University is engaged and committed to the following institutional components and educational programs:

- The UC Davis Lesbian Gay Bisexual Transgender Resource Center (LGBTRC) offers a wide range of educational and support programs including but not limited to: Safe Zone training, Pride Week, Trans Action Week, Intersex Awareness Week, Programs in the dorms/residence halls, weekly lunch discussions on a variety of topics, Lavender graduation. The Center is a safe space for students to hang out, study, watch movies, read, check out books and videos, etc.
- Chancellor's Committee on Lesbian, Gay, Bisexual, Transgender, and Intersex Issues (CCLGBTI). This group has a chair person and meets to support the LGBTI community through advocacy (it is also a member of the UC LGBTI system wide association) and education for the campus community through programs like: the Speakers Bureau which provides education about LGBTI issues for student groups, classes, the residence halls, and outside educational institutions. The Chancellor's Committee also assists with addressing acts of intolerance or discrimination based on sexual orientation and gender identity.
- The UC Davis Diversity Education Program provides education and training on LGBTI topics for students, staff, and faculty. The program includes several trainers who are

specifically skilled to provide workshops on sexual orientation and gender identity for the campus. These educational programs have as their goal to increase awareness of the lives of LGBTI folks and to promote respect and inclusion.

- The University has domestic partner benefits for same sex couples employed by UC.
- Student Housing has a Rainbow House, which supports, educates, and helps to create a safe environment for our first-year students who identify as LGBT and Allies.
- Counseling and Psychological Services (CAPS) employs counselors/psychological staff who specialize in LGBTI issues and provides pro-active intervention services as well as one on one confidential counseling service to all UC Davis students.
- There are student organizations that provide a supportive and inclusive environment.
- The University of California System has an association, UC LGBTIA, which works with campuses and the Office of the President to address policies that discriminate against members of this community.

### **Recommendation:**

Share this information with all student-athletes during the following interactions:

- Eligibility Meeting
- Orientation for Athletes
- Life Skills Course

### **SELF-STUDY ITEM #9.**

*Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator(s) responsible for the institutional awareness of health, safety, travel and sports medicine policies. Describe the process by which these policies and guidelines are disseminated within the athletics department, who receives this information and how these issues are addressed within the athletics department. [Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1 as a guide in responding to this self-study item.]*

The Head Athletic Trainer, Head Team Physician and Senior Associate Athletic Director are the administrators responsible for the institutional awareness of health, safety, and sports medicine policies. This information is disseminated within the athletics department via written policies, verbal communications, e-mail and scheduled meetings.

The Athletic Training Program Policy and Procedure Manual includes a detailed description of the procedures for the provision of sports medicine and athletic training services to the student-athletes while practicing, competing and traveling (pp. 2 - 55). The UC Davis Athletics Department Policy and Procedure Manual also includes information regarding travel, sports medicine services, medical insurance, and injury waivers. In addition, each year during the mandatory preseason team meetings, the head athletic trainer makes a presentation to the coaches

and student-athletes regarding the risks of participation in intercollegiate sports, the scope of athletic training services, the procedures for injury assessment and management, and the protocols to access the team physician staff.

All freshman and transferring student-athletes are required to obtain a pre-participation physical examination prior to entry into the UC Davis inter-collegiate sports program. Currently, these exams are conducted either by the student-athlete's primary care physician, or by a member of the UC Davis Cowell Student Health Center physician staff, or by one of the team physicians. In addition, each student-athlete is required to complete the on-line medical history form. These preparticipation examination forms are reviewed by the athletic training staff and team physicians, and all pertinent positives require further face-to-face evaluation with the sports medicine staff to ensure that any recent injury or surgery has been adequately rehabilitated and that any serious medical condition has been properly addressed prior to full clearance for sport participation.

All returning student-athletes are similarly required to complete the on-line interim medical history update. All medical histories are reviewed by the sports medicine staff and all pertinent positives require further evaluation from the athletic trainers and team physicians to ensure that any injury and/or surgery has been adequately rehabilitated and that any serious medical condition has been properly addressed. In this way, the sports medicine staff strives to optimize the health and safety of the student-athletes prior to the start of each competitive season. In the event of injury or illness during the course of the season, access to the UC Davis training room and all medical resources are provided openly and equitably without preference to race, gender or sport. In the event of an injury that occurs during the course of a student athlete's UCD athletic career, that then also causes prolonged or persistent symptoms, the Athletics Department's supplemental insurance plan also allows for future medical care to the injured student-athlete for an additional two years after graduation.

Travel safety is discussed at team meetings prior to each season. The Athletic Training Policy and Procedure Manual also describes the provision of athletic training services during away competitions. A student athletic trainer or certified athletic trainer (or both) accompanies teams while traveling, ensuring that each student-athlete is cared for in the event of injury or illness. The head athletic trainer and a team physician accompany the football team for every away contest.

In the effort to ensure student-athlete health and well being, UC Davis adheres to all drug policies established and published in the current NCAA manual. The Drug and Alcohol Policy is clearly described in the Athletics Department Policy and Procedure Manual and in the Student-Athlete Handbook. When student-athletes have questions or concerns regarding substance use or abuse, they are encouraged to seek assistance from the Associate Athletic Director and Senior Women's Administrator responsible for drug and alcohol concerns or one of the numerous campus and community resources listed in the Student-Athlete handbook such as the Alcohol and Drug Awareness, Prevention and Treatment program or Counseling and Psychological Services (CAPS).

UC Davis offers professional psychological services through the Sport Psychology Program to assist student-athletes in the areas of psychological counseling, athletic performance consultation, and psycho-educational training. Sport psychology professionals are focused on (1) helping

athletes achieve optimal mental health to improve performance and (2) understanding how participation in sport, exercise, and physical activity enhance personal development, health, and well being throughout life.

Currently, sport psychology professionals are apart of CAPS, which offers a multiculturally and educationally diverse group of psychologists, psychiatrists, social workers, family counselors, psychology fellows and doctoral interns who are experienced and committed to student development and campus enrichment. Counseling and psychological services are confidential. Confidentiality is strictly maintained in accordance with California state laws and ethical standards.

The Athletics Department, in coordination with the Student Health Center and Counseling and Psychological Services, provides a multi-disciplinary program to help prevent, recognize and manage student-athletes with eating disorders. (See Athletic Training Program Policy and Procedure Manual pp.24-30).

#### **SELF-STUDY ITEM #10.**

*Describe the institution's emergency medical plan for practices and games. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1 as a guide in responding to this self study item.]*

The Athletic Training Program Policy and Procedure Manual includes a detailed description of the emergency medical plan for practices and games (see pp.19-20 & appendix F). At a minimum, a certified athletic trainer or student athletic trainer (with direct contact to the athletic trainers via radio or cell phone) is present at all home competitions (with the exception of golf). The trainers carry emergency medical equipment and a copy of the emergency medical plan for each competition venue. The emergency medical plan describes the protocol for assessment of the injured student- athlete, activation of EMS and CPR, and specific instructions on directing emergency medical personnel to the sporting venue. A team physician is on site for football, soccer, wrestling, gymnastics, and basketball home games. In addition, an ambulance is on site for home football games.

An athletic trainer or student athletic trainer is on-site during practice for most sports. For those sports practicing without an on-site athletic trainer, the athletic training room is open and readily accessible for acute injury or emergency response. Practice venues for basketball, volleyball, baseball, soccer, lacrosse, softball, tennis, track and field, cross country, wrestling, and aquatics are within close proximity to the training room facilities, and the training room staff can provide emergency medical care within minutes upon being contacted by the coaching staff. All full time coaches are CPR certified and are knowledgeable regarding first aid, prevention of disease transmission, and access to emergency medical services. An automatic external defibrillator is available at each training room and emergency medical plans are clearly posted.

A typical emergency action plan includes instructions regarding:

- a. The performance of a primary survey, ABCs, C-spine stabilization
- b. Activation of EMS
- c. Activation of CPR if appropriate.
- d. Suggested language to utilize when calling 911

- e. Specific language to help describe what has occurred, the treatment being provided, and where to go
- f. Specific directions to provide to the EMS in order to reach the sporting venue

A catastrophic injury protocol is included in the Athletic Training Program P & P Manual. An immediate action plan and chain of command is clearly described.

### **SELF-STUDY ITEM #11**

*Describe the institution's written emergency plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1 as a guide in responding to this self-study item.]*

Athletic training and sports medicine services are provided for out-of-season practices and competitions in the same manner and to the same extent as traditional in-season practices and competitions. The emergency medical plan is identical to that described above in Self Study item # 10. Team coaches or strength-and-conditioning coaches conduct out-of-season strength training and individual skill sessions. These coaches are CPR certified, knowledgeable regarding first aid, and are capable of initiating emergency medical services as delineated by the emergency action plan. A certified athletic trainer is on-site for voluntary summer football conditioning.

### **SELF-STUDY ITEM #12**

*Using the four program areas for student-athlete welfare issues, provided as Attachment No. 4 on Page 37 [Evaluation; Organization and Structure; Participation in Governance and Decision-Making; Programs and Activities] please:*

- a. *Describe how the institution studies these topics as they apply to all student-athletes;*
- b. *Provide data demonstrating the institution's commitment to these issues for all student-athletes; and*
- c. *Explain how the institution will address these topics in the future for the welfare of all student-athletes.*

Activities and efforts regarding student-athlete welfare are evaluated at several levels. Internally, ICA monitors and evaluates these activities on an ongoing basis through oversight and involvement by the staff of the Student-Athlete Guidance Services (SAGS) unit within ICA. The Senior Management Group (SMG) also provides regular review. This group meets twice monthly to consider any issues within athletics and is composed of the Director of Athletics, the Senior Woman Administrator, Associate Directors of Athletics, and the Physical Education Program Director. Additionally, the administrative supervisor of each sport conducts annual exit interviews through a questionnaire and also in-person interviews that examines all aspects of the program and provides information that is direct from those student-athletes who know the program from several years of involvement. Since the mid 1980's, the Coaches Advisory Committee (CAC) has provided another means of evaluating the program offered to student-athletes by providing review and input in all aspects of the program, including student-athlete welfare. Members of the Coaches Advisory Committee are elected by coaches and serve a two-year term, and are not limited to one term of service.

Intercollegiate Athletics actively fosters a culture of openness to all student-athletes. Each administrative director meets with each team under their supervision at the beginning of the season to become personally known to team members. The sports administrator hands out business cards with contact information to all team members and invites them to initiate contact or request a meeting if they have questions or issues to address.

A very influential voice for ongoing evaluation of student-athlete welfare issues is the Student-Athlete Advisory Committee (SAAC). UCD has a long record of commitment to student-athlete involvement in governance of ICA: UCD established a student-athlete group originally called the Captains' Council in 1990 that preceded the NCAA mandate for such a group by a few years. The statement of purpose for the SAAC is "to provide a means of communication throughout the many facets of the program, to actively involve student-athletes in the development and betterment of the athletic program, to encourage involvement in community outreach activities, and to create a positive student-athlete image within the campus and the community." SAAC is composed of one representative and one alternate from each ICA team who are selected by team members and coaches, and the representative(s) serves as a liaison between SAAC and each team. A representative from CAC and from athletics administration sit in on meetings as resources and to enhance communication among the groups. The format for meetings involves open discussion on any aspect of the ICA program. SAAC has been instrumental in initiating and influencing many activities and policies since its inception; some recent examples include developing a program/support group for injured athletes that addresses psychological aspects of injury (SHAPE), identifying topics for coaches' seminars, providing input on missed-class policies, organizing an annual student-athlete social event in the Spring quarter that provides an opportunity for interaction by members of all teams, and organizing an annual food drive among student-athletes for the community Short-Term Emergency Aid Program.

Externally, the Athletics Administrative Advisory Committee (AAAC) is the primary group charged with oversight and evaluation of ICA. This group meets monthly and is chaired by the Faculty Athletic Representative. AAAC is a committee with campus-wide membership; it is composed of twelve members of the campus Academic Senate, the Academic Federation, Administration, and Staff. Also included, as standing members are one alumnus and five students. There are five ex-officio members, which includes the Director of Athletics and the Director of Financial Aid. This group regularly examines topics related to all aspects of the ICA program, and they may initiate issues as well as respond to issues raised. They serve as a forum for discussion of all topics and they review and recommend policies and procedures relating to all aspects of ICA. Specific task groups may be formed to gather data and report to the full body of the committee. AAAC reports to the Chancellor through his designate, the Vice Chancellor of Student Affairs.

The campus also has a standing committee, the Title IX Workgroup that specifically monitors gender-related issues on campus. The members of this group come from a variety of units on campus and is chaired by the Vice Chancellor of Student Affairs. One spot on the committee is designated to be a student-athlete who is an officer of the Student-Athlete Advisory Committee.

The campus has a vigorous philosophy of academic athletics and has in place several policies that tie athletics to the academic community of the institution. The primary such policy requires that all head coaches hold an advanced degree (a Master's degree) and that all fulltime coaches teach in the PE 1 Activity courses program within Physical Education. Academic oversight is

consequently provided through annual reviews of coaching performance and teaching through the Dean of Social Sciences and a review committee of professors within Social Sciences. Some actions receive further review by a campus-wide committee of Academic Senate professors and by the Vice Provost of Academic Affairs. Coaches also hold a joint academic appointment as a Lecturer on campus and credit is offered to students (I unit Pass/No Pass) for participation in athletics just as for other campus activities such as orchestra. Coaches are consequently evaluated by academic units on their teaching and on delivery of intercollegiate sport, using the same standard that applies to other courses on campus. In particular, this review examines issues related to the environment of the achievement experience in athletics provided by the coach, command of the body of knowledge in that sport and continued growth in expertise, the academic responsibility of the coach, and the ability to stimulate advanced students to reach higher goals. All coaches in this review must meet the campus standard of “excellence” in the teaching aspects of coaching.

In summary, the campus uses both internal groups (SAAC, SMG, CAC) and external groups (AAAC, Title IX Workgroup, and the Dean of the Division of Social Sciences) to provide oversight and evaluate ICA. The various means of addressing the topics of student-athlete welfare described above have been in place on campus for a long period of time and have been successful in providing open communication with student-athletes as well with the campus community. This has resulted in inclusive and comprehensive evaluation and improvement in the ICA program. The campus is committed to maintaining a multi-layered system of oversight and evaluation.

<b>3.3. Student-Athlete Welfare.</b>				
	<b><i>Currently Yes</i></b>	<b><i>Found On Page(s)</i></b>	<b><i>Currently No</i></b>	<b><i>If Currently No, If Deficiencies Exist, or If an Enhancement has been Identified, Indicate Plan for Improvement Number</i></b>
<i>Does the institution:</i>				
<i>a. Provide evidence that the welfare of student-athletes and the fairness of their</i>	✓			



<i>treatment is monitored, evaluated and addressed on a continuing basis?</i>				
<i>b. Have established grievance or appeal procedures available to student-athletes in appropriate areas?</i>	✓			
<i>c. Provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes?</i>	✓			

**Attachment I.D.4**



**NCAA Division I Athletics Certification  
Draft Written Plan for Conducting the Self-Study**

November 10, 2005  
(updated in December 2005 based on consultation with the NCAA)

## **Outline**

- A. Objectives of the Self-Study
  - 1. Goals
  - 2. First-Cycle Institutional Plans for Improvement
- B. Major Components of the Self-Study
  - 1. Appointment of Steering Committee Chair
  - 2. Appointment of Steering Committee and Subcommittee Members
  - 3. Responsibilities of Steering Committee and Subcommittees
  - 4. Institution Liaison
  - 5. Conference Assistance/Use of Outside Individuals or Agencies
  - 6. Outline and Schedule
  - 7. Self-Study Report

### **A. Objectives Related to the Self-Study**

#### ***1. Goals***

The primary goal of the University of California, Davis (“UC Davis”) in connection with current NCAA athletics certification process is to produce an exemplary self-study report — a report that is comprehensive, accurate and straightforward, and one that will merit our Intercollegiate Athletics program receiving certification in Division I. In order to meet this goal, UC Davis will utilize the self-study process as an opportunity to critically examine our institutional commitment to integrity in intercollegiate athletics. Our self-study examination will meaningfully involve key stakeholders and constituents in the campus community, including faculty, administration, students, and student-athletes. Through critical examination, UC Davis will identify its strengths and areas in need of improvement with respect to four athletics-related areas: (1) governance and commitment to rules compliance; (2) academic integrity; (3) equity; and (4) student-athlete welfare. UC Davis will have in place a Steering Committee, subcommittees, and procedures that will guide our institution to the successful completion of the self-study report.

#### ***2. First Cycle Institutional Plans for Improvement***

As confirmed by our NCAA Staff Liaison, UC Davis, as a reclassifying institution was not required to file a first cycle report.

### **B. Major Components of the Self-Study**

#### ***1. Steering Committee Chair***

Chancellor Larry Vanderhoef appointed Stan Nosek, Vice Chancellor–Administration, to serve as the Chair of the Steering Committee. Mr. Nosek (M.S. in higher education and counseling) has been the Vice Chancellor for Administration since February 2003 and has served at UC Davis since 1976. He is a member of the UC Davis senior-management team and is responsible for financial control and accountability of campus funds from all sources. Mr. Nosek provides

leadership and management oversight for a broad range of campus functions, including accounting and financial services, human resources and benefits administration, staff affirmative action, and campus safety and violence prevention programs.

## 2. *Appointment of Steering Committee and Subcommittees*

\* = Member of the Athletics Administrative Advisory Committee (AAAC), which is the UC Davis version of the “athletics board” described in the NCAA’s Self-Study Instrument. AAAC currently consists of the Faculty Athletic Representative, ten other faculty members, one administrator, one staff person, five students (athletes and non-athletes), and five non-voting members from Athletics and Financial Aid. Note that several other professors on the Certification Steering Committee and subcommittees are not on AAAC this academic year, but have recently served on AAAC.

\*\* = Ex Officio, non-voting member of AAAC.

### **Steering Committee Members:**

Chancellor	Larry N. Vanderhoef
Steering Committee Chair	Stan Nosek, Vice Chancellor–Administration
Academic Senate Chair	Daniel Simmons, Professor, Law School
CEO Designee	Judy Sakaki, Vice Chancellor–Student Affairs
Faculty Athletics Representative	*Kim Elsbach, Professor, School of Management
Athletic Director	**Greg Warzecka
Senior Woman Administrator & Campus Liaison	**Pam Gill-Fisher, Senior Associate Athletic Director
Chair, Academic Federation	*Cathy VandeVoort, Associate Adjunct Professor, Reproductive Biology
Title IX Officer	Dennis Shimek, Senior Associate Vice Chancellor– Human Resources
Minority Affairs Officer	Rahim Reed, Associate Executive Vice Chancellor– Office of Campus Community Relations
Governance Subcommittee Chair	*Ted DeJong, Professor, Pomology
Academic Integrity Subcommittee Chair	Deb Niemeier, Professor, Civil and Environmental Engineering
Equity Subcommittee Chair	Angela Onwuachi-Willig, Acting Professor, Law School
Student-Athlete Welfare Subcommittee Chair	John Gates, Associate Professor, Political Science
Alumnus	Pam Schmeiser
Current Student (non-athlete)	*Stephen Sampson (Junior)
Current Student-Athlete	Jackie Turpin (Senior), Captain-Women’s Basketball Team and Co-Chair, Student-Athlete Advisory Committee (SAAC)
Report Writer	Bill Kidder, Senior Policy Analyst–Student Affairs
Staff to Committee	Amie Smith, Athletics

### **Subcommittee Members** (*Italics = Subcommittee Chair*)

### Governance and Commitment to Rules Compliance:

<i>*Ted DeJong</i>	<i>Professor, Pomology</i>
<i>*Steve Sampson</i>	<i>Athletic Administrative Advisory Committee</i>
<i>**Lora Jo Bossio</i>	<i>Director, Financial Aid</i>
<i>Dennis Campos</i>	<i>Alumnus (Attorney) and Aggie Pack Booster</i>
<i>Jennifer Cardone</i>	<i>Assistant Director &amp; Director of Compliance, Athletics</i>
<i>*Kim Elsbach</i>	<i>Faculty Athletics Representative &amp; Professor, GSM</i>
<i>Rachel Keener</i>	<i>Student Athlete, Volleyball, SAAC Officer</i>
<i>Mike Sheehan</i>	<i>Associate Director, Student Housing</i>
<i>Keith Williams</i>	<i>Senior Lecturer, Exercise Biology</i>

### Academic Integrity:

<i>Debbie Niemeier</i>	<i>Professor, Civil and Environmental Engineering</i>
<i>Pam Burnett</i>	<i>Director, Undergraduate Admissions</i>
<i>Daniel Elefant</i>	<i>Student Athlete, Men's Tennis, SAAC Officer</i>
<i>Donald Moore</i>	<i>Student Affairs Officer, Student Judicial Affairs</i>
<i>Mark Rashid</i>	<i>Professor, Civil and Environmental Engineering and Chair, Academic Senate Admissions and Enrollment Committee</i>
<i>Michelle Roppeau</i>	<i>Director, Athletic Academic Services</i>
<i>*Cathy VandeVoort</i>	<i>Chair, Academic Federation and Associate Adjunct Professor, Reproductive Biology</i>
<i>Frank Wada</i>	<i>University Registrar</i>
<i>Jeff Weidner</i>	<i>Professor, Neurobiology, Physiology, and Behavior</i>

### Equity:

<i>Angela Onwuachi-Willig</i>	<i>Acting Professor, Law School</i>
<i>Deborah Allison</i>	<i>Associate Campus Counsel</i>
<i>Kevin Johnson</i>	<i>Associate Dean for Academic Affairs, Law School</i>
<i>Leslie Lyons</i>	<i>Professor, Veterinary Medicine</i>
<i>Larry Peterman</i>	<i>Professor, Political Science</i>
<i>Rahim Reed</i>	<i>Associate Executive Vice Chancellor, Campus Community &amp; Diversity</i>
<i>Julia Ronina</i>	<i>Student Athlete, Women's Tennis, Law Student</i>
<i>Robin Whitmore</i>	<i>Women's Resources &amp; Research Center</i>

### Student-Athlete Welfare:

<i>John Gates</i>	<i>Associate Professor, Political Science</i>
<i>Caliph Assagai</i>	<i>President, Associated Students of UC Davis (ASUCD)</i>
<i>Steven Baissa</i>	<i>Director, Cross-Cultural Center</i>
<i>Dave Cosca</i>	<i>Team Physician</i>
<i>Ross Flowers</i>	<i>Sports Psychologist, Counseling and Psychological Services</i>
<i>Ward Stewart</i>	<i>Director, Learning Skills Center</i>

Jackie Turpin  
\*\*Sue Williams

Student Athlete, Women's Basketball, SAAC Officer  
Director, Physical Education Program

UC Davis believes that the Steering Committee and the four subcommittees are balanced in their composition, are broadly representative of the stakeholders that comprise our campus community, and are sufficiently large in number to perform their respective duties and responsibilities. For example, the Equity Subcommittee includes more faculty members in anticipation of the likely workload requirements for that Subcommittee. Senate faculty with relevant expertise chair all four of our subcommittees. All four subcommittee chairs serve on the Steering Committee.

The University of California is guided by a principle of shared administration and faculty governance, and this is reflected in the involvement of the leadership of the Academic Senate in the Steering Committee and subcommittees. Most of the staff members serving on our subcommittees come from outside Intercollegiate Athletics, and bring to the table a broad range of experience, including Financial Aid, Housing, Registrar, Admissions, Women's Resource & Research Center, Cross-Cultural Center, Learning Skills Center, and Student Judicial Affairs. Our subcommittees also include the chair of the Academic Federation (which represents non-Senate academic personnel, including lecturer/coaches), several student-athletes, and the student body president.

### **3. *Responsibilities of Steering Committee and Subcommittees***

The Steering Committee at UC Davis is relying on individuals with relevant knowledge to serve as a resource for data gathering (Admissions, Registrar, Financial Aid, Student-Athlete Advising, etc.). The Campus Liaison and Report Writer are coordinating the collection and organization of data from numerous departments on campus. The Steering Committee will coordinate the activities of the four subcommittees and monitor progress of the self-study. The Steering Committee and subcommittees will meet regularly and conduct their activities in a transparent manner that provides opportunities for input from many campus constituent groups, including student-athletes.

The Steering Committee will review the reports of the various subcommittees, and will maintain a written record of the dates when subcommittee and Steering Committee meetings were conducted, and the individuals in attendance at those meetings. The Steering Committee will also keep a written record of invitations (including approximate dates) extended to members of the Steering Committee and subcommittees to comment on draft reports related to the self-study process. Each subcommittee will designate individuals responsible for writing the subcommittee's report (though all subcommittee members will participate in its preparation), and will coordinate minutes (including attendance) and materials with the Report Writer. Finally, the Steering Committee will produce and publicize the final self-study report.

The campus liaison, report writer, and support staff will coordinate with the chairs of the four subcommittees to ensure that members will be sent hard and/or electronic copies of documents pertinent to their charge, as well as other background materials that they request. The staff support for each subcommittee and the report writer will keep extra sets of these documents in case they are needed by subcommittee members, and when possible UC Davis will also post key documents on its NCAA certification website: [http://www.news.ucdavis.edu/ncaa\\_certification/](http://www.news.ucdavis.edu/ncaa_certification/).

The specific responsibilities of the four subcommittees are as follows:

### **Subcommittee on Governance and Commitment to Rules Compliance (22.2.1)**

#### Institutional Control, Presidential Authority and Shared Responsibilities

Consistent with NCAA Operating Bylaw 22.2.1.1, UC Davis has the responsibility for the conduct of its athletics program, including the actions of its staff members and representatives of its athletics interests. In fulfilling this principle, the Subcommittee shall demonstrate that:

- (a) The UC Davis' governing board provides oversight and broad policy formulation for intercollegiate athletics in a manner consistent with other units of the institution;
- (b) The chief executive officer is assigned ultimate responsibility and authority for the operation and personnel of the athletics program; and
- (c) Appropriate campus constituencies have the opportunity, under the purview of the chief executive officer, to provide input into the formulation of policies relating to the conduct of the athletics program and to review periodically the implementation of such policies.

#### Rules Compliance

Consistent with NCAA Operating Bylaw 22.2.1.2, UC Davis has the responsibility of assuring that its staff, student-athletes and other individuals and groups representing the institution's athletics interests comply with the applicable NCAA rules and regulations. Consistent with this responsibility, the Subcommittee shall demonstrate that:

- (a) It has in place a set of written policies and procedures that assign specific responsibilities in the areas of rules compliance, including assignment of direct accountability for rules compliance to the individual the chief executive officer assigns overall responsibility for the athletics program;
- (b) In critical and sensitive areas, institutional compliance procedures provide for the regular participation of persons outside of the athletics department;
- (c) Rules and compliance is the subject of an ongoing educational effort;
- (d) A clear and unambiguous commitment to rules compliance is a central element in all personnel matters for individuals involved in the intercollegiate athletics program; and
- (e) At least once every four years, its rules-compliance program is the subject of evaluation by an authority outside of the athletics department.

If there are areas where the subcommittee concludes in its evaluation that UC Davis does not conform to the NCAA's principles regarding institutional control and rules compliance, the subcommittee shall outline the University's specific plan(s) for improvement in accordance with the Self-Study Instrument. The subcommittee shall look at how the athletics board – the Athletics Administrative Advisory Committee (AAAC) -- participates in oversight of UC Davis athletics programs, including AAAC's role in decisions that are made by the University.

### **Subcommittee on Academic Integrity (22.2.2)**

#### Academic Standards

The NCAA's fundamental principles indicate that an intercollegiate athletics program shall be designed and maintained as a vital component of UC Davis' educational system, and student-athletes shall be fully integrated into the student body. The Subcommittee on Academic Integrity will be given wide access to data on admissions, academic performance, and other areas related to their oversight role. Consistent with this philosophy of having athletics be integrated into the University's academically focused mission, as well as NCAA Operating Bylaw 22.2.2.1, the Subcommittee shall demonstrate that:

- (a) UC Davis admits only student-athletes who have reasonable expectations of obtaining academic degrees;
  - (1) If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athletes or comparable student-body groups or subgroups, the contrast shall be analyzed and explained by regular institutional authorities.
  - (2) If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup is significantly lower than that of other student-athletes or comparable student-body groups or subgroups this disparity shall be analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities.
- (b) Academic standards and policies applicable to student-athletes are consistent with those adopted by UC Davis for the student body in general, or the NCAA's standards, which ever are higher;
- (c) UC Davis maintains the responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes invested in the same agencies that have authority in these matters for students generally;
- (d) Written policies related to scheduling are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provision of Constitution 3.2.4.15; and
- (e) If there are areas where the subcommittee concludes in its evaluation that UC Davis does not conform to the NCAA's principles regarding academic standards, the subcommittee shall outline the University's specific plan(s) for improvement in accordance with the Self-Study Instrument.

#### Academic Support

Consistent with NCAA Operating Bylaw 22.2.2.2, UC Davis has the responsibility to conduct inter-collegiate athletics programs in a manner designed to protect and enhance the educational welfare of student-athletes and to assure proper emphasis on educational objectives. Consistent with this responsibility, the Subcommittee shall demonstrate that:

- (a) Adequate academic support services are available for student-athletes;
- (b) Student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing;
- (c) When it is determined that individual student-athletes have special academic needs, these needs are addressed;
- (d) The support services are reviewed and approved periodically by academic authorities outside the department of intercollegiate athletics;



- (e) There is a commitment to the fair treatment of student-athletes, particularly in their academic role as students; and
- (f) If there are areas where the subcommittee concludes in its evaluation that UC Davis does not conform to the NCAA's principles regarding academic support, the subcommittee shall outline the University's specific plan(s) for improvement in accordance with the Self-Study Instrument.

### **Subcommittee on Equity (22.2.2)**

#### Gender Issues

Consistent with the NCAA's Constitution Article 2.3 and Operating Bylaw 22.2.3.1, it is the responsibility of UC Davis to implement the NCAA's principle of gender equity. In accordance with this fundamental principle, the Subcommittee shall:

- (a) Implement its approved gender-equity plan from the previous self-study. If modified or not carried out fully, UC Davis shall provide an explanation from appropriate institutional authorities;
- (b) Demonstrate that UC Davis is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel;
- (c) Formally adopt a written plan for the future of the intercollegiate athletics program that ensures that UC Davis maintains a program, or continues progress toward a program, that is equitable for both genders. The plan shall include measurable goals that UC Davis intends to achieve, steps the institution will take to achieve those goals, and assigning persons responsible and timetables;
- (d) If there are areas where the subcommittee concludes in its evaluation that UC Davis does not conform to the NCAA's principle of gender equity, and to the extent not prohibited by state and federal law, the subcommittee shall outline the University's specific plan(s) for improvement. Plans for improvement shall cover the thirteen program areas addressing gender equity issues, and shall include the elements specified in the Self-Study Instrument. In addition, plans for improvement shall extend at least five years into the future and shall be active at all times; and
- (e) For areas where the subcommittee concludes in its evaluation that UC Davis conforms to the NCAA's principles of gender equity, the subcommittee shall outline the University's specific plans for maintaining this progress (to the extent that to do so is not prohibited by state and federal law).

#### Minority Issues

It is a principle of the NCAA to promote respect for and sensitivity to the dignity of every person and to refrain from discrimination prohibited by federal and state law. Consistent with this fundamental philosophy and NCAA Operating Bylaw 22.2.3.2, the Subcommittee shall ensure that UC Davis:

- (a) Create and implement a minority-opportunities plan. If this plan is modified or if is not carried out fully, UC Davis will provide an explanation from appropriate institutional authorities;
- (b) Demonstrates that it is committed to, and has progressed toward, fair and equitable treatment of all minority student-athletes and athletics department personnel;

- (c) Formally adopts a written plan for the future of the intercollegiate athletics program that ensures that UC Davis maintains a program, or continues progress toward a program, that expands opportunities and support for minority student-athletes and athletics personnel. The plan shall include measurable goals UC Davis intends to achieve, steps our institution will take to achieve those goals, and designating persons responsible and timetables;
- (d) If there are areas where the subcommittee concludes in its evaluation that UC Davis does not conform to the NCAA's principle of equity toward minority student-athletes and athletics department personnel, and to the extent not prohibited by state and federal law, the subcommittee shall outline the University's specific plan(s) for improvement. Plans for improvement shall cover the eight program areas addressing minority issues, and shall include the elements specified in the Self-Study Instrument. In addition, plans for improvement shall extend at least five years into the future and shall be active at all times; and
- (e) For areas where the subcommittee concludes in its evaluation that UC Davis conforms to the NCAA's principle of equity toward minority student-athletes and athletics department personnel, the subcommittee shall outline the University's specific plans for maintaining this progress (to the extent that to do so is not prohibited by state and federal law).

#### **Subcommittee on Student-Athlete Welfare (22.2.3.3)**

One of the NCAA's core principles is conducting the intercollegiate athletics program in a manner designed to protect and enhance the physical and educational well being of student-athletics. Consistent with this fundamental principle and NCAA Operating Bylaw 22.2.3.3, the Subcommittee shall ensure that UC Davis:

- (a) Provides evidence that the well-being of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis;
- (b) Establishes grievance or appeal procedures that are available to student-athletes in appropriate areas;
- (c) Provides evidence that the institution has in place programs that protect the health of and provides a safe environment of each of its student-athletes; and
- (d) If there are areas where the subcommittee concludes in its evaluation that UC Davis does not conform to the NCAA's principles regarding student-athlete welfare, the subcommittee shall outline the University's specific plan(s) for improvement in accordance with the Self-Study Instrument.

#### **4. *Institution Liaison***

The Campus Liaison for UC Davis is Pam Gill-Fisher, who also serves as our Senior Woman Administrator. Ms. Gill-Fisher is the Senior Associate Athletic Director, and is responsible for compliance, student services and sports medicine programs at UC Davis. In 1994, she was named to the NCAA's Academic Requirements Committee. In 2003-04 Gill-Fisher served as president of the National Association of Collegiate Women Athletic Administrators (NACWAA). During her time at UC Davis, Gill-Fisher has coached basketball, volleyball and tennis. Gill-Fisher is

enshrined in the UC Davis athletic hall of fame for excelling as a five-sport athlete (basketball, softball, volleyball, tennis and field hockey in 1967-72).

As the Campus Liaison, Gill-Fisher's duties will include but are not limited to the following:

- Serve as a member of the Steering Committee
- Serve as a resource person to the subcommittees
- Handle questions from institutional personnel in interpreting certification policies and procedures as contained in the handbook and self-study instrument
- Forward difficult interpretive questions to the NCAA staff and communicate answers to appropriate personnel
- Conduct a pre visit briefing for the Student Athlete Advisory Committee, student athletes, coaches, and others
- Coordinate involvement of the Big West Conference
- Coordinate communication with the NCAA regarding comments concerning potential peer review team members proposed by the Committee on Athletic Certification
- Work with the report writer to organize follow up studies and reports as identified by the University or required by the Committee on Athletics Certification
- Organize and coordinate a successful NCAA evaluation visit, scheduled for October 2006. Establish an itinerary for the visit in consultation with the review-team chair and the NCAA staff member, and ensure that key personnel will be available for interviews (including the Chancellor, Faculty Athletic Representative, Director of Athletics, Senior Woman Administrator, Steering Committee Chair, and Subcommittee Chairs).

## **5. *Conference Assistance/Use of Outside Individuals or Agencies***

The Big West Conference's direct involvement in the certification process at UC Davis will be rather limited. UC Davis will rely on the Big West Conference to assist and advise in rule interpretation, and to provide our campus with sample documents from similar institutions in the conference that successfully completed the certification self-study process.

UC Davis hired the Ice Miller Collegiate Sports Practice to conduct a pre-certification review during the Spring of 2005, and we plan to utilize Ice Miller's pre-certification report in preparing our self-study report. Ice Miller's role is limited to this pre-certification report; they are not involved directly in the UC Davis self-study report. No other outside individuals or agencies have been involved in the certification self-study process at UC Davis.

## **6. *Outline and Schedule***

During the Fall 2005 Quarter the Steering Committee is gathering information and data, reviewing the NCAA's Measurable Standards documents and general procedures, and securing staff support for each of the subcommittees. Our Orientation Videoconference (OV) with the NCAA is scheduled for December 2, 2005, and by that time our Steering Committee will respond to the NCAA about the list of potential peer reviewers to be considered for the Fall 2006 evaluation visit. The Steering Committee has agreed to meet every other week after the winter holidays. The Steering Committee, Academic Integrity Subcommittee and the Equity

Subcommittee all met the week after the OV. Upcoming scheduled meetings include Student-Athlete Welfare (1/4), Governance (1/5), Steering Committee (1/11), and Equity (1/11). Academic Integrity has assigned sections of their first draft to committee members and plans to review this draft and discuss outstanding issues on February 1<sup>st</sup>.

This Fall, the Steering Committee is setting up a publicly accessible website to be maintained by University Communications ([http://www.news.ucdavis.edu/ncaa\\_certification/](http://www.news.ucdavis.edu/ncaa_certification/)), which will make our certification materials widely available and facilitate robust feedback from the campus community. The Steering Committee will also communicate with the community through meetings and print media.

In the Winter 2006 Quarter, the Steering Committee and subcommittees will hold meetings, will reach out to a broad range of campus stakeholders to solicit input regarding UC Davis Athletics, and will conduct their respective research and writing obligations in preparation for the self-study report. The Steering Committee will specifically seek out feedback of our reports from the Academic Senate, Academic Federation, student government (ASUCD), Staff Assembly, Cal Aggie Alumni Association, Team Aggie (our athletic booster group), and the Student-Athlete Advisory Committee. We have established the end of the Winter Quarter (March 18<sup>th</sup>) as a deadline for preparation of a rough draft of the self-study report. This will allow UC Davis time to receive subsequent input from the campus community, to use meetings to troubleshoot particular concerns (e.g., plans for improvement), and to enter our report into the NCAA's web-based Athletics Certification System by May 15<sup>th</sup>.

In the Spring 2006 Quarter the Steering Committee will synthesize the feedback provided by the campus community, finalize the self-study report, and submit the report to the NCAA via the web between May 1-15, 2006. In June and July of 2006 UC Davis will develop a response to any issues that the NCAA Committee on Athletics Certification has identified. In Fall 2006, we will prepare for the three-day campus visit by the Peer Review Team, the Chancellor will receive the Peer Review Team Report, and UC Davis will prepare a response to the Peer Review Team Report by January 2007. Our preferred times for the evaluation visit are the weeks of October 9-13 and October 16-20. Finally, UC Davis will await a certification decision at the February 2007 meeting.

## **7. Self-Study Report**

The Report Writer for UC Davis is Bill Kidder, a Senior Policy Analyst in Student Affairs. He has a law degree from UC Berkeley, where he won the prize for law journal writing. Mr. Kidder has published several articles on higher education admissions issues, including in the *Stanford Law Review* and *California Law Review*. His duties as Report Writer will include but not be limited to the following:

- Coordinate minutes and materials from all subcommittee meetings
- Prepare written documents from subcommittees to the Steering Committee
- Prepare the completed self-study report for review by the Steering Committee
- Work closely with the Campus Liaison
- Coordinate evaluative comments on the self-study process
- Prepare materials for the campus website on the Certification Process
- Prepare all written materials for the press and general public

- Coordinate distribution of information to the public
- Organize follow up reports with the Campus Liaison as identified by the University or required by the Committee on Athletics Certification
- Coordinate certification-related communications issues, direct feedback from campus constituents to the appropriate subcommittee; work in concert with the campus liaison and with University Communications to distribute important information about the certification process in an accessible manner (e.g., compiling Frequently Asked Questions and posting answers on the certification website). Assist University Communications in preparing other written materials (e.g., press releases), as needed.
- Serve as the primary person to enter information into the NCAA's web-based Athletics Certification System (ACS); receive training from the NCAA regarding proper use of the ACS; maintain institution and access passwords for the ACS system.

The work-related needs of the self-study, including computers, Internet access, and secretarial assistance, have been identified. Each subcommittee has a staff person assigned to take minutes and to schedule meetings.

UC Davis is setting up a website at [http://www.news.ucdavis.edu/ncaa\\_certification/](http://www.news.ucdavis.edu/ncaa_certification/) to post information and documents related to its certification self-study. Through this website, press releases, and strategic communication with multiple audiences (Staff Assembly, ASUCD, Alumni Association, etc.), UC Davis will communicate with campus constituents about the work of steering committee. Our communications strategy to the general public will emphasize the underlying purpose of athletic certification – ensuring fundamental commitment to integrity by making the affairs of athletics open and transparent to the campus community, and by setting standards (and sanctions) for Division I programs with respect to governance and commitment to rules compliance, academic integrity, equity, and student-athlete welfare.