



NCAA 2001-02, Division I  
Athletics Certification  
Self-Study Report

Submitted November 29, 2002

## **Washington State University Athletic Department Mission Statement**

It is the mission of the athletic department to create and foster an environment which provides opportunities for all student-athletes to enrich their collegiate experience through participation on athletic teams which are competitive at the conference and national level. In concert with the mission and values of Washington State University, the department is dedicated to providing opportunities, which will enhance the intellectual, physical, social, moral and cultural development of the whole person. The athletic department values gender and ethnic diversity and is committed to providing equitable opportunities for all students and staff. The department will pursue its mission while upholding the values, purposes and policies of Washington State University, the Pacific-10 Conference, and the National Collegiate Athletic Association.

### **GOALS**

In pursuit of its mission, the WSU athletic department strives to:

- Conduct all activities with the health, education, and welfare of all student-athletes as the highest priority.
- Conduct all activities with honesty and integrity in accordance with the principles of good sportsmanship and ethical conduct.
- Conduct a program that is an integral part of the educational system, with the student-athlete as an active participant in the student body.
- Conduct a program that maintains a clear line of demarcation between college athletics and professional sports.
- Recruit athletically talented students who are capable, prepared, and motivated to succeed academically.
- Provide staff, resources and facilities to support programs that are competitive in the Pacific-10 Conference and the National Collegiate Athletic Association.
- Maintain financially viable, fiscally responsible programs.
- Foster a sense of community among students, alumni, staff and the larger community
- Provide a viable student development program which will guide and assist student-athletes in defining and developing their academic potential, career vision and preparation, sense of responsibility toward community service, and personal values and skills.
- Establish and adhere to standards of conduct for staff and students that are consistent with the development of strong moral character, responsible behavior, and mutual respect.

The mission and goals of the WSU athletic department will be reviewed and evaluated annually by the Student Athlete Advisory Committee, staff, Athletic Council, the university executive committee, and the Cougar Athletic Foundation Board.

*Approved by the Athletic Council on October 4, 2002.*

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# INTRODUCTION TO SELF-STUDY REPORT

## Institutional Information

**Name of Institution:** Washington State University

1. **Type of institution:** Public
2. **Year institution was founded:** 1890
3. **Special affiliation (e.g., religious, military)?** No
4. **Coeducational?** Yes
5. **Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]:** 20,932
6. **Number of faculty [using a full-time-equivalency (FTE) basis]:**  
**Instructional only =** 1,186
7. **Highest level of academic degree offered:** Ph. D.
8. **Institution's governing entity (e.g., board of trustees):** Board of Regents
9. **a. Regional accreditation agency:** Northwest Association of Schools and Colleges  
**b. Date of most recent regional accreditation self-study:** 1999  
**c. Current accreditation status:** Accreditation was reaffirmed in 1999 by NASC

## Athletics Information

1. **Subdivision status of athletics program:** I-A
2. **Conference affiliation(s) or independent status:** Pac-10
3. **Athletics program structure:** One combined athletics department
4. **Date of NCAA major infractions case(s) (if any) since previous certification self-study and impact (if any) on the areas of the certification program:**  
  
No major infractions

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

- Superior Court decision in 1982 and State Supreme Court decision in 1987 in Blair vs WSU (gender equity in athletics case)
- Opening of the Bohler Addition in the summer of 1998.
- The completed renovation of Bohler Gym the summer of 2000.
- The opening of the Indoor Practice Facility in November 2002.
- Rose Bowl game in 1998
- First Pac-10 championship in football's history.

Previous Certification Self-Study

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

**Orientation visit:** April 1995

**Evaluation visit:** September 30 through October 2, 1996

**Interim report:** Not applicable

**2. Initial certification-status decision rendered by the NCAA Committee on Athletics Certification (and date):**

Certified, February 2-3, 1997

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

None to report

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

Jim Sterk, Athletic Director

Pam Bradetich, Associate Athletic Director Student-Athlete and Staff Development

Jon Oliver, Associate Athletic Director Internal Affairs

Jon Oliver, Associate Athletic Director External Affairs

Anne McCoy, Associate Athletic Director Internal Affairs

Brady Crook, Associate Athletic Director Development

Rueben Mayes, Assistant Athletic Director Annual Giving

James Sarra, Assistant Athletic Director Compliance

- 5. Significant changes impacting the institution and/or athletics program, if any (e.g., conference affiliation, sports sponsored, changes in admissions standards, significant changes in graduation rates, changes in mission statement of the athletics program, changes in fiscal stability/condition of the athletics program), since the institution's previous certification self-study:**

While fiscal stability was never a concern, our fiscal strength has improved. The fiscal condition was weakened in late 1990s, but changes in management, philosophy, etc., have resulted in a much stronger, financially viable department.

## Certification Self-Study Information

- 1. Steering committee chair (name and title):**

Rom Markin, Professor of Marketing

- 2. Chief report writer/editor of self-study report (name and title):**

James Roche, Director of Institutional Research

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

At the outset of the self-study certification initiative, immediately following the formation and appointment of the steering committee and after reading the self-study materials provided by the NCAA, we decided to make our study and effort both open and participative by the widest possible range of WSU's constituencies. These constituencies consist of the following: faculty, students, staff personnel, alums, fans, administration, local and regional residents, news media, and all others who might be interested in such an undertaking and the resulting benchmarking of WSU's athletic programs with the standards and operating principles of the NCAA.

Consequently, we undertook to communicate to all those listed above, the nature and purposes of the self-study and to solicit from these constituencies their suggestions, comments, and ideas to be used as input into the self-study effort before its findings and plans for improvement were formulated.

Efforts and activities to attain this input and to satisfy our desire for openness and participation were as follows:

- News releases and stories communicating the nature, structure, and purpose of the self-study. Announcements were released in all major and relevant WSU publications, including those of a general academic nature, as well as those related to athletics.
- A presentation was made to the WSU Faculty Senate explaining the nature and purpose of the self-study. Input from Senate members and their constituencies were requested.
- Two presentations were made, at different times, before the WSU Athletic Council. Council members were asked to disseminate information to interested persons and were invited to make suggestions and offer input to the self-study committee as its work progressed.
- As the self-study committee began to undergo its data gathering, discovery process, organization and deliberations, its work product was provided to all interested persons via the committee's web-site <http://www.ncaastudy.wsu.edu/>. Input and suggestions were sought and interested persons could communicate directly to the committee via its chair.

As the self-study committee's work comes to fruition, the draft of the effort will be up on the web-site and, again, the invitation to comment and make suggestions will be solicited. In addition, news releases will be created alerting those interested in the report and its findings and, again, inviting suggestions and input.

In addition, another presentation will be made before the WSU Senate, alerting its members and their constituencies of the status of the Self-Study Committee's efforts and findings. A similar presentation will be made before the WSU Board of Regents and, also, before the WSU Athletic Council.

**4. Attach a copy of the institution's written plan for conducting the self-study.**

The written plan can be found beginning on the next page.



# WASHINGTON STATE UNIVERSITY NCAA CERTIFICATION SELF-STUDY WRITTEN PLAN

## A. Objectives Related to the Self-Study.

### Preface

Washington State University is committed to the precept that our intercollegiate athletic program is both vital and integral to our overall institution's vision, mission, goals and objectives. Our university is committed to the idea and value orientation that intercollegiate athletics is not just something that is added on to our academic role and mission but that intercollegiate athletics is; because of the richness which it adds to the university's commanding overall societal role and responsibility, must therefore be added in and be integral.

To this end, intercollegiate athletics at Washington State University plays an important role in our university's destiny. Our destiny is not however, just the residue of the environmental and situational forces which shape and determine us but results in large measure in terms of how the university community manages and accommodates uniquely to these forces. The university almost always exists and manages in turbulent times. The essential skill for managing in turbulent times is the ability to anticipate change and act and accommodate accordingly. This ability is not just the ability to anticipate change introduced by others, by competitors, or by a calculating or even benign environment but to create change by anticipating and understanding the forces of change.

Our university strives to manage within this context by our commitment to strategic planning, under girded by shared governance, empowerment of all our constituencies and stakeholders and as an institution possessing a simple but profound mantra: always be learning!

### Vision, Mission, Goals and Objectives

Our intercollegiate athletic program because it is integral to our overarching academic and societal mission must be challenged and held responsible for adding to the richness of the whole mix of our endeavors and responsibilities.

Therefore our intercollegiate athletic program must reflect the meaning and significance of our vision, mission, goals and objectives.

Our vision forces us to take a stand for a preferred future. The vision is both strategic and lofty. The vision is a preferred future, a desirable state, an ideal state. It is an expression of optimism and faith. It differs from a mission statement in that a mission statement is a statement of what business we are in and sometimes even, our ranking in that business.

Goals and objectives are basically a prediction of what is to come. Goals are desired states of affairs that an institution attempts to achieve. The specific results that an organization must produce by a specific date in order to carry out its mission and achieve its strategic goals are its objectives.

Therefore within the context of this preface, let us proceed by addressing these issues within the format suggested within the 2001-02 Division I, Athletics Certification Handbook on pp. 7,8 and 14.

1. Goal(s) or Mission

The major mission of the process is to produce an unambiguous, factual and understandable self-study report concerning the activities, management and general affairs of athletics. The report will stipulate and verify that the Department of Intercollegiate Athletics is being administered in accordance with the operating principles of the NCAA and the university. An important component of this mission will consist of opening the affairs of athletics to the entire university community including its many constituencies and the general public. All key campus stakeholder groups will be meaningfully involved in our institution's self-study, and the self-study will lead to more general as well as a more comprehensive understanding of the NCAA standards (called operating principles) for the operation of Division I Athletics programs as they are endorsed and practiced at WSU.

a. The purpose and overarching goals(s) of the self-study from the perspective of Washington State University, its administration, faculty and its many internal and external constituencies would include the following:

1. The improvement of overall organizational efficiency leading to future financial solvency and self-sustaining financial stability.
2. Greater well being of WSU's intercollegiate athletic program and individual student-athletes.
3. Improvement in organizational effectiveness.
4. Improved performance of athletic administration and staff.
5. Enhanced intercollegiate organizational stability.
6. To provide both a background and springboard for the development by the administration of the intercollegiate athletics programs of a new comprehensive strategic plan.

It is recognized and acknowledged by the university administration and the members and participants of the self-study endeavor that the major goal of the initiative can be subsumed under three rubrics:

- Self-awareness. The self-study offers a unique opportunity to raise the consciousness and deepen the understanding of individuals across the campus and throughout the region about the athletic programs' goals and purposes, the evident challenges facing athletics, and the numerous ways in which athletics supports the university's mission.
- Affirmation. The self-study process will validate and affirm the many aspects of the athletic program worthy of praise.
- Opportunity to improve. All athletic programs are confronted with opportunities to improve but improvement is usually based upon perceived opportunities for change and these perceived opportunities

usually stem from self-study, evaluation assessment and consequential insight. By reviewing our past and evaluating our present we create new platforms for change and improvement.

- b. Clearly the goals or mission of WSU and its intercollegiate athletic program mesh uniquely and synchronously with the overall goals of NCAA Division I, certification, which is meant to ensure the NCAA's and Washington State University's commitment to excellence and integrity in intercollegiate athletics. Our respected commitments in both spirit and principle coalesce.

The steering committee has been empowered and given clear authority to speak and act on behalf of the institution with respect to the self-study certification process. The steering committee chair, the chair and select members of the steering committee, and on a need basis, subcommittee chairs or others contributing to our study, has access on virtually an immediate basis to the President and his executive committee. He has acknowledged before the entire committee his commitment to this process and its importance to WSU, the intercollegiate athletic program, and the whole host of WSU constituencies who either serve or are served by the NCAA self-study process.

2. First cycle institutional plans for improvement

- a. The Steering Committee has reviewed the plans for improvement, supplemental documents and related files from the first cycle. Specific plans or efforts that could be identified from that material, and past and on-going responses to those plans, are briefly summarized below.

- (1) Issue (p.41): The University must give wider circulation... of the Athletic Department's Mission Statement.

- Status: The University circulated, vetted and sought input on the new Mission Statement from numerous parties of the University community, from Faculty Senate to Regents to Student Athlete Advisory Committee to the Athletic Council.
- 

- (2) Issue (p.43): Strengthen compliance educational efforts outside of the University

- Status: Special mailings, special "booster" brochures, meetings of the Cougar Club Presidents and attendance at various Cougar Club meetings by Compliance Office staff all serve, in an ongoing fashion, to achieve the goal.

- (3) Issue (p.89): Indicate that a key responsibility for maintaining academic integrity lies with the individual instructor and professor.

- Status: The Faculty Athletic Representative gives talks to the Faculty Senate, to academic classes and university organizations on the role of faculty and student-athletes in the overall academic community.

(4) Issue (p.90-91): Encourage football coaches to recruit academically better qualified student-athletes.

- Status: We do this continually. Our graduation rates and potential graduates on track are improving. Additionally, as will be covered in the self-study, our entering student-athlete profile has improved. Further, Pac-10 now allows no non-qualifiers and limited partial qualifiers, a rule coordinating well with WSU's efforts.

(5) Issue (p.91): Study the problem of graduation rates for transfer student-athletes and consider ways for improvement.

- Status: After the studies were undertaken, efforts are now being increased to affect, not study, this concern. Transfer students receive directed study, life skill learning, academic counseling and job placement participation in a continuing effort to improve this performance. The job is not done.

(6) Issue (p.92): Address...problems involved in educating African-American student-athletes.

- Status: Specific attention is paid to identifying early "at risk" students, comparing performance to non student-athlete African Americans evaluating majors and areas of interest to the student and work closely and constantly on an individual basis. Programs and efforts are continually reviewed, analyzed and adjusted.

(7) Issue (p.94): A written statement regarding scheduling policy will be forthcoming in the next academic year.

- Status: A policy is in place but has not been written. A written policy is being developed, one that will be based on University implementation of its rules for examinations in Finals Week.

(8) Issue (p.111): To correct a 1995 audit finding dealing with cash handling and reconciling procedures.

- Status: This has been corrected, audited and accepted.

(9) Issue (p.112): ...provide a separate cash drawer for each cashier

- Status: Done and fully implemented.

(10) Issue (p.114): WSU Controller's Office and Athletic Department personnel review and update the available source codes and subsequently provide training to accurately record the receipt of revenue

- Status: Done and fully implemented.

(11) Issue (p.149): Develop a statement in the Student-Athlete Handbook describing the department's goals and expectations for gender equity and diversity.

- Status: Such a statement and commitment is incorporated in the Mission Statement as well as in the Student-Athlete Handbook.

(12) Issue (p.149): Department make every effort to balance the recruiting budgets for comparable men and women sports.

- Status: This goal is accompanied by the need of teams to be competitive in the Pac-10. The goal is equity not equality, in recruiting budgets so monitoring of recruiting budgets continues. Several instances of women's basketball not spending its full budget reflect the first statement above.

(13) Issue (p.149): Provide the Gender Equity Committee with a written response to recommendations...

- Status: The Gender Equity Committee, created by the Blair decision, is currently being reviewed as to role and structure, including the creation of a subcommittee of the University's Athletic Council, a standing committee of the President.

(14) Issue (p.150): Continue to take positive steps to ensure qualified ethnic minorities are included in the recruitment pool and given careful consideration when filling vacant positions.

- Status: This is an acknowledged and high profile mission of the department, spurred on by the new Athletic Director. The department works closely with the Center for Human Rights in recruitment and search activities.

(15) Issue (p. 153): Participation rates in academic support programs by minority student-athletes should be monitored by the athletic department.

- Status: The department monitors closely all "students at risk", whether majority or minority. The real work outcome is that many minority student-athletes are serviced in these programs. Philosophically, the department emphasizes academic profiles, not ethnicity.

(16) Issue (p. 154): Plans of improvement are needed relative to WSU's diversity plan.

- Status: A diversity report was written in March 1997, as requested by the NCAA Committee on Athletics Certification. These plans and implementation will be specifically examined in the self-study.

(17) Issue (p. 157): Establish a system for determining a student's academic goals.

- Status: The new students undergo a rigorous assessment and determination of their goals, in a guided self examination and discovery process. Departmental counseling and University academic advising work together in the process.

(18) Issue (p. 157): Coaches and the athletic department should continue to be vigilant about keeping missed class time to a minimum.

- Status: Coaches are continually urged by the Faculty Athletic Representative and Academic Services Director to be sensitive to this issue. The Faculty Athletic Representative monitors all early departures and discusses needs with the coaches.

(19) Issue (p. 158): Consider a review of each team's allocation for meals and revise the policy accordingly to ensure fair and equitable treatment.

- Status: A policy has been developed and fully implemented. All allocations are at the maximum level and all are now equitable.

b. Required actions from first cycle report specific suggestions, including some required actions, were reviewed in the Peer-Review Team's Report. Most required actions were accepted from University plans for improvement in the self-study but several additional efforts were added. These requirements, and status, are briefly summarized below. Only those not discussed earlier are presented here.

(1) Issue (p.7): A formal compliance-commitment assessment be carried out for...athletics staff...on an annual basis...and done routinely.

- Status: This procedure is part of each years personnel evaluation, with findings and documentation kept in personnel files. Salary impacts for low performance have occurred.

(2) Issue (p.7): Develop a formal protocol for the performance of periodic evaluation of is rules-compliance program by an authority outside the athletics department.

- Status: Washington State University is now part of the Pac-10 compliance review and evaluation. Evaluations have been positive.
- (3) Issue (p.7): President should draft a statement describing areas of delegation versus areas of direct responsibility and share that statement...
- Status: The new President has chosen to have the Athletic Director report directly to him, hence no delegation of authority. The Athletic Director is also a full attending member of the President's Cabinet. Additionally, the Faculty Athletic Representative now also reports directly to the President.
- (4) Issue (p.12): Evaluate graduation rates and recommend action to improve.
- Status: That study was done and graduation rates are now continually monitored. The Faculty Athletic Representative reports these results to the athletic and academic community of the University.
- (5) Issue (p.14): Refined policies and procedures for Cougar Mania.
- Status: These policies have been refined and put in place. The results undergo annual, and continued, audits. As the Policies and Procedures of the athletic department become web based, these revised policies and procedures for Cougar Mania will be incorporated.
- (6) Issue (p.17): Develop policies and procedures to recruit and retain individuals of color at the senior-administration level and coaching.
- Status: The department follows the highly publicized diversity effort of the University. It has a minority plan that is detailed in the University and self-study documents.
- (7) Issue (p.17): Develop cooperative relationship with multicultural student services to increase awareness of services by minority student-athletes.
- Status: Academic counselors are constantly referring the multicultural student services to student-athletes, including events, activities and peer counseling.
- c. Required actions from the summary of actions by the NCAA Committee on Athletics Certification, February, 1997.
- (1) Issue: Show evidence of rules compliance in personnel decisions.
- Status: We use letters of reprimand and caution, salary adjustments, and we revised language in the employment contract to further this knowledge of rules compliance. We do a NCAA background check for high and

medium profile hires. It is an element in personnel annual performance reviews and is a focus of continual education by the compliance office and the Faculty Athletic Representative.

(2) Issue: Monitor and identify individuals or offices to enhance minority opportunities and performance in the department.

- Status: A report was written, as requested, March 31, 1997 detailing relevant data and evaluations, data that are longitudinally followed and evaluated. The responsibilities by offices and individuals are assigned.

(3) Issue: Analyze, explain and address...the graduation rates of the University's black and transfer student-athletes...by appropriate academic authorities of the institution.

- Status: A plan was submitted to the Committee on Academics Certification by December 31, 1997, as requested. The plan, written and analyzed by the Faculty Athletic Representative serves as the implementation and evaluation model for continual self evaluation of the issue of black and transfer student-athletes' performance.

d. Washington State University did not do an interim report.

## B. Major Components of the Self-Study.

### 1. Committee Chair Appointment

- a. In September 2001, President Lane Rawlins appointed Dr. Rom Markin, Professor of Marketing, to chair the steering committee.

### 2. Committee and Subcommittee Appointments

- a. Steering committee members appointed in October 2001 by President Rawlins are:

Dr. Lane Rawlins, President  
Dr. Doug Baker, Vice Provost for Academic Affairs  
Ms. Deborah Carlson, Associate Budget Director  
Dr. Ken Casavant, Faculty Athletic Representative and Professor of  
Agricultural Economics  
Dr. William Cofer, Professor of Civil and Environmental  
Engineering  
Mr. Conor Cook, Associated Students of Washington State  
University Representative  
Ms. Tammy Crawford, Head Coach, Women's Rowing



Ms. Felicia Gaskins, Associate Vice Provost for Human Relations and Diversity  
Ms. Holly Harris, Student-athlete Advisory Committee Representative  
Mr. Bryan Hudson, Graduate and Professional Student Association Representative  
Dr. Charlene Jaeger, Vice President for Student Affairs  
Dr. John Kicza, Associate Dean, College of Liberal Arts and Professor of History  
Mr. Milton Lang, Special Assistant to the President  
Mr. Keith Lincoln, Executive Director, Alumni Relations  
Dr. Nancy Magnuson, Professor of Molecular Biosciences  
Dr. Rom Markin, Chair and Professor of Marketing  
Mr. Rueben Mayes, Assistant Athletic Director, Cougar Athletic Foundation  
Dr. James Roche, Director, Institutional Research  
Ms. Marcia Saneholtz, Senior Associate Athletic Director  
Dr. Eric Spangenberg, Associate Dean, College of Business and Economics and Professor of Marketing  
Mr. Jim Sterk, Athletic Director

- b. At the steering committee's initial meeting in October, President Rawlins emphasized that the self-study is a high priority for WSU and that the entire institution, not just the department of athletics, is responsible for its completion. Dr. Rawlins said that if there is any way he could help any committee member during the process they could contact him directly, or contact Rom Markin, who can access him at any time necessary.
- c. In October 2001, Dr. Rom Markin appointed the members of four subcommittees. Each subcommittee is chaired by a member (or members) of the steering committee; each will have members nominated by the faculty and staff senates; each will have student representation; and each will have an appropriate member of the department of athletics assigned to aid the committee as staff. Members of the subcommittees will be selected, in part, to ensure a broad, campus wide participation in the study.

Governance and Commitment to Rules Compliance

Dr. Eric Spangenberg, Chair and Associate Dean College of Business and Economics and Professor of Marketing

Dr. David Shier, Vice Chair and Associate Professor Department of Philosophy

Mr. Chris Cook, Program Director  
Department of Intercollegiate Athletics

Ms. Janet Danley, Executive Director Enrollment Services

Mr. Shane Giese, Director  
Corporate/Foundation Relations

Ms. Vicki Gordon  
Alumni

Mr. Dave Guzman  
Registrar

Dr. E. Lincoln James, Professor  
Department of Communications

Ms. Alison Keck  
Student

Dr. Terry McElwain, Professor  
Department of Veterinary Microbiology and Pathology

Mr. Jim Sarra, Assistant Athletic Director for Compliance  
Department of Intercollegiate Athletics

Dr. Terry Umbreit, Director and Professor  
Hotel and Restaurant Administration

Ms. Judi Wutzke, Administrative Manager  
Department of Crop and Soil Sciences

Academic Integrity

Dr. Doug Baker, Chair  
Vice Provost for Academic Affairs

Mr. Ken Vreeland, Vice Chair  
Special Assistant, Vice Provost Academic Affairs

Dr. Robert Ackerman, Professor  
Department of Anthropology

Dr. Erica Austin, Associate Professor  
Department of Communications

Mr. Richard Backes  
Interim Registrar

Ms. Melinda Beasley  
Alumni

Ms. Pam Bradetich, Associate Athletic Director  
Student-Athlete and Staff Development  
Department of Intercollegiate Athletics

Dr. Margaret Bruya, Professor  
College of Nursing

Ms. Karen Collins  
Student

Dr. Al Jamison, Associate Vice President  
Educational Development

Mr. Steve Nakata, Director  
Multicultural Student Services

Ms. Wendy Peterson, Director  
Admissions

Ms. Shannon Rance  
Student-athlete

Mr. Toby Ripplinger, Graduate Student  
Agricultural Economics

Mr. Gabe Rosenvall  
Learning Specialist  
Department of Intercollegiate Athletics

Fiscal Integrity

Ms. Deborah Carlson, Chair  
Associate Budget Director

Ms. Megan Allen  
Student

Ms. Donalee Bartholomew, Finance Officer  
College of Business and Economics

Mr. Girard Clark  
Alumni

Mr. Brady Crook, Associate Athletic Director  
Cougar Athletic Foundation  
Department of Intercollegiate Athletics

Mr. Glenn Ford, Assistant Vice President  
Student Affairs Administration and Business and Finance

Ms. Leslie Johnson, Director  
Business Operations  
Department of Intercollegiate Athletics

Ms. Deborah Love, Director  
Center for Human Rights

Ms. Anne McCoy, Associate Athletic Director  
Internal Operations  
Department of Intercollegiate Athletics

Ms. Carol Pinch, Director  
College of Agriculture and Home Economics, Budget & Resource  
Planning

Dr. Jack Rogers, Professor  
Department of Plant Pathology

Dr. Robert Rosenman, Professor  
Department of Economics

Mr. Steve Schauble, Executive Assistant/Vice President  
University Relations

Dr. Lori Selby, Executive Assistant  
Business Affairs

Mr. Cole Sheridan  
Student-athlete

Equity, Welfare and Sportsmanship

Mr. Milton Lang, Chair  
Special Assistant to the President

Mr. Herb Delaney, Assistant Director  
Community Relations

Dr. Sue Durrant, Associate Professor  
Department of Educational Leadership and Counseling Psychology

Mr. Broderick Gant, Director  
Student Recruitment and Retention  
College of Agriculture and Home Economics

Dr. Barbara Hammond, Director  
Counseling Services

Ms. Marian Hood  
Alumni

Ms. Niki Ironside  
Student-athlete

Mr. Tony Kinkela  
Student

Ms. Susan Lutzenhiser, Assistant Director  
Institutional Research

Ms. Vicky Murray, Director  
Budget and Special Projects

Ms. Marcia Saneholtz, Senior Associate Athletic Director  
Department of Intercollegiate Athletics

Mr. B. J. Schade  
Graduate Student

Dr. Mark Summerson, Sports Psychologist  
Department of Intercollegiate Athletics

Dr. Marina Tolmacheva, Associate Dean  
College of Liberal Arts

Mr. Marcus Trufant  
Student-athlete

Ms. Kathy Zeches, Director  
Women's Resource Center

3. Responsibilities of steering committee and subcommittees.

- a. It is the responsibility of each subcommittee to collect and organize the information required for their segment of the self-study report. To assist the subcommittee, at least one staff member in the Institutional Research office and one staff member from the Department of Athletics will be assigned to aid the committee. Additionally, clerical support from the Institutional Research office will be assigned on request.
- b. It is the responsibility of individual subcommittee members to report to their constituencies (Faculty Senate, Staff Senate, etc.) as requested. The Office of the President will provide information to the Board of Regents.
- c. Each subcommittee will produce a draft report within the framework specified by the NCAA in 2001-2002 Self-Study Instrument. The chair of each subcommittee is responsible for the production of the subcommittee report and may, at their discretion, ask other subcommittee members to draft sections of the report.

Process for reviewing subcommittee and steering committee draft reports.

All reports of self-study subcommittee draft reports and steering committee draft reports will be read, reviewed and edited by three members of the steering committee. The persons comprising this group will consist of: Rom Markin, Chair, Ken Casavant, Faculty Athletic Representative and Jim Roche, Director of Institutional Research. All final drafts of subcommittee and steering committee reports will be reviewed and edited by the group listed above. Jim Roche, Director of Institutional Research will review, edit and complete the near final draft of the report which will then be presented to entire steering committee for final review and adoption. The steering committee will edit and compile the four subcommittee reports into the final document which will be forwarded to the President with a recommendation of approval. The Institutional Research office is responsible for producing the final report.

- d. The chair of each committee is responsible for keeping a record of committee activity including meeting minutes, etc.

4. Institution liaison.

Rom Markin, Chair of the NCAA Certification Self-Study Review Committee, will serve as the liaison with the NCAA. Dr. Markin will make the necessary arrangements for the NCAA orientation and site visits.

5. Role of the Pacific 10 conference.

Conference representatives will attend the peer review visit. Conference representatives will review a draft of the self-study report and be available for consultation on an as-needed basis.

6. Regional accreditation.

Does not apply to WSU.

7. Planning Horizon/Work Schedule.

August 2001	Discussions, recommendations for Steering Committee and Sub-committee Membership Phone calls, other communications with NCAA Certification personnel
September 2001	Chair of NCAA Certification Self-Study Committee appointed by WSU President Rawlins 1 <sup>st</sup> Meeting of abbreviated Steering Committee meet with President Rawlins 1 <sup>st</sup> telephone contact between Steering Committee chair, Markin and Mira Colman, NCAA representative and liaison
October 2001	Core Steering Committee members begin deliberations regarding mission, work plan, and personnel Sub-committee chairs appointed Members of all sub-committees identified and appointed First full Steering Committee meeting, October 24 First full self-study certification and Steering Committee meeting; all members of sub-committees and Steering Committee meeting to be addressed and charged by President Rawlins followed by individual meetings of each sub-committee chair with sub-committee members, October 31 Institutional Research begins relevant data collection
November 2001	Members of Steering Committee begin formulating plans and deliberations relating to preparing a written plan for completing the self-study in accordance with instructions

on p. 14 of the 2001-02 Division I, Athletics Certification Handbook

This plan to be written by Casavant and Markin and approved by all members of the steering committee and completed by November 10 and submitted to NCAA representative Mira Colman by November 20, 2001  
Sub-committee begin task assignments and deliberations meetings with chairs of sub-committees and Institutional Research have preliminary meetings  
Meeting of Steering Committee members, reports on task problems and issues

December 2001	NCAA Representatives meet with Steering Committee, chairs of sub-committees and other members of the NCAA Certification Self-Study Committee in workshop format Meetings of Steering Committee, reports on task problems and issues. Begin development of self-study web page
January 2002	Continue sub-committee meetings focused on respective tasks Meetings of Steering Committee, reports on task problems and issues. Assessment of workshop of December 13 News stories concerning workshop and web page development
February 2002	Continue sub-committee meetings focused on respective tasks Meetings of Steering Committee, reports on task problems and issues-Steering Committee briefing with Executive Committee of Faculty Senate. Solicitation of feedback
March 2002	Continue sub-committee meetings focused on respective tasks Meetings of Steering Committee, reports on task problems and issues Meeting with all members of NCAA Self-Study Certification Committee Reports by chair of Steering Committee and sub-committee chairs. Reports to ASWSU, GPSA. Solicitation of feedback. Web page fully developed and operational.
April 2002	Sub-committees begin formulating plans for 1 <sup>st</sup> draft and/or outlines of sub-committee reports Sub-committee reports reviewed by Steering Committee Assessment of preliminary findings and sub-committees are made and feedback to various sub-committees provided by



	Steering Committee. General circulation of subcommittee draft reports, time allotted for feedback by campus and community constituencies. Incorporation of feedback and changes or modifications to committee drafts
May 2002	First rough drafts of sub-committees expected. Drafts reviewed and assessed by Steering Committee, feedback and recommendations as to adequacy, relevance and efficacy provided by Steering Committee. Additional opportunity for circulation of near finished drafts
June 2002	Finished drafts of sub-committee reports are due in early June and are to be reviewed and evaluated by Steering Committee
July 2002	All follow up work, suggested changes or revisions to sub-committee reports are to be completed Steering Committee to review and evaluate all sub-committee reports, as well as Faculty Senate, organized student groups Steering Committee Membership designates writers and prepares first draft of overall NCAA Self-Study Certification Report
August 2002	Early draft of final written report document completed, reviewed by relevant and cognizant constituencies
September 2002	Revisions and changes made to final written report result in finished draft. Announcements via news media concerning self-study committee efforts. Further solicitation of feedback and suggestions
October 2002	Steering Committee approves all revisions and final draft of the report is completed
November 2002	Final report submitted to NCAA Peer Review Committee in preparation for NCAA on-site Peer Review Committee Visitation during February 2003
February 2003	Visit by NCAA on-site Peer Review Committee Instruction by NCAA Self-Study Review Committee Membership, sub-committee chairs, Steering Committee Membership other constituencies such as WSU accreditation; Athletic administration officers and members, university faculty and staff, and others as so

designated or requested by NCAA on-site peer review members

8. Self-study report.

- a. James Roche, Director of Institutional Research, will be the chief report writer.
- b. Subcommittee reports will be written in Microsoft Word software. The Institutional Research (IR) office will combine the subcommittee reports and produce the final report.
- c. The IR office will provide whatever photocopying or printing is required as well as historical and fiscal data. The clerical support from IR will be made available to subcommittee chairs.
- d. As the self-study proceeds, updates will be given at the President's scheduled news conferences. Also, news and press releases will be made throughout the many stages of the self-study. Forums will be held for students, faculty, administration, staff and other interested constituencies and stakeholders conveying information about the self-study, and soliciting input from concerned persons. Briefings will be held by members of Steering Committee with Faculty Senate representatives concerning the self-study. We will develop a web-site to serve as an additional medium for the presentation and exchange of information concerning the self-study. At the conclusion of the study, results will be announced at a President's news conference.

# GOVERNANCE & COMMITMENT TO RULES COMPLIANCE

## Previous Certification Self-Study

**1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to governance and commitment to rules compliance issues.**

*Previous Certification Self-Study Item: The University must give wider circulation both internally and externally of the Athletic Department's Mission Statement. It must also seek specific input from major university constituent groups. During the 1996-1997 school year, the Athletic Director, or his designee(s), will seek input from alumni, donors, Faculty and Staff Senates, ASWSU, and GPSA on the present Mission Statement. Any changes resulting from that input will be incorporated into the document and prior to the end of 1997, the final document will be circulated to major internal and external constituencies. (See page 41 of the previous study.)*

The university circulated, vetted and sought input from numerous parties of the university community, from Faculty Senate to Regents to Student-Athlete Advisory Committee to the Athletic Council in development of a new mission statement. Circulation is now much wider, and now the Athletic Council reviews the statement annually. The statement is available through a number of outlets, including the athletic department's web page, which is linked to that of the university.

*Previous Certification Self-Study Item: We will strengthen rules compliance educational efforts outside the university beginning in the Fall Semester 1996 by having a special mailing each year to all boosters informing them of current issues regarding rules compliance. This mailing will accompany a regular issue of Butch's Beat. In addition, one meeting of the Cougar Club Presidents each year will include a thorough discussion of current rules compliance issues. Further, once a year the Compliance Office staff will attend various Cougar Club meetings located statewide to provide educational seminars for local volunteers. (See page 43 of the previous study.)*

Subsequent to the 1996 report, special mailings, special "booster" brochures, meetings of the Cougar Club presidents and attendance at various Cougar Club meetings by Compliance Office staff were initiated and continue. All of these activities serve, in an ongoing fashion, to achieve this strategy for improvement. This issue is also addressed below in more detail in the current report.

**2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process in the governance and commitment to rules compliance area. Also, describe any additional plans for improvement / recommendations developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.**

*Peer Review Team Report Item: The peer-review team recommends that a formal compliance-commitment assessment be carried out for each relevant member of the athletics staff on an annual basis. These compliance-commitment assessments must be performed routinely, whether or not the institution requires a formal, written performance evaluation of all university personnel in a given year. This procedure should be implemented during the 1996-97 academic year. (See the 1996 peer-review team's report, recommendation No. 3 page 7.)*

This procedure is part of each year's personnel evaluation, with findings and documentation kept in personnel files. Salary impacts for low ratings regarding this dimension of performance have occurred.

*Peer Review Team Report Item: The peer review team recommends that the university develop a formal protocol for the performance of periodic (e.g. annual) evaluation of its rules-compliance program by an authority outside the athletics department prior to the end of the 1996-97 academic year. (See the 1996 peer-review team's report, recommendation No. 4 page 7.)*

Subsequent to the 1996 report, Washington State University became part of the Pac-10 compliance review and evaluation system. Evaluations have been positive.

*Peer Review Team Report Item: Given the strong mandate for clear presidential control inherent in the operating principles, the peer-review team suggests that the president craft a statement that describes areas of delegation versus areas of direct presidential responsibility and that such a statement be shared with the board of regents, university counsel, director of athletics and other appropriate individuals at the earliest possible time. (See the 1996 peer-review team's report, suggestion No. 1 page 7.)*

In 2000, then new President Rawlins chose to have the athletic director report directly to him. Hence, there is no delegation of authority in this regard. The athletic director is also an attending member of the president's cabinet. Additionally, the faculty athletic representative now also reports directly to the president.

*Previous Certification Self-Study Item: Evaluate graduation rates and recommend action to improve. (See the Academic Integrity section of this report.)*

Subsequent to the 1996 report graduation rates have been continually monitored. The faculty athletic representative reports these results to the athletic and academic community of the university including annual reports to the Faculty Senate.

## **Operating Principle: Mission of the Athletics Program and the Institution**

*Mission of the Athletics Program and the Institution, Item 1: Please provide mission statements of the institution and athletics program and indicate the date of their last revision.*

*Institution Mission Statement:* As a public, land-grant and research institution of distinction, Washington State University enhances the intellectual, creative, and practical abilities of the individuals, institutions and communities that we serve by fostering learning, inquiry, and engagement. (Revised January 2002).

*Athletic Department Mission Statement:* It is the mission of the Athletic Department to create and foster an environment which provides opportunities for all student-athletes to enrich their collegiate experience through participation on athletic teams which are competitive at the conference and national level. In concert with the mission and values of Washington State University, the department is dedicated to providing opportunities, which will enhance the intellectual, physical, social, moral and cultural development of the whole person. The Athletic Department values gender and ethnic diversity and is committed to providing equitable opportunities for all students and staff. The department will pursue its mission while upholding the values, purposes and policies of Washington State University, the Pacific-10 Conference, and the National Collegiate Athletic Association. (Revised October 2002)

In pursuit of its mission, the WSU athletic department strives to accomplish the following goals:

- Conduct all activities with the health, education, and welfare of all student-athletes as highest priority.
- Conduct all activities with honesty and integrity in accordance with the principles of good sportsmanship and ethical conduct.
- Conduct a program that is an integral part of the educational system, with the student-athlete as an active participant in the student body.

- Conduct a program that maintains a clear line of demarcation between college athletics and professional sports.
- Recruit athletically talented students who are capable, prepared, and motivated to succeed academically.
- Provide staff, resources and facilities to support programs that are competitive in the Pac-10 and the NCAA.
- Maintain financially viable, fiscally responsible programs.
- Foster a sense of community among students, alumni, staff and the larger community
- Provide a viable life skills program which will guide and assist student-athletes in defining and developing their academic potential, career vision and preparation, sense of responsibility toward community service, and personal values and skills.
- Establish and adhere to standards of conduct for staff and students that are consistent with the development of strong moral character, responsible behavior, and mutual respect.

The mission and goals of the athletic department are reviewed and evaluated annually by the Student-Athlete Advisory Committee, staff, Athletic Council, the university executive committee, and the Cougar Athletic Foundation Board.

*Mission of the Athletics Program and the Institution, Item 2: Explain how the mission of the athletics programs relates to that of the institution as a whole.*

The athletics program strives to create and enhance the educational opportunities of all student-athletes, by providing learning assistance, academic advising, and career planning counseling and services. This, in turn, directly relates to the overall mission of WSU and its commitment to student retention and, by extension, the successful completion of a degree program.

*Mission of the Athletics Program and the Institution, Item 3: Describe how and to whom the athletics program's mission statement is circulated.*

Circulation of the athletics program's mission statement takes many forms. The statement has been published in the student-athlete handbook that is distributed to each student-athlete, in *Butch's Beat*, and on the athletic department's web site. Intentions are to publish the statement in the media guides for each sport. Framed copies of the mission statement will be posted in key offices and conference rooms throughout the department.

Several suggestions were discussed to broaden the circulation of the department's mission statement and are submitted for consideration, including the annual report from the athletic foundation; the senior professional development portfolio, and the *Washington State* magazine. These publications have wide distribution and would be seen by people inside and out of the WSU campus. Additionally, it was suggested that a hot link to the mission statement web page be placed directly on the front web page of the athletic department.

*Mission of the Athletics Program and the Institution, Item 4: Describe briefly, using specific examples, how the athletics program's mission and goals are or are not supported by the actual practices of the athletics program.*

As described above, practices within the athletics department are consistent with the mission and goals statement. Specific services have been implemented to support the goals outlined in the statement. For example, learning assistance (tutoring), academic advising and counseling, compliance with Title IX, and other services are available to all student-athletes. Improving the diversity of the coaching staff is a critical factor whenever vacancies are to be filled. At this time the coaching staff does not mirror the diversity of the student-athlete nor the general student population; however, every effort is made to recruit diverse coaching staff and the athletic department is sensitive to this issue. Adherence to and compliance with all policies and philosophies of Washington State, the Pac-10 Conference, and the NCAA are expected in the conduct of all athletics staff, coaches, and student-athletes.

### **Operating Principle: Institutional Control, Presidential Authority and Shared Responsibilities**

*Institutional Control, Presidential Authority and Shared Responsibilities, Item 1: Based upon the institution's experience in the last three years, list the decisions related to Intercollegiate Athletics in which the institution's governing board or individual board members have been significantly involved (if any).*

The Board of Regents takes an active role in all major capital, financial, and academic issues affecting the university. A review of the minutes from the Board of Regents meetings over the past three years (July 1998 – June 2001) identifies the following activities related to athletics.

- March 5, 1999, meeting agenda item No. 14: Replacement of east end zone bleachers in Martin Stadium. It was moved and seconded that the Board of

- Regents approve design documents and delegate authority to the president or his designee, the vice president for business affairs, to approve construction documents and award a construction contract for replacement of the east end zone bleachers at Martin Stadium, if a budget can be established within the funds available. The motion carried.
- April 2, 1999, meeting agenda item No. 15: Proposed indoor athletic practice facility: Athletic Director Rick Dickson presented the proposed field house athletic practice facility project. There was a discussion by the regents of the project with questions centered around use of the facility for other activities and the cost. No action was taken.
  - October 15, 1999, meeting agenda item No. 10: Contracts under previous delegation of authority (under \$500,000). Vice President for Business Affairs Greg Royer reported that based upon the authority delegated to the president or his designee, the vice president for business affairs, at the meeting of January 24, 1986, he had entered into the following contracts: Southwest Recreational Industries, Inc., Fresno, California, for the resurfacing of Mooberry track, for a total cost of \$199,848, to be paid from 1997-99 minor capital renewal, departmental, and service and activity fees.
  - February 17, 2000, meeting agenda item No. 10: President's report. President Smith introduced Athletic Director Rick Dickson and made a formal announcement that Mr. Dickson was leaving Washington State University. President Smith and the board noted a number of Mr. Dickson's accomplishments while at Washington State University and thanked him for his work on behalf of the university.
  - February 17, 2000, meeting agenda item No. 17: Turf replacement for Martin Stadium and Rogers Field. It was moved and seconded that the Board of Regents approve the Martin Stadium and Rogers Field turf replacement project and delegate authority to the president or his designee, the vice president for business affairs, to award and sign a contract for this construction project, if costs are within the funds available. Carried.
  - July 12, 2000, meeting agenda item No. 1: Opening remarks. President Rawlins introduced new Athletic Director Jim Sterk and asked him to say a few words.
  - January 26, 2001, meeting agenda item No. 17: Bohler Gymnasium renovation -- budget increase. Vice President for Business Affairs Greg Royer led a discussion of the Bohler renovation, with particular attention to the budget for this project. Discussion centered on the source of funds for the renovation. It was moved and seconded that the Board of Regents approve a project budget increase for the



Bohler Gymnasium renovation in the amount of \$1,423,532 to accommodate final construction costs for a total budget of \$20,663,332. Carried.

*Institutional Control, Presidential Authority and Shared Responsibilities, Item 2: 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.*

Over the period July 1, 1998 – June 30, 2001, the institution had two chief executive officers, Presidents Sam Smith and Lane Rawlins. President Smith was significantly involved in the following decisions:

- Took an active role in the selection process for current Athletic Director Jim Sterk through contacting Pac-10 officials and officials of three other conferences for names of candidates and appointing the search committee.
- Made decision to proceed with the Bohler gym renovation project.
- Made decision that the new student recreation center would not be administered by athletics.
- Was involved in the initial fundraising for the indoor practice facility (for which half the cost was to be covered by verbal pledges of donor support).
- Was involved in discussions on use of Martin Stadium by the University of Idaho.
- Interviewed candidates for the men's and women's basketball head coach positions. Athletic Director Rick Dickson made the final decision.
- Established that the reporting line for compliance was separated from athletics governance and coaches.

President Rawlins has been significantly involved in the following decisions.

- Made decision that athletics would be directly responsible for its own budget and would be held accountable to spend within the budget.
- Eliminated university counsel position and established policy that day-to-day reporting on athletics issues would be directly to the president.
- Made final decision on hiring of current Athletic Director Jim Sterk.
- Consulted with athletics director on hiring of current baseball coach.
- Involved in decisions regarding financing of indoor practice facility.
- Involved in discussions regarding scheduling of one football game in Seattle.

*Institutional Control, Presidential Authority and Shared Responsibilities, Item 3: 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. Please provide the composition of the athletics board or committee (including titles and positions).*

The organizational structure of Washington State University is based on principles of shared governance, which provide for wide participation by faculty, staff, and students in determining matters of academic and administrative policy. Broad consultation among administrative officers is a regular practice, and a wide spectrum of committees provides for appropriate involvement by faculty, staff, and students.

The university is governed by an autonomous Board of Regents, which consists of nine members appointed by the governor. The duties and powers of the board include general management of the university, the care and preservation of all property, the construction of needed buildings and the custody and expenditures of all funds. The board has the power to delegate authority. (See the organizational chart in appendix A)

The president is the chief executive officer of Washington State University. The president administers policies approved by the Board of Regents, serves as adviser to the board on policies and operations, and is the agent through whom representations to the board are regularly made. Other functions of the chief executive officer include:

- Leadership in developing policies and organization for teaching, research and extension programs;
- Public representation of the university, including representation before the Legislature and other state and federal agencies;
- Responsibility for the general welfare of students; the development, operation, and maintenance of buildings, lands and equipment; financial matters pertaining to development, operation and maintenance of the university; and the administration of regulations adopted by the Board of Regents; and
- Responsibility, delegated by the Board of Regents, for all appointments, promotions, salaries, leaves, resignations and dismissals.

Other executive officers that have, or have had, significant responsibilities for athletics include the vice president for business affairs and the vice president for administration. The vice president for business affairs is responsible for all business and fiscal functions of the university, including development and administration of the institution's capital building program. Prior to 2000, the athletic director reported to the vice president for

administration. The reporting relationship changed in 2000 when the athletic director, who is responsible for day-to-day management of the athletics department, began reporting directly to the president. Most issues affecting the operation and management of the athletics program come up through the athletic director to the president, and are subsequently referred to the appropriate institutional office or body for final decision.

In 2000, the athletic director was placed on the president's cabinet, which is composed of the other principal university administrators. Prior to this time, the athletic director did not attend cabinet meetings. The athletic director and faculty athletic representative have direct access to the president regarding athletic department management or compliance issues. The faculty athletic representative is appointed by and reports directly to the president. This individual is an advisor to the athletic director and the eyes and ears of the university for athletics.

The faculty athletic representative chairs the Athletic Council. The council acts in an advisory capacity to the director of athletics and provides input and reaction to athletic department activities. The council makes recommendations and provides information to the president on matters pertaining to intercollegiate athletics. The council is composed of six members of the faculty (three men, three women) each serving three-year terms; one graduate student and three undergraduate students (including two women) each serving one-year terms; and four alumni (two men, two women) each with three-year terms. Also on the council are the university president, athletic director, senior associate athletic director, faculty athletic representative, vice president for business affairs, associate vice provost for educational development, and the director of alumni relations,

The faculty athletic representative chairs the University Compliance Committee. The assistant athletic director for compliance reports jointly to the faculty athletics representative and athletic director. Responsibility for issues pertaining to compliance is through this reporting line, and involves the fifteen-member University Compliance Committee.

The University Compliance Committee comprises the following: Athletic director, senior associate athletic director, faculty athletic representative, assistant athletic director for compliance, director of compliance, compliance coordinator, compliance coordinator for financial aid, athletic eligibility coordinator, associate athletic director for student and staff development, director of admissions, director of enrollment services, registrar,

executive assistant to the president, vice provost for educational development, director of financial aid, and assistant dean of students.

This committee reviews potential rule violations to determine whether a violation has occurred, the reporting of confirmed violations, and corrective actions in response to violations. When appropriate, the Board of Regents is also advised of rule violations and is involved in discussion of institutional response and corrective actions.

In keeping with the diffuse management structure of the institution, the process by which major decisions regarding intercollegiate athletics are made involves a variety of individuals and groups. Described in the following paragraphs is the general framework of the institution's decision-making structure, with specific examples of how decisions affecting athletics fit within the structure. Examples of decisions relating to athletics that would be considered by the cabinet deal with items that might impact the university such as bowl games or this certification process.

The Budget Council created in 2000 consists of the president, vice president of business affairs, vice president of university advancement, provost, vice president of information technology, vice president of student affairs, and executive director of planning and budgeting. The council meets weekly and is concerned with all matters pertaining to the operating and capital budgets of the institution. It is responsible for formulating the university's operating and capital budget requests to the legislature and submitting these to the Board of Regents for approval. The council recommends internal budget allocations to the president. In addition, the council considers significant budgetary issues pertaining to individual areas of the institution.

In 2000, the president required the athletic director to submit a budget for council approval similar to that requested of the academic and staff areas of the university. This is a change from previous administrative procedures. The council now reviews and approves the proposed budget for athletics each year. In addition, the council reviews and approves revisions of the athletic budget throughout the year. The council is also involved in decisions related to the capital needs of the athletic program, including allocations for major capital expenditures, such as the indoor practice facility. The council provided direction during the time funds were collected for the facility, at which time the vice president for Business Affairs became the responsible administrator for the project.

Executive management of the university rests with the president's cabinet comprised of the institutions principal administrators including vice presidents, provost, vice provosts, budget director, athletic director, and deans. This body meets weekly and considers policy issues of broad significance to the institution as a whole as well as significant issues pertaining to specific areas of the university.

*Institutional Control, Presidential Authority and Shared Responsibilities, Item 4: Please attach an institutional organizational chart and an athletics department organizational chart.*

See appendix A.

## **Operating Principle: Rules Compliance**

*Rules Compliance, Item 1: Describe how the activities of the institution's athletics booster groups, support groups and other representatives of the institution's athletic interests are maintained under clear control of the institution, including whether institutional personnel serve on booster club, support group or foundation boards.*

The fund raising, public relations and general advancement efforts of the athletic department are carried out by two units of the department, the athletic foundation office and Cougar Mania. The operations of each of these units are set forth below:

*Athletic Development:* Revenue generated from private gifts account for approximately 13 percent of the athletic department's yearly operating budget. Revenue from private gifts is primarily dedicated towards covering scholarship costs for the department's 475 student-athletes. Each year nearly 4,000 donors contribute about \$2,100,000 to the department.

WSU utilizes a constituency-based fundraising model wherein each major academic and programmatic unit of the university engages in fundraising activities. The university has contracted with the WSU foundation, a non-profit charitable foundation organized under Section 501 of the Internal Revenue code, to be the sole non-profit agent of the institution. Under this model, each college, as well as the athletic department, employs a staff of professional fundraisers who plan, initiate and oversee the unit's comprehensive fund raising activities. Through funds allocated to the athletic department, the university pays the salaries and operations of the athletic foundation office. The associate athletic director for development reports directly to the athletic director with an informal reporting line to the associate vice president for development in order to continue

coordination of university fundraising and ensure that athletic fundraising continues to fit within that scope. Importantly, neither the university nor the athletic department maintains separate non-profit organizations that oversee or are involved in athletic fundraising.

The fund raising program of the WSU athletic department primarily emphasizes direct solicitation of donors and potential donors through department-coordinated means. For instance, contributions are solicited via telemarketing (contracted through the university's office of annual giving) direct mail (through football ticket invoices, Gray W letter winners mailings, etc.), or by personal solicitation made by one of the department's four professional fundraisers and/or qualified volunteer fundraising groups. All private gifts received by the department are deposited with the university. Any expenditure from these funds is subject to state and institutional guidelines.

The volunteer involvement in athletic development activities is focused mainly on two issues, to stage events throughout the state or fundraise. The special events are jointly staged by local booster organizations (known as Cougar Clubs) and by the Athletic Foundation office. Some of the events are fundraisers while others are simply "friend raisers". At the friend raisers the objective is to capture the names and interest of the attendees and to prepare them to become donors. The fundraising efforts of the volunteer groups are developed, implemented, executed and evaluated by athletic foundation personnel. Each volunteer fundraising group has a development professional assigned to it that acts as that groups leader. Each volunteer group is instructed and educated on NCAA regulations as they pertain to volunteers and fundraising efforts. No volunteer handles any donation, the solicitation is made by the volunteer and the donation is mailed directly to the athletic foundation or hand delivered to a development professional.

The athletic foundation office coordinates institutional control over booster club activities. A development office representative serves as ex-officio liaison on all volunteer boards and committees. Proposed events and activities must receive the approval of the associate athletics director for development before they are included on the department's calendar and thus promoted by the department. Further, only approved activities secure WSU coaches and administrators as celebrity attendees. Booster club activities are also discussed at periodic meetings of the volunteer summit. This summit (which is made up of the presidents of the local Cougar Clubs, the chairs of the golf tournament committees, the chairs of other special event committees, the chairs of all Cougar Club development cabinets, and the chairs of the Advisory Council, the Gray W

Board of Directors and the Capital Projects Steering Committee) meets on a semi-annual basis with the associate athletics director for development, and frequently the athletic director, to discuss the state of the department and how volunteers can help. The council has no legal standing and the department calls its meetings.

Finally, the institution has implemented an internal accounting system that establishes an account for each local Cougar Club and any significant special event for that local Cougar Club. Any financial activity for the local Cougar Clubs is either deposited into or paid from these accounts. Any deposit or expenditure from these accounts is subject to state and institutional guidelines.

*Reporting of local Cougar Club activities:* Each month the athletic foundation event coordinator will report to the foundation board the cash activity for the month and that the accounts have been reconciled to the WSU balance. The event chair for local special events reports a summary of income and expenses for the event to the board. This report is prepared in coordination with the athletic foundation special event coordinator.

The athletic foundation special event coordinator shall reconcile the net income/expense of the event with the net change in the cash account. And, with copies distributed to the appropriate volunteers as described above under cash handling, the special event coordinator shall retain all reconciliation records.

Besides maintaining institutional control over booster club activities, WSU also seeks to educate individual boosters regarding the importance of rules compliance. Approximately once per month, a compliance update column is included in *Butch's Beat*. This publication is mailed on a monthly basis to all athletic donors and season ticket holders. Columns in the past year have included such topics as the booster ban in recruiting, the new initial-eligibility requirements for freshmen and limitations on the athletic department's ability to participate in high school fund raising projects

The associate athletics director for development has a strong communication tie with the university development office and is part of the WSU Foundation. At WSU, development is a joint effort between the central WSU Foundation and the various constituencies of the institution. Each constituency employs development professionals and staff, relying on the central foundation staff to provide consistency required to coordinate the cooperative effort, common theme, professional management of endowment and trust assets and integration with volunteer boards. Athletic foundation personnel attend

monthly meetings chaired by the CEO of the WSU Foundation to maintain those lines of communication, as well as continue to be an integrated constituency of the university's fundraising community. Donor strategy meetings, skill seminars and discussions relative to donation processing are other examples of communication between these offices.

*Cougar Mania:* Cougar Mania is an incorporated non-profit support program consisting of members of the retail and wholesale food and beverage business, as well as a variety of other industries. Cougar Mania generates revenues that are used to fund media advertising cost, as well as support special events and increase ticket sales. Net proceeds after operations and advertising expenses are contributed to the WSU athletic department for their scholarship fund.

Athletic department personnel approve all Cougar Mania programs and expenditures. An outside accounting firm maintains Cougar Mania's financial records, issues all checks for payment and generates monthly statements for the athletic department.

In 1997, Cougar Mania committed \$500,000 to the Cougar Mania strength and conditioning complex and recently they have committed \$1,000,000 to the new indoor practice facility currently being built by WSU Athletics.

*Check Processing:* In order for disbursement to be made from the Cougar Mania checking account, a check authorization form is initiated within the athletic department. It has three levels of signatures beginning with the signature of the individual requesting the disbursement. The second level requires the department head's approval, while the third and final level requires the signature of either the associate athletic director for Internal Operations or the athletic director. No checks can be authorized without the third signature. The check request form is then sent to the office of Hayden & Ross (a certified public accountant firm) and the check is issued there and signed by a representative of the firm. All money is deposited through Hayden & Ross, where they keep a complete set of books and generate monthly statements for the athletic department.

*Cougar Mania Procedures:* Hayden, Ross & Company (Cougar Mania accounting firm).

Invoicing:

- Cougar Mania sponsors: Invoiced August 15, 2001 for 2001-2002 sponsorship
- Invoices are assigned a number and recorded in a ledger
- Payment is sent to Cougar Mania



- Payment is recorded in ledger

Deposits:

- Deposits are generated by the Cougar Mania principal assistant
- Deposits are made on a weekly basis to Bank of America
- Checks are copied for Cougar Mania file and for Hayden Ross
- Copies of the deposit slip are made for Cougar Mania file and for Hayden Ross

Check Requests:

- Check requests are generated by principal assistant
- Invoice is attached to each check request
- Check requests are approved and signed by the principal assistant, the director of corporate marketing, and the associate athletic director for internal operations or the athletic director
- Requests are faxed to Hayden Ross in Moscow
- Checks are written by Hayden Ross & Company's office assistant and signed by Brad Lewis, CPA
- Checks are picked up by the principal assistant
- Checks are copied for Cougar Mania files
- Check numbers are recorded on requests and checks are sent for payment
- Copies of check request and invoices are filed

Auditing:

Hayden, Ross & Company provided Cougar Athletics with the following:

- Monthly general ledger detail report
- Monthly balance sheet
- Year-end general ledger detail report
- Year-end balance sheet
- Tax returns as required by law
- Quarterly and annual payroll reports as required by law
- Information requested by Peterson Sullivan, PPL for yearly audit. Peterson Sullivan is an outside accounting firm contracted by WSU.

*Rules Compliance, Item 2: Identify, using an organizational or flow chart, how the institution has organized itself to maintain compliance with the NCAA rules. Specify the individual (other than the institution's compliance officer/coordinator) who the CEO designates as being responsible for the institution's rules compliance. Also, include a*

*description of the reporting lines for and responsibilities assigned to the faculty athletics representative, director of athletics, compliance coordinator (if any), coaches and other key individuals inside and outside athletics (e.g., administrator monitoring permissible recruiting activities, registrar, financial aid officer, admissions director, internal auditor) who are responsible for documenting and monitoring compliance with NCAA rules.*

Appendix A, attachment 2 is the athletic department organization chart.

Prior to the hiring of a new athletic director in April 1994, a sequence of organizational changes was initiated by the president's office in order to address compliance issues. The president took an active role in hiring an athletic director with a demonstrated record in the area of compliance and an ability to better integrate athletics into the university community.

In 1994, the reporting line for athletics was assigned to the vice president for business affairs and the athletic director was included as a member of the president's cabinet, a decision making body of central administrators and other university leaders. In 1996, the reporting line for athletics was assigned to the president's office. The athletic director streamlined the reporting lines for coaches so that all sports now report either to the director or to the senior associate athletic director.

The compliance and eligibility office and the academic services office were separated in 1998. The newly named academic/career services office reports directly to the athletic director. The compliance office director reports to the assistant athletic director for compliance and to the faculty athletic representative. A compliance coordinator provides additional support for substantive compliance issues reporting to the director. Two half-time interns provide additional support. The salaries and associated budget for compliance functions are funded and managed by the president's office, with the exception of the assistant athletic director for compliance.

The position description for the faculty athletic representative (see appendix B) delineates the requisite duties, including those dealing with eligibility certification and rules compliance, and provides appropriate release time (1/2 time) for the person in the position. Additionally, the president's office provides additional budget support, including funding for a principal assistant to assist the faculty athletic representative. Separate office space in the athletic department close to the compliance office and the academic/career services office has also been provided.

To better integrate compliance responsibilities within appropriate institutional offices outside the athletic department, the president's office funds an athletic eligibility coordinator position within the registrar's office. This position with the registrar's office, together with the faculty athletic representative, is responsible for athletic certification. A similar position exists in the financial aid office to provide more effective integration of compliance within this office. This organization provides for necessary checks and balances within the appropriate university administrative units. Both of these positions report directly to the registrar and the financial aid director, respectively, and on policy matters, to the faculty athletic representative.

The integration of compliance issues within the university occurs through the University Compliance Committee. This committee is comprised of representatives from the president's office, athletics, admissions office, registrar's office, financial aid office, and student services. A representative of the provost's office has been appointed to the committee as well. The committee meets three times per year to share information and to review policy issues related to compliance, make recommendations to appropriate university offices and review rule violation issues in order to determine the need for changes in the systems or procedures. The meetings are convened and chaired by the faculty athletic representative and staffed by the principal assistant of the faculty athletic representative.

*Athletic Eligibility Coordinator:* The athletic eligibility coordinator (AEC) reports to the registrar for academic enrollment services and to the faculty athletic representative. The AEC coordinates activities and serves as the source of information for the certification of athletic academic eligibility, working closely with the faculty athletic representative and the academic departments and colleges.

Duties include the evaluation of continuing eligibility; on-going coordination with academic department representatives; liaison with counterparts in the Office of Admissions and the Office of Student Financial Aid; maintenance of student-athlete files and appropriate documentation for eligibility; notification of appropriate officials on a daily basis when student-athletes are eligible to compete, practice or receive financial aid and when such status changes; and assisting in developing new computer applications regarding certification.

*Athletics Financial Aid Coordinator:* The director of the Office of Student Financial Aid, who reports to the executive director of enrollment services, appoints the athletic

financial aid coordinator, who also reports to the faculty athletic representative. The director is responsible for the administration of all scholarship, federal, state and institutional financial aid. This responsibility includes overseeing the coordination of athletic grants-in-aid in compliance with NCAA regulations. Within the authority of the director are all awards and changes of awards that are processed through the Office of Student Financial Aid. The athletic financial coordinator assists the compliance office with the administration of national letters of intent and administers all renewals, cancellations, and exemptions.

*Director of Internal Audit:* The director of internal audit is appointed by and reports to the vice president for business affairs. The director conducts audits upon request. The state auditor conducts an annual audit according to NCAA guidelines and presents the audit findings to the vice president who in turn presents the results to the president of the university and the WSU Board of Regents.

*Director of Financial Aid:* The director of financial aid is appointed by the vice president for student affairs who reports to the provost. The director is responsible for the administration of all scholarship, federal, state and institutional financial aid. This responsibility includes overseeing the coordination of athletic grants-in-aid in compliance with NCAA regulations. Within the authority of the director are all awards and changes of awards that are processed through the Office of Student Financial Aid. The athletic financial aid coordinator, under the supervision of the financial aid director assists the compliance office with the administration of national letters of intent and administers all renewals, cancellations and exemptions.

*Faculty Athletic Representative:* The faculty athletic representative is appointed by and reports to the university president. The faculty athletic representative participates with the president and athletic director, as well as other key administrators, in establishing policy and direction for athletics. The faculty athletic representative oversees the academic performance and educational experience of student-athletes and certifies student-athlete eligibility under NCAA, conference, and institutional rules. The faculty athletic representative reviews and evaluates current financial aid policies and procedures, evaluates admissions policies and procedures, and participates with the compliance office in developing and instituting on-going rule education programs for all facets of WSU that are impacted by compliance issues.

The faculty athletic representative oversees, in conjunction with the athletic director and assistant athletic director for compliance, any major institutional inquiry into alleged or suspected violations of NCAA or Pac-10 Conference rules. The faculty athletic representative serves as a liaison to the NCAA and Pac-10 Conference, and also serves on the Pac-10 council and faculty athletic representative's committee. The faculty athletic representative assists in the activities of the compliance and academic/career services offices and is responsible for monitoring participation in the institution's self-study and peer certification processes.

The faculty athletic representative administers the NCAA coaches certification exam to coaches to test their knowledge of rules and compliance issues. The test results are discussed in a group setting to facilitate a learning opportunity. Also, the faculty athletic representative meets and consults regularly with compliance personnel.

*Compliance Officer Intern:* The compliance officer's intern's primary responsibility is to assist the compliance coordinator, the director of compliance, and the assistant athletic director of compliance in monitoring daily activities for NCAA and Pac-10 violations.

Other duties include:

- Ensuring compliance with each sports practice and playing season and sponsorship requirements
- Maintaining compliance's file records
- Researching and issuing answers to requests for interpretations of NCAA and Pac-10 rules
- Assisting the compliance coordinator in evaluating and meeting with incoming prospective student-athletes.
- Helping to draft waivers and self-reports
- Updating compliance sections of athletic department policies and procedures manual.

*Compliance Coordinator:* The compliance coordinator has primary responsibility for the recruiting process, including, but not limited to, eligibility information via Clearinghouse, official and unofficial visits, recruiting logs and audits and recruiting education with coaches. The compliance coordinator serves as the primary compliance liaison to the academic services unit and the Office of Admissions with respect to recruiting issues. The compliance coordinator monitors and interprets WSU admission and NCAA clearinghouse requirements. The compliance coordinator also monitors the special

assistance program. Finally, the compliance coordinator tracks all transfer releases and verifications to and from Washington State University.

*Athletic Director:* The athletic director reports to the president. The athletic director acts as chief administrative officer of the athletic department, supervising all personnel in the department. The athletic director has direct working knowledge of the rules and regulations governing operation of the intercollegiate athletic program and is responsible for overseeing compliance by all staff members. The athletic director plans, develops and implements specific policies, procedures, programs and methods to carry out the general athletic philosophy and policies of the university. The sports that report directly to the athletic director are football, men's and women's basketball, volleyball, and soccer.

*Senior Associate Athletic Director:* The senior associate athletic director conducts biweekly meetings of student services staff, supervises athletic medicine and physical development, and supervises swimming, men's and women's cross country and track and field, rowing, baseball, men's and women's golf and tennis. The senior associate athletic director serves as senior woman administrator and represents WSU on the Pac-10 Senior Women Administrator's Committee and Pac-10 council and the NCAA. The senior associate athletic director issues and confirms competitive contracts as necessary for all sports except men's basketball and football.

The senior associate athletic director serves in an ex-officio capacity on the Athletic Council, and on the joint committee on athletic facilities scheduling. The senior associate athletic director prepares and manages the event operations and facilities management budget. The senior associate athletic director is the designated departmental key coordinator, coordinates the athletic awards program and acts as athletic director in the absence of the athletic director.

*Associate Athletic Director for Student-Athlete and Staff Development:* The associate athletic director for student-athlete and staff development reports to the athletic director, and develops, implements and monitors the institution's academic services program. Academic services entail oversight of the development and refinement of an academic standards program; the facilitation of counseling process; the monitoring of academic progress toward a degree by student-athletes and working jointly with the athletics financial aid coordinator in making financial aid awards for summer school.

The associate athletic director for student-athlete and staff development develops, recommends and manages the operating budgets for the student-athlete development unit, and also performs other duties as assigned by the athletic director.

*Assistant Athletic Director for Compliance:* The assistant athletic director for compliance reports to the athletic director and faculty athletic representative and develops, implements, and monitors the institution's compliance program. Compliance services entail oversight of all day-to-day operations of the compliance office; the review of all rule interpretations prepared by the compliance office staff in response to inquiries by coaches or other personnel; the coordination of the processing of all self-reports of suspected rule violations by investigating the issues and preparing documentation; the planning and implementation of the rules education program; the facilitation of drafting and submitting information requested by the NCAA or Pac-10 and oversight of the management of compliance-related student-athlete data.

The assistant athletic director for compliance develops, recommends and manages the operating budgets for all compliance functions and also performs other duties as assigned by the athletic director and/or faculty athletic representative.

*Director of Compliance:* The director of compliance reports directly to the assistant athletic director for compliance and has primary responsibility for planning, implementing and evaluating the comprehensive compliance program, which will assist in maintaining institutional control. This position also has responsibility for access to official student-athlete academic records from the registrar, and coordinates with the compliance office the maintenance of accurate and comprehensive academic records in order to monitor student progress and compliance with university, Pac-10 and NCAA regulations.

*Coaches:* The coaches are hired by the athletic director and report directly to the athletic director or the senior associate athletic director. Coaches have administrative duties in the areas of university/department relations and program organization. Coaches are expected to maintain relations with students, the community, parents, and alumni. Coaches are responsible for recruiting, which includes adherence to regulations, establishment of an organized and well-documented recruiting system, demonstration of commitment to NCAA and conference rules, demonstration of a commitment to the recruitment and signing of student-athletes who have a reasonable chance of graduating in a reasonable time-frame and adherence to the recruiting code of ethics of the Pac-10.

Coaching duties for coaches include coach/player relationships, organizational duties, competitive event conduct during pre-game, game and post-game, leadership, intercollegiate relationships and advancement, i.e., professional development. Coaches are also responsible for maintaining competitive performance standards, which includes the demonstration of reasonable and representative standards of performance.

*Rules Compliance, Item 3: Describe the institution's rules education efforts for student-athletes, athletics department staff members, other institutional staff members and representatives of the institution's athletics interests.*

*Prospective student-athletes:* Each time a prospective student-athlete (PSA) officially visits Washington State University, the PSA meets with a representative of the compliance office. In this meeting, the PSA is informed of the academic requirements for both the clearinghouse and the admissions office at WSU. The PSA is also given the phone number and e-mail address of the compliance office if they ever have recruiting issues or questions.

Every summer, the compliance coordinator briefly lectures at all summer camps that have prospective student-athletes in attendance. The compliance coordinator reviews initial eligibility information with the prospective student-athletes and gives a presentation of what to expect while being recruited in high school.

Finally, the compliance website features a section of general information for prospective student-athletes to access.

*Student-athletes:* The compliance office conducts compliance meetings for each team on an annual basis. Attendance is mandatory for every student-athlete. During these meetings, significant emphasis is placed on rules education. For instance, the associate athletic director for student-athlete and staff development or a staff member from the compliance office reviews each of the continuing-eligibility rules. The athletics financial aid coordinator reviews the pertinent financial aid rules. The compliance coordinator reviews legislation dealing with banned drugs, employment limitations, gambling, and agents.

Additionally, at the beginning of each year all student-athletes receive a copy of the student-athlete handbook. This handbook includes information pertaining to NCAA legislation.



The student-athlete development office presents a comprehensive orientation program for new and continuing student-athletes. The program provides an overview of all of the student support services available to student-athletes through the department. During this program the director of academic and career services and the associate athletic director for student-athlete and staff development dedicates major portions of their respective sessions to stressing the importance of degree progress. They discuss WSU degree certification and graduation requirements and how these requirements relate to the NCAA continuing eligibility rules.

The athletic department employs eight full or part-time academic counselors who meet with student-athletes on a periodic basis. Each semester, prior to pre-registration, the counselors meet with each student-athlete to review their proposed schedule to verify that the courses are degree applicable. The counselors review a GER or degree checklist with the student-athletes and once again cover the basic eligibility rules. On an ad hoc basis, the compliance office will meet with teams and coaches to discuss compliance issues. This is an on-going opportunity that is made available to each team.

Finally, twice a month the Student-Athlete Advisory Committee (SAAC) meets. In these meetings, applicable legislation is presented by the compliance coordinator and discussed by the student-athletes. The student-athletes can then present this information to each of their teams. Starting this year, new or applicable legislation will also be posted both on the SAAC and compliance websites for all student-athletes to access.

*Athletics department staff members:* There are number of venues where rules education takes place for the athletic department staff members. The NCAA manuals are distributed to all staff members. The recruiting guidebook is also provided to each head coach. Head coaches meet twice per month and the assistant athletic director for compliance has a major portion of the agenda where rule issues are addressed. Assistant coaches meet once a month and a representative from the compliance office presents new legislation or reviews current departmental policies. Additionally, a rules education component is emphasized in the monthly department staff meetings. Changes in NCAA legislation resulting from convention action are communicated to head coaches and department unit directors. The following are other venues that emphasize rules education to athletics department staff members:

- Legislative tracker is sent via e-mail to all coaches and select staff members to update them of changes in NCAA legislation.

- Rule education news is disseminated to staff and boosters through the weekly department newsletter and through the twice-monthly booster publication.
- Mandatory rule education sessions are conducted for all members of the athletic department and for the compliance liaisons in financial aid and the registrar's office.
- Staff training is provided for the athletic academic services and compliance offices staff on initial-eligibility and continuing eligibility.
- Rules education tests are developed and administered to all members of the athletic department.
- Annual rules review presentations that involve an in-service training for coaches regarding recruiting rules, are conducted by the associate commissioner of the Pac-10.
- Web site has been developed by compliance office starting this year, featuring new or existing important pieces of legislation, compliance forms and helpful tips for all staff members. This site also features booster education, which will be discussed in the latter part of this question.

*Other institutional staff members:* The institution provides staff training opportunities for institutional administrators to attend the Pac-10 conference compliance seminar and the regional NCAA compliance seminar. The NCAA manual and relevant guidebooks are provided to campus offices with compliance responsibility. Also, subscriptions to the NCAA news are provided to admissions, financial aid and the registrar's office. The university has a compliance committee that is appointed by the president with campus-wide representation of areas that have responsibilities for compliance. Associated with the compliance committee is a teaching component that ensures knowledge of applicable rules and compliance issues. Additionally, every three years the Pac-10 conducts a compliance review that involves meeting with the various representatives of university offices responsible for compliance.

*Representatives for the institution's athletics interests:* On a monthly basis the compliance coordinator writes a column in the athletic department newsletter, *Butch's Beat*, which goes to all athletic boosters. At the end of the column, an e-mail address for the compliance department is given for any questions the boosters may have. The column is intended as a rules education opportunity.

The newly developed compliance website features a downloadable booster guide. The guide contains dos and don'ts for boosters and former student-athletes. The guide also outlines general rules in an easy to understand format.

*Rules Compliance, Item 4: Describe the procedures used by the institution to monitor student-athlete employment in compliance with NCAA legislation.*

Washington State University realizes that student-athletes take on many demanding responsibilities. However, the university firmly believes that the student-athlete's highest priority is to receive a quality education. Student-athletes are reminded that the demands of the classroom and on the playing field are considerable. Any student-athlete searching for employment must complete the student-athlete guideline forms found in the compliance office. The compliance office does not assist student-athletes in locating or securing employment.

To ensure that all student-athlete employment earnings are allowable under NCAA employment legislation, the compliance office, in conjunction with the Office of Student Financial Aid, will determine the total amount of money a student-athlete may earn without exceeding individual or team limits. Freshmen and first year student-athletes on any type of scholarship are ineligible for outside employment. All forms in the compliance office, located in Intercollegiate Athletics, must be completed and approved prior to the student-athlete starting work.

If employed off campus, it is the student-athlete's responsibility to submit copies of their monthly pay stubs to the athletics financial aid coordinator in the Office of Student Financial Aid. For student-athletes employed on campus, the athletics financial aid coordinator will track employment earnings using the institution's payroll system called HEPPS.

All employment earnings are entered in the NCAA Compliance Assistant by the athletics financial aid coordinator or counselor for monitoring purposes. Once the paperwork has been completed in the compliance office, it is submitted to the Office of Student Financial Aid. The athletics financial aid counselor performs spot checks on a regular basis to monitor compliance with the following NCAA student-athlete employment rules:

- The student-athlete's compensation may not include any remuneration for the value or utility that the student-athlete may have for the employer because of the

- publicity, reputation, fame or personal following that he or she has obtained because of athletics ability.
- The student-athlete is to be compensated only for work actually performed.
  - The student-athlete is to be compensated at a rate commensurate with the going rate in the locality for similar services.

Once the spot check has been completed, the athletics financial aid counselor completes the employment check form and adds this form to the student-athlete's file. The compliance staff presents all new students with the allowable benefits, procedures, and rules of this program during the annual team meetings. This information is also available to the student-athletes in their student-athlete handbook and on the Washington State University Intercollegiate Athletics compliance website.

Finally, the athletics financial aid coordinator provides a yearly report attesting to the fact that individual and team earning limits have not been exceeded. The NCAA Compliance Assistant will provide documentation of employment earnings for all student-athletes.

*Rules Compliance, Item 5: Describe, using specific examples, how the institution ensures that rules compliance is a central element in personnel matters. Also, please provide the following items for individuals inside and outside the athletics department who are involved in rules-compliance activities: (a) job descriptions, (b) contracts or letters of appointment, (c) personnel evaluation criteria and, (d) philosophy statements and other applicable sections of policy manuals.*

Rules compliance is a central element in personnel matters. Candidates for all athletics program positions are assessed with regard to their willingness and ability to abide by NCAA and conference rules. In searches for candidates for head coaching positions, a university official will contact the Pac-10 and NCAA enforcement departments to determine whether those candidates under serious consideration have been involved in NCAA rules violations. Individuals who have been the subject of NCAA or conference sanctions of cases of willful rules violations may be disqualified and not considered for appointment.

The employment contracts for all coaches address compliance with rules and regulations. If the employee is found to be in violation of NCAA rules and regulations, whether while employed by the university or during prior employment at another NCAA member institution, the employee shall be subject to disciplinary or corrective action as set forth through the NCAA enforcement procedures. Further, the university may suspend the

employee for a period of time, without pay, or may terminate employment if the employee is found to have been involved in or condoned major violations or a pattern of uncorrected secondary violations of NCAA, Pac-10 or university rules and regulations. Annual evaluations of all coaches and athletic staff members have a central compliance element.

Please see appendix B for the relevant job descriptions, etc.

*Rules Compliance, Item 6: Please attach written policies and step-by-step procedures that include assignment of specific responsibilities pertaining to the area of rules compliance in critical and sensitive areas, including, but not limited to, eligibility certification, investigation and self-reporting of rules violations, monitoring financial aid and monitoring recruiting (if not included elsewhere in the report).*

See appendix C.

*Rules Compliance, Item 7: Please attach documentation related to periodic evaluation of the institution's rules-compliance program by an authority outside of athletics.*

See appendix C.

## **Evaluation and Plan for Improvement**

*Mission of the Athletics Program and the Institution:* Washington State University is in compliance with all parts of this operating principle. The mission and goals of the Athletics Department clearly relate to the mission and goals of the institution, they support the educational objectives, academic progress and general welfare of student-athletes, they support equitable opportunity for all students and staff including women and minorities, they embrace the NCAA's principles of ethical conduct and sportsmanship, and they are widely circulated internally and externally. Furthermore, the institution clearly demonstrates that the actual practices of the athletics program are consistent with the mission and goals.

*Institutional Control, Presidential Authority, and Shared Responsibilities:* Washington State University conforms to all parts of this operating principle. The institution demonstrates that the Board of Regents provides oversight and broad policy formulation for inter-collegiate athletics in a manner that is consistent with other units of the institution. The president has ultimate authority and responsibility for the operation and

personnel of the athletics program. Appropriate campus constituencies have the opportunity to provide input into policy formulation relating to the conduct of the athletics program and to periodically review the implementation of such policies.

*Rules Compliance:* Washington State University conforms to all parts of this operating principle. There are appropriate written policies and procedures that assign specific responsibilities in the areas of rules compliance, including the appropriate assignment of direct accountability for rules compliance. The institution demonstrates that in critical and sensitive areas institutional compliance procedures are provided for the regular participation of persons outside of the athletics department. There is an ongoing education effort in the area of rules compliance, and there is a clear and unambiguous commitment to rules compliance being a central element in all personnel matters involving the athletics program. Finally, the rules-compliance program is the subject of appropriate periodic external reviews.

<b>Mission of the Athletics Program and the Institution</b>				
	<b>Currently Yes</b>	<b>Found on Page(s)</b>	<b>Currently No</b>	<b>If Currently No or If Deficiencies Exist, Indicate Plan for Improvement Number</b>
a. Does the institution demonstrate that the mission and goals of the athletics program:				
(1) Relate clearly to the mission and goals of the institution?	✓	3-5		
(2) Support the educational objectives, academic progress and general welfare of student-athletes?	✓	3-5		
(3) Support equitable opportunity for all students and staff, including women?	✓	3-5		
(4) Support equitable opportunity for all students and staff who are minorities?	✓	3-5		
(5) Embrace the Association's principles of sportsmanship and ethical conduct?	✓	3-5		
(6) Are widely circulated among the institution's internal and external constituencies?	✓	3-5		
b. Does the institution demonstrate that the actual practices of the institution's athletics program are consistent with the athletics program mission and goals?	✓	3-5		

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 1.1 (Mission of the Athletics Program and the Institution)? **Yes**

<b>Institutional Control, Presidential Authority and Shared Responsibilities</b>				
	<b>Currently Yes</b>	<b>Found on Page(s)</b>	<b>Currently No</b>	<b>If Currently No or If Deficiencies Exist, Indicate Plan for Improvement Number</b>
Does the institution demonstrate that:				
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?	✓	5-11		
b. The chief executive officer is assigned ultimate responsibility and authority for the operation and personnel of the athletics program?	✓	5-11		
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?	✓	5-11		

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 1.2 (Institutional Control, Presidential Authority and Shared Responsibilities)?

**Yes**

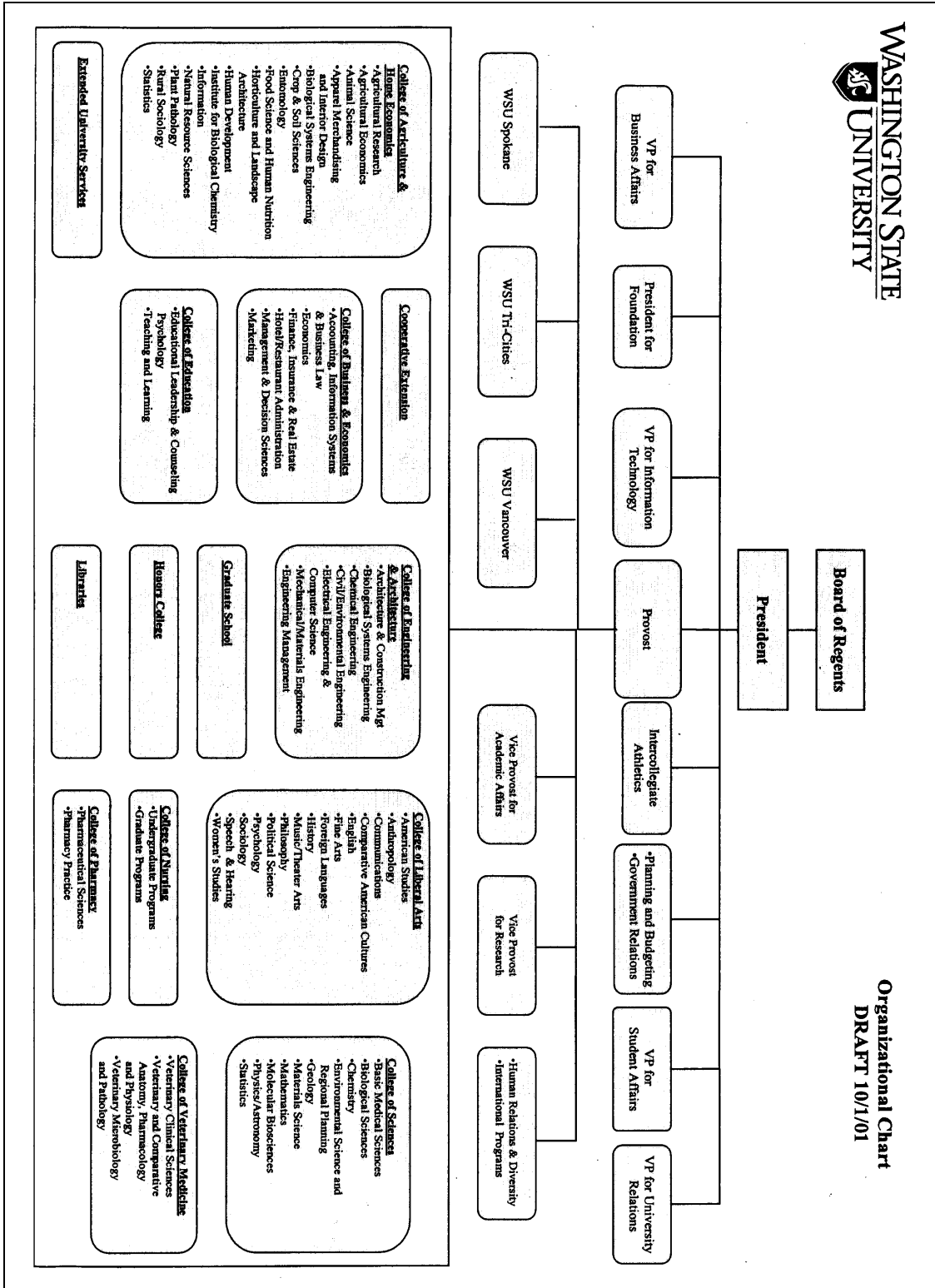


<b>Rules Compliance</b>				
	<b>Currently Yes</b>	<b>Found on Page(s)</b>	<b>Currently No</b>	<b>If Currently No or If Deficiencies Exist, Indicate Plan for Improvement Number</b>
Does the institution demonstrate that:				
a. It has in place a set of written policies and procedures that assign specific 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?	✓	11-27, and Appendix C		
b. In critical and sensitive areas, institutional compliance procedures provide for the regular participation of persons outside of the athletics department?	✓	11-27, and Appendix C		
c. Rules compliance is the subject of an ongoing educational effort?	✓	11-27, and Appendix C		
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?	✓	11-27, and Appendix C		
e. At least once every three years, its rules-compliance program is the subject of evaluation by an authority outside of the athletics department?	✓	11-27, and Appendix C		

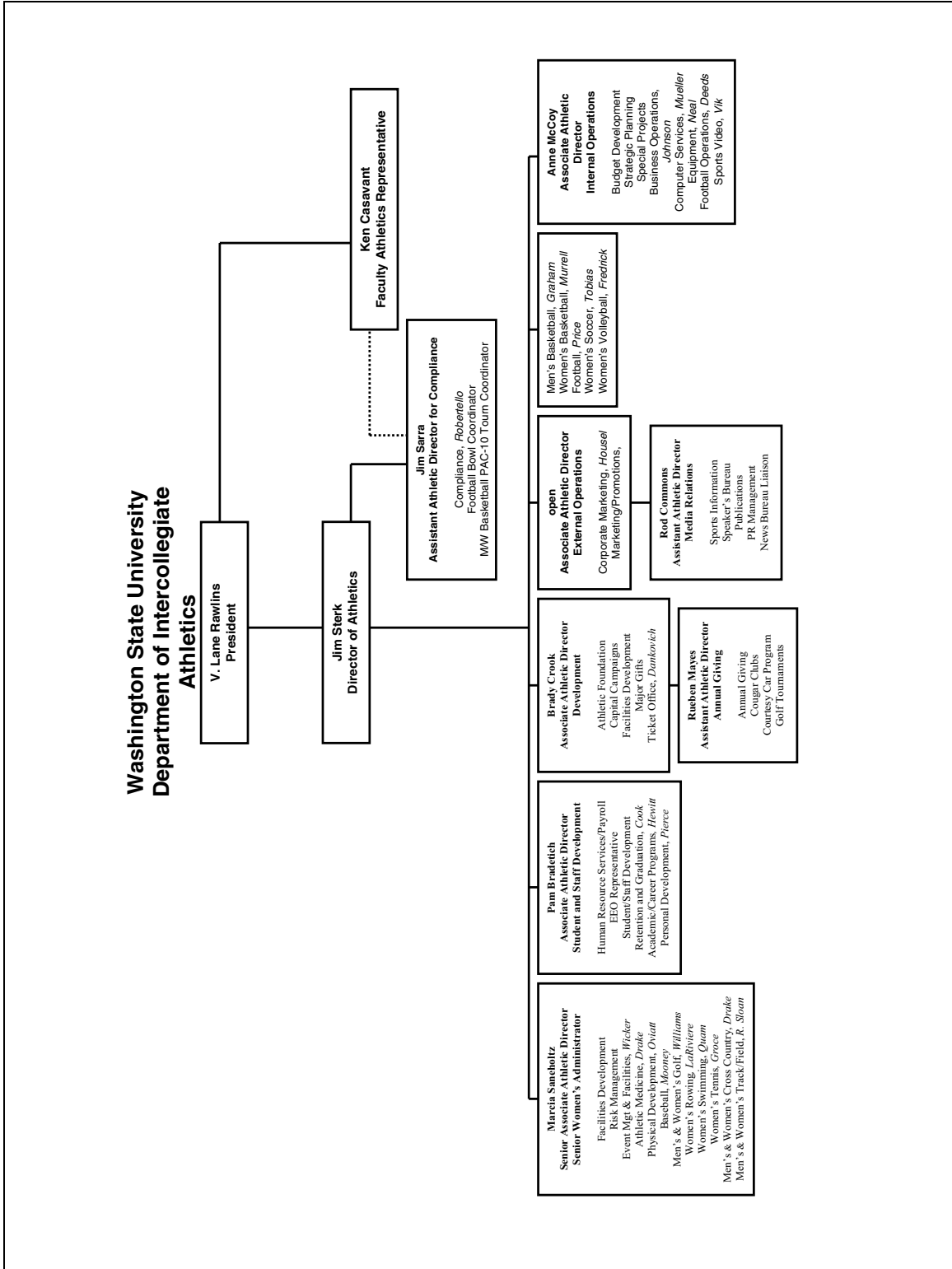
On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 1.3 (Rules Compliance)? **Yes**



Appendix A – Washington State University Organizational Chart



Appendix A – Athletic Department Organizational Chart



## Appendix B – Job Descriptions: Faculty Athletic Representative

**TITLE: FACULTY ATHLETIC REPRESENTATIVE**

**REPORTS TO:** Washington State University President

**SUPERVISES:** Administrative Assistant to the Faculty Athletic Representative

**PERFORMANCE  
RESPONSIBILITIES:**

1. Participate with the President and Athletic Director, as well as other key administrators, in establishing policy and direction for Cougar Athletics.
  - a. Serve as chair of Athletic Council
  - b. Serve as chair of University Compliance Committee
  - c. Participate in discussions regarding proposed NCAA legislation
2. Oversee the academic performance and educational experience of student-athletes:
  - a. Review and monitor student-athletes' academic records with respect to major and course selection as well as NCAA satisfactory progress rules;
  - b. Review and evaluate academic and general support services for student-athletes;
  - c. Help develop questions for student-athlete exit interviews; review results of interviews; make recommendations to President and Athletic Director regarding proposed program or policy changes.
3. Certify the determination of student-athlete eligibility under NCAA, conference and institutional rules:
  - a. Verify NCAA Clearinghouse initial certification and serve as the athletic department's liaison to the WSU Admissions Office for cases of special admittance;
  - b. Monitor and approve the Registrar's Office preliminary determination of eligibility with respect to continuing and transfer student-athletes;
  - c. Periodically review daily eligibility reports compiled by Registrar's Office.

## Appendix B – Job Descriptions: Faculty Athletic Representative (cont.)

4. Regularly review and evaluate current financial aid policies and procedures:
  - a. Compare squad lists with participation lists;
  - b. Complete financial aid exemption forms for “non-counters”;
  - c. Represent the athletic department to the WSU Financial Aid Office in “cost of attendance” deliberations.
5. Participate with the Compliance Office in developing and instituting an on-going rules education program for all facets of WSU that are impacted by compliance issues:
  - a. Assist with rules education training for WSU campus units with compliance duties;
  - b. Administer NCAA coaches certification exams;
  - c. Administer NCAA-mandated exams of athletic and university staff members.
6. Oversee, in conjunction with the University Counsel and Associate Athletic Director, Compliance & Academics, any major institutional inquiry into alleged or suspected major violations of NCAA rules:
  - a. Be apprised of secondary violations by the associate athletic director;
  - b. Assist in the preparation or completion of reports or audits that result from NCAA or conference sanctions.
7. Serve as a liaison to the NCAA and Pac-10 Conference. Serve on Pac-10 Council and Faculty Athletic Representatives Committee.
8. Assist in monitoring and participate in the institution’s self-study process and peer certification process.
9. Assist in the activities of the compliance and academic services offices.

**Appendix B – Job Descriptions: Principal Assistant for Faculty Athletic Representative (cont.)**

**POSITION DESCRIPTION**

**OFFICIAL TITLE/TITLE CODE:** Principal Assistant (#1113)  
*(current 12/02)*

**POSITION NUMBER:** **080013**

**APPOINTMENT STATUS:** Administrative/Professional: permanent: 12 month: 100%

**ORGANIZATION AND LOCATION:** This position is located in the Faculty Athletic Representative's office which is a departmental unit of President's Office located at the Pullman campus of Washington State University.

**WORKING TITLE:** **Principal Assistant to the Faculty Athletic Representative**

**BASIC FUNCTION:** This position provides administrative support to the Faculty Athletic Representative (FAR) by troubleshooting and assisting with day to day office operations. Acts as a liaison while FAR is away from Pullman. Coordinates the production of various reports and surveys, and the conversion of data management into a database. Performs and manages necessary office functions to keep office equipment, inventory, files and records, data, purchasing, and travel in order.

**REPORTS TO:** Faculty Athletic Representative

**SUPERVISORY RESPONSIBILITIES:** Incumbent is not responsible for supervising any employees.

**DUTIES AND RESPONSIBILITIES:**

**70% Administrative Support**

1. Must keep regular work hours as determined by the FAR with flexibility for peak periods. Dependability, credibility and an ability to successfully interact with and communicate with prospective student-athletes, student-athletes, employees and other staff is critical to the position.
2. Provide administrative support to the FAR and act as a liaison for the FAR when he is away from the Pullman campus; oversee travel arrangements; schedule meetings; review mail; research and compose appropriate responses to mail and phone communications for review by the FAR.
3. Develop, plan, coordinate and implement the conversion of data management from multiple spreadsheets to a single NCAA database, including the facilitation of linkages with the registrar, admissions and financial aid, organization, and the coordination of the input of student-athlete records.
4. Maintain accurate data in the Pac-10 report database for student-athletes demographic, sport participation, and academic information. This data is essential for the Pac-10 reports which are required by the NCAA.

## Appendix B – Job Descriptions: Principal Assistant for Faculty Athletic Representative (cont.)

5. Maintain accurate data in the NCAA Compliance Assistant program for student-athletes demographic information. This data is essential for the NCAA Squad List reports which are required by the NCAA.
6. Maintain accurate individual student-athlete data for certification of years played, financial aid status, and recruiting status.
7. Actively participate in the generation/review of satisfactory progress for student-athletes.
8. Make recommendations with regard to operational procedures to accomplish goals and objectives to ensure the compliance unit is working at the maximum levels of efficiency.
9. Assist in the production of various documents, including correspondence and various forms for the Pac-10 Conference and Pac-10 Faculty Athletic Representatives, such as Pac-10 eligibility reports and waiver petitions.
10. Coordinate and assist the FAR with research projects and surveys, and the production and distribution of a final reports.
11. Assist with the preparation and monitoring of general/administrative budget expenditures for the FAR.
12. Schedule, prepare agendas, take, prepare and distribute minutes for the Athletic Council, Compliance Committee and Faculty Advisory Committee.
13. Remain current with and uphold the bylaws of the NCAA, Pac-10 Conference, Federal and Washington State University.
14. Performs special projects such as:
  - a. Produce bi-annual Pac-10 reports required in the area of Compliance.
  - b. Produce annual squad lists reports for the NCAA.

### **25% Office Management**

1. Provides office management such as: managing workspace and equipment requirements; overseeing and prepare requisitions, purchase orders and other required University forms relating to purchasing; overseeing inventory of office supplies, stationery, and office machines; and maintaining a comprehensive filing system, including student-athlete files and electronic data, as well as other record keeping functions of the office.
2. Maintain a comprehensive and efficient filing system for the FAR.
3. Establish a system for logging forms of incoming and outgoing communication for the FAR.

### **5% Other Duties As Required**

#### **KNOWLEDGE, SKILLS, AND ABILITIES**

- Knowledge of University procedures and mainframe applications.
- Knowledge of systematic filing.
- Knowledge of basic NCAA rules.
- Skill in planning and preparing meeting and workshops.
- Skill in operation and basic maintenance of office equipment.



**Appendix B – Job Descriptions: Principal Assistant for Faculty Athletic Representative (cont.)**

**ESSENTIAL WORK COMPETENCIES**

- Ability to reason logically.
- Ability to communicate effectively both orally and in writing.
- Ability to maintain poise under all circumstances and effectively interact with people in a positive manner.
- Ability to apply technical knowledge.
- Ability to apply information in high stress and conflict situations.
- Ability to deal simultaneously with several problems.
- Ability to comprehend complex problems and reach reasonable conclusions.
- Ability to use mental skills and to recall, analyze, organize information and make complex decisions.

**WORKING CONDITIONS/PHYSICAL REQUIREMENTS:**

**Working Conditions**

- Most of the work is discharged in an office environment but interactions in employee's work place is periodically necessary. This may be indoors or outside in any weather conditions.
- Intense emotional situations may exist which necessitate incumbent's ability to lend a calming influence and control. These are normally of a short duration but frequently may be moderate to high.

**Physical Requirements**

- Normal mobility is required to discharge duties and responsibilities throughout the Pullman campus.

**MINIMUM QUALIFICATIONS:**

- High School Graduate
- Two years minimum experience working within a high-level administrative unit or for an administrative officer
- Knowledge of NCAA, Pacific-10 Conference rules, including those associated with compliance issues
- Strong computer capabilities and familiarity with mainframe systems
- Demonstrated ability to function in a high-stress, fast-paced environment
- Demonstrated communication and interpersonal relationship skills, including the ability to provide information to diverse groups of people

**PREFERRED QUALIFICATIONS:**

- Bachelor's Degree
- Familiarity with the following: WSU Compliance procedures and processes; WSU policies and procedures; and the WSU mainframe system
- An understanding of basic budgeting and purchasing processes within an institutional setting

Employee \_\_\_\_\_ Date \_\_\_\_\_

## Appendix B – Job Descriptions: Assistant Athletic Director

POSITION DESCRIPTION	
<b>OFFICIAL TITLE/TITLE CODE:</b> <i>(current 12/02)</i>	Assistant Athletic Director (#0656)
<b>POSITION NUMBER:</b>	<b>38602</b>
<b>APPOINTMENT STATUS:</b>	Faculty Non-tenured, Permanent, 12 month, 100%
<b>ORGANIZATION/LOCATION:</b>	This position is located in Compliance, a unit of Intercollegiate Athletics which is a department located at the Pullman campus of Washington State University.
<b>WORKING TITLE:</b>	<b>Assistant Athletic Director – Compliance and Administrative Services</b>
<b>BASIC FUNCTION:</b>	Oversee, supervise and coordinate all activities related to the compliance, along with other duties as assigned.
<b>REPORTS TO:</b>	Director of Athletics
<b>SUPERVISORY RESPONSIBILITIES:</b>	Responsible for supervising compliance staff and other staff as assigned.
<b>DUTIES AND RESPONSIBILITIES:</b>	
<b>50% Compliance Responsibilities</b>	
<ol style="list-style-type: none"><li>1. Develop, implement and monitor a compliance program that utilizes appropriate institutional offices for assistance with compliance functions and that features adequate and appropriate checks and balances.</li><li>2. Oversee all operations of the compliance unit including but not limited to issues in the following areas: eligibility, recruiting, team travel, financial aid, outside income, rules interpretations, self-reports and rules education.</li><li>3. Represent university compliance operations as appropriate at Pac-10 Conference, NCAA or other meetings.</li><li>4. Oversee Special Assistance Fund administration.</li></ol>	
<b>25% Supervisory Duties</b>	

**Appendix B – Job Descriptions: Assistant Athletic Director (cont.)**

1. Responsible for supervision, evaluation and organization of Compliance Unit, which currently comprises 2 full-time positions and intern positions, as needed. This responsibility involves the development and implementation of immediate and long-term goals.

**25% Other Duties As Assigned By The Athletic Director**

1. Including, but not limited to, requests for data or completion of surveys from outside organizations regarding compliance data and serving as point person on special athletic events (e.g. Bowl games, Pac-10 Basketball Tournaments).

**KNOWLEDGE, SKILLS AND ABILITIES:**

- Knowledge of the mission and goals of the University and how the Department’s goals and objectives fall within that scope
- Knowledge of University policies and procedures
- Knowledge of NCAA and Pac-10 rules and regulations
- Skill in completing tasks with little or no direction

**ESSENTIAL WORK COMPETENCIES**

- Ability to reason logically, recall, analyze and organize information in order to make substantive and sometimes complex decisions reaching reasonable conclusions within the scope of authority
- Ability to comprehend potential issues and address them before they become problematic
- Ability to communicate effectively both orally and in writing
- Ability to maintain poise under all circumstances and effectively interact with people in a positive manner
- Ability to apply technical knowledge
- Ability to apply information in highly stressful situations
- Ability to deal simultaneously with several problems

**MINIMUM QUALIFICATIONS:**

- Bachelor’s degree required
- Requires demonstrated experience in rules compliance and program supervision within a major athletic department, or equivalent professional experience.
- Understanding of rules and regulations established by the various governing bodies related to Intercollegiate Athletics is necessary

**PREFERRED QUALIFICATIONS:**

- Master’s degree preferred

## Appendix B – Job Descriptions: Assistant Athletic Director (cont.)

- Demonstrated progressing athletic administration experience
- Demonstrated interpersonal relation skills: Above average ability to effectively communicate orally and written, ability to function professionally in highly stressful situations, ability to provide clear information on an impromptu basis to individuals or groups of people, facilitation and conflict resolution skills.
- Demonstrated problem-solving skills, which consider alternatives and provide flexibility.

### **WORKING CONDITIONS/PHYSICAL REQUIRMENTS:**

#### **Working Conditions**

- Most of the work is discharged in an office environment but interactions outside the employee's workplace are periodically necessary. This may indoors or outside in any weather conditions.
- Intermittent travel is necessary for the duties relative to this position.
- Intense emotional situations may exist which necessitate incumbent's ability to lend a calming influence and control. These are normally of a short duration but frequently may be moderate to high.

#### **Physical Requirements**

- Normal mobility is required to discharge duties and responsibilities throughout the Pullman campus.

Employee \_\_\_\_\_ Date \_\_\_\_\_

**Appendix B – Job Descriptions: Athletic Financial Aid Coordinator**

<b>POSITION DESCRIPTION</b>	
<b>OFFICIAL TITLE/TITLE CODE:</b> <i>(current 12/02)</i>	Student Affairs Officer II (#0683)
<b>POSITION NUMBER:</b>	40233
<b>APPOINTMENT STATUS:</b>	Faculty, Non-Teaching Permanent 12 Month, Fulltime
<b>ORGANIZATION AND LOCATION:</b>	Office of Student Financial Aid and Scholarship Services Lighty Student Services Building, Room 380
<b>WORKING TITLE:</b>	Athletics Financial Aid Coordinator
<b>BASIC FUNCTION:</b>	This position is responsible for serving as the liaison to the WSU Compliance Office and Academic and Career Services. The position provides assistance monitoring financial aid to ensure compliance with National Collegiate Athletic Association (NCAA), Pacific-10 Conference, federal, state and Washington State University financial aid bylaws, rules, regulations, and policies that apply to prospective student-athletes, student-athletes, athletic department coaches and employees. This position provides financial aid services for athletic compliance unit and student-athletes. Responsible for providing assistance to Compliance Office with preparing the National Letter of Intent to prospective student-athletes and assistance administering initial, renewal, reduction, cancellation, non-renewal and senior financial aid letters to student-athletes. This position is responsible for inputting, monitoring, analyzing and updating award information into relevant internal computer systems on a daily basis. Participates in the general planning, development and implementation of office policies, procedures, and practices. All coordinators are vested with the overall responsibility to foster a spirit of teamwork, productivity and responsible management practices among the staff.
<b>REPORTS TO:</b>	Director of Financial Aid and Scholarship Services and Faculty Athletics Representative
<b>SUPERVISORY RESPONSIBILITIES:</b>	Incumbent is responsible for supervising a half time Athletics Financial Aid Counselor
<b>DUTIES AND RESPONSIBILITIES:</b>	

## Appendix B – Job Descriptions: Athletic Financial Aid Coordinator (cont.)

### 65% Athletic Financial Aid Coordinator

1. Serve as the liaison to WSU Compliance Office and Academic and Career Services to meet the needs of each department related to athletics financial aid.
2. Counsels student-athletes and prospective student-athletes regarding athletically related financial aid and additional financial aid.
3. Work in conjunction with the Compliance Office with prospective student-athletes and student-athletes athletic financial aid to ensure proper equivalencies and head count numbers (initial and overall) per NCAA bylaws.
4. Work in conjunction with the Compliance Office with the process of reviewing, revising, renewal, nonrenewal, and reduction of all athletically related financial aid.
5. Maintain automated and efficient system for tracking the athletic financial aid process.
6. Work in conjunction with the Compliance Office with monitoring prospective student-athlete's and student-athlete's non-athletic and other countable aid and non-countable aid to ensure proper equivalencies and head count numbers per NCAA bylaws.
7. Maintain an outside scholarship database of all student-athlete recipients.
8. Coordinate prospective student-athletes and continuing student-athletes with their overall financial aid package to ensure compliance with NCAA, Pacific-10 Conference, federal, state and Washington State University limits.
9. Assist Compliance Office with monitoring of employment earnings for student-athletes participating in the NCAA Jobs Program to ensure compliance with NCAA rules.
10. Coordinate the distribution of athletic financial aid for managers, graduate assistants and other Athletic Department Interns.
11. Work in conjunction with Academic and Career Services with distribution of athletic financial aid for Degree Completion Program applicants.
12. Assist the Compliance Office with determining academic year athletic grant-in-aid budgets.
13. Assist Academic and Career Services and Compliance Office with summer athletic grant-in-aid budgets and awarding of summer athletic financial aid for the Athletic Department.
14. Assist the Compliance Office with the administration of the National Letter of Intent program for prospective student-athletes.
15. Work as the liaison with Housing & Dining Services and Student Accounts concerning student-athletes and athletic financial aid.

## Appendix B – Job Descriptions: Athletic Financial Aid Coordinator (cont.)

16. Work with the Compliance Office in coordinating the academic year and summer textbook distribution, reconciliation, and textbook reimbursement.
17. Assist the Compliance Office with the NCAA Special Assistance Fund in determining eligibility for student-athletes.
18. Assist Compliance Office with all the relevant Pacific-10 Conference and the NCAA reports and forms regarding athletic financial aid.
19. Remain current with and uphold the relevant bylaws of the NCAA, Pac-10 Conference, Federal and Washington State University.
20. Work with Athletic Compliance Unit to upgrade and maintain financial aid policies and procedures for the Athletic Department and Athletic Compliance Unit.
21. Upgrade and maintain financial aid policies and procedures for the Financial Aid Office.
22. Performs other duties and special projects as assigned by the Faculty Athletics Representative and requested by the Compliance Office.

### **30% Financial Aid Information**

1. Maintain accurate information reflecting the status of prospective student-athletes and student-athlete's financial aid information, athletic grant-in-aid amounts, individual limits and team limits for all sports.
2. Maintain accurate data in the NCAA Compliance Assistant Software for student-athletes individual limits and team limits. This data is essential for the NCAA Squad List reports.
3. Assist Compliance Office in maintaining accurate data in the Jobs Program database of student-athletes receiving employment earnings.
4. Coordinate the Third Party Guarantee Program as related to financial aid regulations.

### **5% Other Duties As Required**

1. Client Service functions: periodic phone duty, window duty, and outreach activities designated to assist the general student body.
2. Serve as a member of the OSFA Management and Planning Committee.
3. Serve on financial aid staff committees as deemed necessary.

### **PERFORMANCE EVALUATION**

- **Job Knowledge:** Possesses sufficient general and specific knowledge in the professional field to perform the job and accomplish stated objectives, understanding of policies procedures and methods.

## Appendix B – Job Descriptions: Athletic Financial Aid Coordinator (cont.)

- **Working Relationships:** cooperation and ability to work with peers, co-workers, students and clients served; cooperates and works well as a member of a team.
- **Communication Skills:** uses adequate methods for assuring flow of information to superiors, subordinates and others; ability to listen to others in order to communicate and exchange ideas; ability to participate in group discussions and meetings; grammatical skills- written and verbal.
- **Quality of Work:** competence, accuracy, neatness, and thoroughness, along with ability to prioritize and arrange job assignments.
- **Reliability:** maintains appropriate office hours, available during peak times of the year.

### KNOWLEDGE, SKILLS, AND ABILITIES

- Knowledge of NCAA, Pac-10, and institutional rules and regulations
- Knowledge of procedures for monitoring rules and regulations
- Knowledge of complex work processes
- Knowledge of basic principles and practices of supervisory techniques
- Skill in the operation of computers and applications
- Skill in planning and developing single or multiple job tasks
- Ability to demonstrate basic reading and writing skills
- Ability to use common sense approaches and make prudent and sound decisions

### ESSENTIAL WORK COMPETENCIES

Position duties and responsibilities will be performed in support of WSU Compliance effort with office vision, mission and values as well as institutional mission and goals.

- Ability to reason logically
- Ability to communicate effectively both orally and in writing.
- Ability to maintain poise under all circumstances and effectively interact with people in a positive manner.
- Ability to apply technical knowledge.
- Ability to apply information in high stress and conflict situations.
- Ability to deal simultaneously with several problems.
- Ability to comprehend complex problems and reach reasonable conclusions.
- Ability to use mental skills to recall, analyze, organize information and make complex decisions.

### WORKING CONDITIONS/PHYSICAL REQUIREMENTS:

#### Working Conditions

- Most of the work is discharged in an office environment but interactions in employee's work place are periodically necessary. Appropriate professional attire is required. Extended sitting and standing is also required. This may be indoors or outside in any weather conditions.
- Intense emotional situations may exist which necessitate incumbent's ability to lend a calming influence and control. These are normally of a short duration but frequently may be moderate to high.
- All Office of Student Financial Aid faculty must demonstrate a dual service and compliance orientation, which is the critical component of effective management. Faculty will give the highest priority to problem solving. It is the professional responsibility of all persons on faculty appointment to devote the necessary hours to complete assignments.



**Appendix B – Job Descriptions: Athletic Financial Aid Coordinator (cont.)**

**Physical Requirements**

- Normal mobility is required to discharge duties and responsibilities throughout the Pullman campus.

**MINIMUM QUALIFICATIONS:**

- Bachelor’s Degree
- Demonstrated knowledge of NCAA, Pacific-10 Conference rules and regulations with a specific background in a compliance environment
- Demonstrated knowledge of Financial Aid programs
- Strong computer background with working knowledge of Microsoft Word, Excel, Access, and mainframe applications
- Demonstrated interpersonal relation skills including the ability to effectively communicate in writing and orally
- Demonstrated ability to function professionally under high stress and confrontational circumstances
- Ability to provide clear information on an impromptu basis to individuals or diverse groups of people
- Demonstrated ability to facilitate conflict resolution

**PREFERRED QUALIFICATIONS:**

- Masters degree
- Familiarity with WSU Compliance procedures and processes as well as WSU policies and procedures
- Familiarity with WSU mainframe system and NCAA Compliance Assistant software

EMPLOYEE \_\_\_\_\_ DATE \_\_\_\_\_

## Appendix B – Job Descriptions: Athletic Eligibility Coordinator

### POSITION DESCRIPTION

<b>OFFICIAL TITLE/CODE:</b> <i>(current 12/02)</i>	Athletics Eligibility Coordinator/Credentials Evaluator
<b>POSITION NUMBER:</b>	077543
<b>APPOINTMENT STATUS:</b>	Administrative Professional: permanent 12-month 100%
<b>ORGANIZATION AND LOCATION:</b>	This position is located in the Office of the Registrar. This office is located at the Pullman campus of Washington State University.
<b>WORKING TITLE:</b>	<b>Athletic Eligibility Coordinator</b>
<b>BASIC FUNCTION:</b>	This position is responsible for monitoring and certifying athletic academic eligibility to ensure compliance with National Collegiate Athletic Association (NCAA), Pacific-10 Conference and University bylaws, rules, regulations, and policies that apply to prospective student-athletes, entering freshmen student-athletes, transfer student-athletes, and continuing student-athletes. This position provides services as required for athletic compliance unit and student-athletes. This position is responsible for reviewing, evaluating, processing and providing accurate data on prospective student-athlete education credentials.
<b>REPORTS TO:</b>	Registrar and Faculty Athletic Representative
<b>SUPERVISORY RESPONSIBILITIES:</b>	Incumbent is responsible for supervising Registrar intern(s)
<b>DUTIES AND RESPONSIBILITIES:</b>	<p>Serve as the liaison to WSU Compliance Office and Academic &amp; Career Services to meet the needs of department as it relates to athletics eligibility.</p> <p>Must keep regular work hours as determined by the Registrar and Faculty Athletic Representative. Dependability, accessibility, credibility and ability to successfully interact with and communicate with student-athletes, employees and other staff are critical to the position. Availability to the athletic department compliance unit is critical to the function of this position.</p>

## Appendix B – Job Descriptions: Athletic Eligibility Coordinator (cont.)

### 60% Athletic Eligibility Coordinator

1. Evaluate and produce accurate records for continuing eligibility of returning student-athletes:
  - a. Create, evaluate, process and maintain satisfactory progress forms
  - b. Create and evaluate completion of course work and GPA
  - c. Monitor completion of major certification documents
  - d. Create and evaluate eligibility work sheets and update information within the student-athlete database.
2. Assist Compliance Office with monitoring initial NCAA Clearinghouse certification of prospective student-athletes (incoming freshmen).
3. Evaluate eligibility for transfer student-athletes
  - a. Evaluate NCAA transfer eligibility using Admissions transfer credit report
  - b. Monitor initial freshmen eligibility (NCAA Clearinghouse) using final documentation received for admission and clearinghouse certification.
4. Maintain student-athlete file containing appropriate documentation for initial and transfer continuing eligibility
  - a. Develop and maintain essential information in main Student-Athlete database.
5. Monitor Academic Reinstatement process for all deficient student-athletes.
6. Provide and verify accurate information for the PAC-10 reports and NCAA squad lists for all sports to Faculty Athletic Representative.
7. Prepare daily eligibility report for review and distribution by athletic compliance services to appropriate officials.
  - a. Determine eligibility for student-athletes and specify if they are eligible to compete, receive financial aid, and/or practice.
  - b. Provide notification of all eligibility status changes.

### 15% Admissions Liaison/Evaluator

1. Evaluate a variety of education credentials. Consult with departments and other institutions about academic programs and transfer policies and procedures. (E)
  - a. Receive unofficial transfer evaluation requests and transcripts from the Compliance Office.
  - b. Initiate unofficial evaluation process upon receipt of unofficial transcripts by the office of Admissions.
  - c. Project level of education applicant has achieved and degrees earned, if any.
  - d. Enter course titles into DARS system for evaluation by Admissions evaluators.
  - e. Check admissions credentials for completeness and initiate requests for missing information.
  - f. Procure Admissions transfer credit report form for all prospective transfer student-athletes.

## Appendix B – Job Descriptions: Athletic Eligibility Coordinator (cont.)

- g. Provide completed unofficial transfer evaluations and NCAA transfer eligibility analysis to the Compliance Office and Office of Academic and Career Services.
2. Update and maintain accurate computerized database for advising purposes.

### **15% Registrar/Admission/Athletics Liaison Duties**

1. Serve as the primary liaison between the Registrar's Office and the Intercollegiate Athletics Academic Services and Compliance Offices.
  - a. Provide daily eligibility report to Compliance Office for distribution.
  - b. Provide list of all deficient student-athletes to Academic Services. Monitor status and forward changes to Academic Services.
  - c. Forward copy of Unofficial Transfer Evaluation to Compliance Office.
  - d. Forward copy of Official Transfer Credit Report to Academic Services.
  - e. Forward copies of Satisfactory Progress Worksheets and transcripts to Academic Services.

### **5% Dars System Liaison**

1. Work with the DARS Coordinator to develop a comprehensive system to aid Athletic Advisors in evaluating degree progress and ensuring accuracy of degree progress reports. This also includes advising DARS Coordinator of NCAA Bylaws for the development of the NCAA module of DARS system.

### **5% Other Duties As Required**

1. Remain current with and uphold the relevant bylaws of the NCAA, P AC-IO Conference, Federal and Washington State University.

### **PERFORMANCE EVALUATION:**

- **Job Knowledge:** Possesses sufficient general and specific knowledge in the professional field to perform the job and accomplish stated objectives, understanding of policies procedures and methods.
- **Working Relationships:** cooperation and ability to work with peers, co-workers, students and clients served; cooperates and works well as a member of a team.
- **Communication Skills:** uses adequate methods for assuring flow of information to superiors, subordinates and others; ability to listen to others in order to communicate and exchange ideas; ability to participate in group discussions and meetings; grammatical skills- written and verbal.
- **Quality of Work:** competence, accuracy, neatness, and thoroughness, along with ability to prioritize and arrange job assignments.
- **Reliability:** maintains appropriate office hours, available during peak times of the year.

### **KNOWLEDGE, SKILLS, AND ABILITIES**

- Knowledge of NCAA, Pac-10, and institutional rules and regulations.

## Appendix B – Job Descriptions: Athletic Eligibility Coordinator (cont.)

- Knowledge of procedures for monitoring rules and regulations.
- Knowledge of complex work processes.
- Skill in the operation of computers and applications.
- Skill in planning and developing single or multiple job tasks.
- Ability to demonstrate basic reading and writing skills.
- Ability to prioritize and arrange job assignments.
- Ability to use common sense approaches and make prudent and sound decisions.
- Ability to produce accurate data for athletic compliance unit.

### ESSENTIAL WORK COMPETENCIES

- Ability to reason logically.
- Ability to communicate effectively both orally and in writing.
- Ability to maintain poise under all circumstances and effectively interacts with people in a positive manner.
- Ability to apply technical knowledge.
- Ability to apply information in high stress and conflict situations.
- Ability to deal simultaneously with several problems.
- Ability to comprehend complex problems and reach reasonable conclusions.
- Ability to use mental skills and to recall, analyze, organize information and make complex decisions.

### WORKING CONDITIONS/PHYSICAL REQUIREMENTS:

#### Working Conditions

- Most of the work is discharged in an office environment but interactions in employee's work place are periodically necessary. This may be indoors or outside in any weather conditions.
- Must work in an environment of high integrity and accountability.
- Must be available to work consistently with eligibility timelines.

#### Physical Requirements

- Normal mobility is required to discharge duties and responsibilities throughout the Pullman campus.

### MINIMUM QUALIFICATIONS:

- Applicants must have demonstrated computer skills that include desktop applications and database management.
- Applicants must be especially adept in a priority setting and management of details
- Must be able to effectively communicate complicated concepts, both orally and in writing, to a variety of populations
- Must be able to work individually and as a member of a team.

### PREFERRED QUALIFICATIONS:

- Bachelor's degree.
- Experience in the use of student information computer systems.

**Appendix B – Job Descriptions: Athletic Eligibility Coordinator (cont.)**

- Experience working with NCAA, Pac-10, and institutional rules and regulations.
- Experience evaluating education credentials.
- Experience in monitoring and enforcing rules and regulations.

Employee \_\_\_\_\_ Date \_\_\_\_\_

**Appendix B – Job Descriptions: Athletic Financial Aid Counselor**

**POSITION DESCRIPTION**

**OFFICIAL TITLE/TITLE CODE:** Student Services Advisor/Counselor (#0680)  
*(current 12/02)*

**POSITION NUMBER:** 79110

**APPOINTMENT STATUS:** Administrative & Professional, 50% FTE

**ORGANIZATION AND LOCATION:** Office of Student Financial Aid and Scholarship Services Lighty Student Services Building Room 380

**WORKING TITLE:** **Athletic Financial Aid Counselor**

**BASIC FUNCTION:** Under general direction, perform work using knowledge and experience specific to the program. Exercise independent judgment in interpreting and applying rules and regulations. Independently advise students, staff and Athletic Department Staff regarding athletic compliance, policies, procedures and activities; select/recommend alternative courses of action and either:

Monitor and maintain scholarship and financial aid awards and/or make adjustments to scholarships, financial aid and cost of attendance. Periodic back up support to Athletic Eligibility Coordinator in Registrars Office.

The nature of the position will require poise and the ability to work under time pressures, to assess data quickly, and to resolve problems in an efficient manner documenting contacts and follow-up.

The position has additional responsibilities that serve to broaden the range of services to ensure that special needs of students are met.

**REPORTS TO:** Athletic Financial Aid Coordinator

**DUTIES AND RESPONSIBILITIES:**

**60% Financial Aid Counselor**

## Appendix B – Job Descriptions: Athletic Financial Aid Counselor (cont.)

1. Must keep regular work hours as determined by the Athletic Financial Aid Coordinator. Dependability, credibility and ability to successfully interact with and communicate with prospective student-athletes, student-athletes, employees and other staff are critical to the position.
2. Confer regularly with the Athletic Financial Aid Coordinator on NCAA Financial Aid issues and Scholarships questions.
3. Monitor NCAA regulations related to Financial Aid.
4. Remain current with and uphold the bylaws of the NCAA, Pac-10 Conference, Federal and Washington State University.
5. Post Athletic Guarantees on the financial aid system
6. Maintain Guarantee notebook.
7. Review daily reports to verify scholarships and checks printed are correct.
8. Process requests for NCAA Special Assistance Fund.
9. Correspond with departmental and outside scholarship donors.
10. Counsel student athletes when Athletic Financial Aid Coordinator is not available.

### **30% Financial Aid Information**

1. Assist in writing Financial Aid Athletic Policies and Procedures.
2. Act as liaison between the Financial Aid Department and Accounts Receivable.
3. Occasional telephone duty as a financial aid counselor
4. Monitor program activities in relation to established program goals; within established program parameters, and determine variance from program standards.

### **10% Back Up Support For Athletic Eligibility Coordinator In The Registrars Office**

1. Prepare daily eligibility report for distribution to appropriate officials

### **KNOWLEDGE, SKILLS, AND ABILITIES**

- Knowledge of NCAA, Pac-10, and institutional rules and regulations
- Knowledge of procedures for monitoring and enforcing rules and regulations
- Knowledge of complex work processes
- Skill in the operation of computers and applications



## Appendix B – Job Descriptions: Athletic Financial Aid Counselor (cont.)

- Skill in planning and developing single or multiple job tasks
- Ability to demonstrate basic reading and writing skills
- Ability to prioritize and arrange job assignments
- Ability to use common sense approaches and make prudent and sound decisions

### ESSENTIAL WORK COMPETENCIES

- Ability to reason logically
- Ability to communicate effectively both orally and in writing
- Ability to maintain poise under all circumstances and effectively interact with people in a positive manner
- Ability to apply technical knowledge
- Ability to apply information in high stress and conflict situations
- Ability to deal simultaneously with several problems
- Ability to comprehend complex problems and reach reasonable conclusions
- Ability to use mental skills to recall, analyze, organize information and make complex decisions

### WORKING CONDITIONS/PHYSICAL REQUIREMENTS:

#### Working Conditions

- Most of the work is discharged in an office environment but interactions in employee's work place are periodically necessary. This may be indoors or outside in any weather conditions.
- Intense emotional situations may exist which necessitate incumbent's ability to lend a calming influence and control. These are normally of a short duration but frequently may be moderate to high.
- All Office of Student Financial Aid Staff must demonstrate a dual service and compliance orientation, which is the critical component of effective management.

#### Physical Requirements

- Normal mobility is required to discharge duties and responsibilities throughout the Pullman campus.

### MINIMUM QUALIFICATIONS:

- Bachelor's Degree
- Demonstrated knowledge of NCAA, Pacific-10 Conference rules and regulations with a specific background in a compliance environment
- Demonstrated knowledge of Financial Aid programs
- Strong computer background with working knowledge of Microsoft Word, Excel, Access, and main frame applications
- Demonstrated interpersonal relation skills including the ability to effectively communicate in writing and orally
- Demonstrated ability to function professionally under high stress and confrontational circumstances

**Appendix B – Job Descriptions: Athletic Financial Aid Counselor (cont.)**

- Ability to provide clear information on an impromptu basis to individuals or diverse groups of people

**PREFERRED QUALIFICATIONS:**

- Masters degree
- Familiarity with WSU Compliance procedures and processes as well as WSU policies and procedures
- Familiarity with WSU main frame system and NCAA Compliance Assistant software

**EMPLOYEE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**Appendix B – Job Descriptions: Director of Compliance**

**POSITION DESCRIPTION**

<b>OFFICIAL TITLE/TITLE CODE:</b> <i>(current 12/02)</i>	Director of Compliance (# 1155)
<b>POSITION NUMBER:</b>	<b>78601</b>
<b>APPOINTMENT STATUS:</b>	Exempt: permanent: 12 month: 100%
<b>ORGANIZATION AND LOCATION:</b>	This position is located in Compliance, which is a departmental unit of Athletics located at the Pullman campus of Washington State University.
<b>WORKING TITLE:</b>	<b>Director of Compliance</b>
<b>BASIC FUNCTION:</b>	This position is responsible for monitoring compliance with National Collegiate Athletic Association (NCAA), Pacific-10 Conference, and, Washington State University bylaws, rules, regulations and, polices that apply to prospective student-athletes, student-athletes, athletic department coaches and employees. This position provides services as required and rules education for athletic department personnel and student-athletes.
<b>REPORTS TO:</b>	Assistant Athletic Director
<b>SUPERVISORY RESPONSIBILITIES:</b>	Incumbent is responsible for supervising Compliance Office Intern(s).
<b>DUTIES AND RESPONSIBILITIES:</b>	
<b>50% Compliance Responsibilities</b>	
	<ol style="list-style-type: none"><li>1. Must keep regular work hours as determined by the Assistant Athletic Director. Confidentiality, dependability, credibility and ability to successfully interact with and communicate with prospective student-athletes, student-athletes, coaches, employees and other staff are critical to the position.</li><li>2. Assists Assistant Athletic Director with day-to-day operations of the compliance office including but not limited to:</li></ol>
<b>Recruiting</b>	
	<ol style="list-style-type: none"><li>1. Assist all coaching staff and athletics department personnel with all recruiting questions and interpretations.</li></ol>

## Appendix B – Job Descriptions: Director of Compliance (cont.)

2. Provide education to all WSU coaching staff regarding WSU recruiting policies and procedures.
3. Monitoring recruiting logs, travel and auditing recruiting files

### **Financial Aid**

1. Monitoring financial aid, awards and benefits that are provided to student-athletes
2. Periodic audits of financial aid distribution to student-athletes and teams
3. Update and distribute, throughout the academic year, squad lists as necessary to WSU coaching and administrative staff.
4. Monitor institutional financial aid limitations for each sport.
5. Liaison to Athletic Financial Aid Coordinator

### **Eligibility**

1. Responsible for monitoring and distribution of daily eligibility report and any issues for review by Registrar's Office and approval by Faculty Athletics Representative.
2. Provide assistance to the Compliance Coordinator with admissions and initial-eligibility of prospective student-athletes.
3. Update and distribute transfer status report on a weekly basis to WSU coaching and administrative staff.
4. Liaison to coaching staff, registrar's office, and administrative staff with admissions and eligibility of transfer prospective student-athletes
5. Liaison to Athletic Eligibility Coordinator in registrar's office

### **30% Other Duties As Required**

1. Assist Assistant Athletic Director with interpretations of NCAA and PAC-10 Conference legislation for athletic department coaches and staff members.
2. Direct monthly Assistant Coaches meetings.
3. Coordinate NCAA team eligibility meetings at the beginning of each academic year and semester.

## Appendix B – Job Descriptions: Director of Compliance (cont.)

4. Complete necessary NCAA and PAC-10 Conference waivers and petitions as assigned by Assistant Athletic Director – Compliance.
5. Document outside income received by athletic department personnel.
6. Assist with the processing of all self-reports of suspected rules violations by investigating the issues and preparing documentation for review by university officials and submittal by the Director of Athletics.
7. Review all rules interpretations prepared by Compliance Office staff that are sought by coaches or other personnel; in questionable cases, facilitate communication with compliance staff at Pac-10 Conference offices.
8. Oversee the rules education program conducted for athletic department and appropriate institutional staff.
9. Any other duties as assigned by the Assistant Athletic Director – Compliance.

### 10% Administrative Responsibilities

1. Assist in the development, implementation, and monitoring of a compliance program that utilizes appropriate institutional offices for support with compliance functions, and that features adequate and appropriate checks and balances.
2. Provide on-going administrative support to the Assistant Athletic Director in such areas as:
  - a. Development of a comprehensive Agent Education program;
  - b. Development and monitoring of a department professional-sports counseling panel;
  - c. Monitoring of the NCAA Student-Athlete Employment program.
  - d. Development of strategies for integrating Compliance Office and Business Office in monitoring of Compliance Issues.
  - e. Assist in developing a comprehensive Compliance Office Systems Manual

### 10% KNOWLEDGE, SKILLS, AND ABILITIES

#### ESSENTIAL WORK COMPETENCIES:

- Ability to reason logically.
- Ability to communicate effectively both orally and in writing.
- Ability to maintain poise under all circumstances and effectively interact with people in a positive manner.
- Ability to apply technical knowledge.
- Ability to apply information in high stress and conflict situations.
- Ability to deal simultaneously with several problems.
- Ability to comprehend complex problems and reach reasonable conclusions.
- Ability to use mental skills and to recall, analyze, organize information and make complex decisions.

## Appendix B – Job Descriptions: Director of Compliance (cont.)

### WORKING CONDITIONS/PHYSICAL REQUIREMENTS:

#### Working Conditions

- Most of the work is discharged in an office environment but interactions in employee's work place are periodically necessary. This may be indoors or outside in any weather conditions.
- Intense emotional situations may exist which necessitate incumbent's ability to lend a calming influence and control. These situations are normally of a short duration but frequently may be moderate to high.

#### Physical Requirements

- Normal mobility is required to discharge duties and responsibilities throughout the Pullman campus.

### MINIMUM QUALIFICATIONS:

- Bachelor's and Master's degree required.
- A minimum of four years demonstrated compliance experience on-campus within a major intercollegiate athletic program including skills in program analysis, planning, personnel supervision, and budget development and management.
- Working knowledge of NCAA legislation and procedures required.
- Strong written and oral communication skills required.

### PREFERRED QUALIFICATIONS

- Demonstrated interpersonal relation skills.
- Ability to work in a joint-reporting environment.
- Ability to function professionally under high stress and confrontational circumstances.
- Ability to provide clear information on an impromptu basis to individuals or groups of people. Demonstrated ability to facilitate conflict resolution.
- Ability to promote diversity.

Employee \_\_\_\_\_

Date \_\_\_\_\_

**Appendix B – Job Descriptions: Compliance Coordinator**

**POSITION DESCRIPTION**

**OFFICIAL TITLE/TITLE CODE:** Compliance Coordinator (#1209)  
*(current 12/02)*

**POSITION NUMBER:** 80098

**APPOINTMENT STATUS:** Permanent

**ORGANIZATION AND LOCATION:** This position is located in Compliance, which is a departmental unit of Athletics located at the Pullman campus of Washington State University.

**WORKING TITLE:** **Compliance Coordinator**

**BASIC FUNCTION:** This position is responsible for monitoring compliance with National Collegiate Athletic Association (NCAA), Pacific-10 Conference, and, Washington State University bylaws, rules, and regulations, regarding recruiting, eligibility, and admissions. Must be able to interpret and apply complicated rules to a broad range of situations. Must work easily and effectively with students, coaches, and administrators.

**REPORTS TO:** Assistant Athletics Director

**SUPERVISORY RESPONSIBILITIES:** Incumbent has no supervisory responsibilities

**DUTIES AND RESPONSIBILITIES:**

**50% Compliance Responsibilities**

1. Must keep regular work hours as determined by the Assistant Athletic Director. Confidentiality, dependability, credibility and ability to successfully interact with and communicate with prospective student-athletes, student-athletes, coaches, employees, and other staff are critical to the position.
2. Assist the Assistant Athletic Director and Director of Compliance with day-to-day operations of the Compliance Office including but not limited to:

## Appendix B – Job Descriptions: Compliance Coordinator (cont.)

### **Recruiting**

1. Assist all coaching staff and athletics department personnel with all recruiting questions.
2. Monitor the recruiting process beginning with the initial recruiting contact through the prospect's enrollment at WSU. This includes information related to the NCAA Initial-Eligibility Clearinghouse, official and unofficial visits, recruiting travel logs, and recruiting files audit.
3. Coordinate and maintain Compliance Office prospect database and recruiting files, which contains all prospects recruiting information.
4. Oversee the Compliance Office official visit system, including review of all required paperwork, approval of visit, and informing WSU Business Office, WSU Travel Agency, and recruiting coach of approval of visit.
5. Maintain official visit database to record all official visit information, including number of visits per sport, as well as academic evaluation information for each prospect.
6. Assist with monitoring of recruiting activities through Recruiting Travel Logbook and coaches' recruiting files.
7. Monitor the sports' recruiting calendars during the contact, evaluation, quiet and dead periods.
8. Conduct annual audit of coaches recruiting files and compile a written summary report of information.

### **Financial Aid**

1. Coordinate the NCAA Special Assistance Fund (SAF) program for all eligible student-athletes. This includes determining eligibility of student-athletes for the fund and approving appropriate uses of the fund. In addition, will compile and complete annual Pacific-10 Conference reports as well as maintain SAF database for all information.
2. Assist with the Compliance Office National Letter of Intent (NLI) system. This includes preparing appropriate NLI documents and reviewing for accuracy before distribution to prospective student-athlete.
3. Following the return of a signed NLI, review for accuracy and notify appropriate offices of the signing of the NLI by prospective student-athlete and send to PAC-10 Conference Office



**Appendix B – Job Descriptions: Compliance Coordinator (cont.)**

4. Assist the Director of Compliance and Athletic Financial Aid Coordinator with the athletics scholarship renewal and non-renewal process.

**Eligibility**

1. Track Admissions status of prospective student-athletes through the imaging system of the WSU Office of Admissions.
2. Monitor Initial-Eligibility Status of prospective student-athletes through the NCAA Initial-Eligibility Clearinghouse website.
3. Distribute weekly status report for prospective student-athletes for athletic department coaches and selected athletics staff concerning admissions and initial-eligibility information.
4. Evaluate prospective student-athletes transcripts for NCAA initial-eligibility and WSU admissions requirements for official visit evaluation and unofficial evaluation.
5. Meet with prospective student-athletes on official visits to discuss NCAA initial-eligibility and WSU admissions status.
6. Send out and monitor all transfer verification forms and permission to contact for all possible transfers to and from WSU.
7. Prepare and submit NCAA initial eligibility waivers to NCAA Initial-Eligibility Waiver committee.

**30% Other Duties As Required**

1. Work directly with athletic department coaches and liaisons in the Admissions', Registrar's, Financial Aid, and Academic Services Offices to secure needed information.
2. Assist Assistant Athletic Director with Pacific-10 Conference medical hardship waivers, NCAA expense waivers, and NCAA releases; gather information from coaches, medical personnel, student-athlete, and other agencies as needed to prepare the report.
3. Update Athletic Department and Compliance policy and procedures manuals in the appropriate areas.
4. Assist with development of a comprehensive Compliance Office Systems Manual.

## Appendix B – Job Descriptions: Compliance Coordinator (cont.)

5. Assist the Assistant Athletics Director and Director of Compliance with interpretation requests of NCAA and PAC-10 Bylaws for athletics department coaches and staff.
6. Coordinate the Compliance Office Camps and Clinic system, including tracking all required paperwork. In addition, provide NCAA initial-eligibility presentations for prospects attending WSU sports camps and clinics.
7. Assist with Compliance Office with rules education program conducted for athletic department and appropriate institutional staff.
8. Assist with monthly Assistant Coaches Meetings.
9. Other duties as assigned by the Assistant Athletics Director.

### **15% Liaison Duties**

#### **Office of Admissions**

1. Update NCAA Clearinghouse and admission status of prospective student-athletes.
2. Identify transfer prospects and submit requests for unofficial transfer credit reports (TCR) to the Admission's office and distribute copies to appropriate athletics department staff.
3. Provide academic background information for student-athletes appearing before the Admissions Subcommittee to the Academic Office and sport coaches.
4. Provide athletics department staff with updates of weekly official visits lists.
5. Distribute and maintain recruiting folders from the Office of Admissions containing campus recruiting information.

#### **International Programs Office**

1. Work with International Credential Evaluators to acquire transcript evaluation for WSU for all international prospective student-athletes.
2. Communicate to all coaches' new international information vital in the recruiting and admissions process.

#### **NCAA Initial Eligibility Clearinghouse**

1. Monitor NCAA Clearinghouse Web Status Report by adding and deleting prospective student-athletes.

**Appendix B – Job Descriptions: Compliance Coordinator (cont.)**

2. Correspond and work with NCAA Clearinghouse on prospective student-athlete issues.
3. Provide regular updates to athletic department coaches and staff on NCAA Clearinghouse issues.

**5% Other Duties As Required**

**KNOWLEDGE, SKILLS, AND ABILITIES**

- Knowledge of NCAA, Pacific-10 Conference, and institutional rules and regulations.
- Knowledge of procedures for monitoring and enforcing rules and regulations.
- Knowledge of complex work processes.
- Skill in the operation of computers and applications.
- Skill in planning and developing single or multiple job tasks.
- Ability to demonstrate advanced reading and writing skills.
- Ability to prioritize and arrange job assignments.
- Ability to use common sense approaches and make prudent and sound decisions.
- 

**ESSENTIAL WORK COMPETENCIES**

- Ability to reason logically.
- Ability to communicate effectively both orally and in writing.
- Ability to maintain poise under all circumstances and effectively interacts with people in a positive manner.
- Ability to apply technical knowledge.
- Ability to apply information in high stress and conflict situations.
- Ability to deal simultaneously with several problems.
- Ability to comprehend complex problems and reach reasonable conclusions.
- Ability to use mental skills and to recall, analyze, organize information and make complex decisions.

**WORKING CONDITIONS/PHYSICAL REQUIREMENTS:**

**Working Conditions**

- Most of the work is discharged in an office environment but interactions in employee's work place are periodically necessary. This may be indoors or outside in any weather conditions.
- Intense emotional situations may exist which necessitate incumbent's ability to lend a calming influence and control. These are normally of a short duration but frequently may be moderate to high.

**Physical Requirements**

- Normal mobility is required to discharge duties and responsibilities throughout the Pullman campus.

**Appendix B – Job Descriptions: Compliance Coordinator (cont.)**

**MINIMUM QUALIFICATIONS:**

- Bachelor’s degree required
- Minimum one year employment experience with NCAA compliance.
- Demonstrated ability to work with diverse groups and to interpret and apply complicated rules to a broad range of situations.
- Demonstrated ability to work independently under pressure and the ability to meet deadlines.
- Demonstrated ability to communicate effectively, both orally and in writing.
- Demonstrated work-related experiences that require strong interpersonal, organizational, and time management skills.

**PREFERRED QUALIFICATIONS:**

- Advanced degree in a related field preferred.
- More than one year of experience with NCAA compliance preferred.
- Strong computer background with working knowledge of Microsoft Word, Excel, and Access.
- Demonstrated knowledge of NCAA Division I and Pac-10 rules preferred.
- Willingness to work occasional evenings and weekends.

EMPLOYEE \_\_\_\_\_ DATE \_\_\_\_\_

**Appendix B – Job Descriptions: Compliance Officer**

<b>POSITION DESCRIPTION</b>	
<b>OFFICIAL TITLE/TITLE CODE:</b> <i>(current 12/02)</i>	Compliance Intern (#)
<b>POSITION NUMBER:</b>	
<b>APPOINTMENT STATUS:</b>	<b>Administrative/Professional: Permanent: 12-month 100%</b>
<b>ORGANIZATION AND LOCATION:</b>	This position is located in the Compliance Office, which is a departmental unit of Athletics located at the Pullman campus of Washington State University.
<b>WORKING TITLE:</b>	<b>Compliance Officer</b>
<b>BASIC FUNCTION:</b>	This position is responsible for assisting the Compliance Office staff in monitoring compliance with National Collegiate Athletic Association (NCAA), PACIFIC-10 Conference, and Washington State University bylaws, rules, regulations and policies that apply to prospective student-athletes, student-athletes, athletic department coaches and employees. This position provides services as required and assists with rules education for athletic department personnel and student-athletes.
<b>REPORTS TO:</b>	Director of Compliance
<b>SUPERVISORY RESPONSIBILITIES:</b>	This position does not have supervisory responsibilities
<b>DUTIES AND RESPONSIBILITIES:</b>	
<b>70% Compliance Responsibilities</b>	
	<ol style="list-style-type: none"> <li>1. Must keep regular work hours as determined by the Director. Confidentiality, dependability, credibility and an ability to successfully interact with and communicate with employees, student-athletes and management, is critical to the position.</li> <li>2. Coordinate the WSU Athletics scholarship book program. This includes the distribution of textbooks for eligible student-athletes as well as reconciliation of student-athletes book accounts.</li> <li>3. Monitor all countable athletically related activities for all sports on a weekly basis and verify that all sports are practicing with the NCAA regulations.</li> <li>4. Organize the student-athlete countable hour report for each semester.</li> </ol>

## Appendix B – Job Descriptions: Compliance Officer (cont.)

5. Assist Compliance Office staff with rules interpretations for WSU administrators and coaches, including providing preliminary research on questions and issues using NCAA manual, Pac-10 manual and NCAA legislative services database.
6. Compile weekly WSU Athletics Scoop Sheet detailing information concerning compliance as well as WSU Athletics department news and distribute to all staff.

### **Recruiting**

1. Assist Compliance Office staff with reviewing and monitoring WSU recruiting travel logs for telephone calls and contacts and evaluations.
2. Assist Compliance Office staff with yearly coaches recruiting files audit.
3. Assist with maintaining Official Visit prospect database.
4. Update compliance office prospect database and recruiting files, which contains all prospects recruiting information.

### **Eligibility**

1. Assist Compliance Office staff with organization of NCAA Team Compliance Eligibility meetings including preparation of NCAA & WSU paperwork.
2. Review and disseminate information received from NCAA Team Compliance Eligibility meetings to appropriate personnel.
3. Establish and maintain a database of all current student-athletes with information received at annual compliance meetings for each sport. (E)
4. Assist with initial academic evaluations of transcripts for all incoming prospective student-athletes for NCAA initial-eligibility and WSU Admissions.
5. Enter all academic evaluations into prospect database and submit appropriate information to the NCAA Clearinghouse.
6. Meet with prospective student-athletes on campus for official visits to discuss academic evaluation for NCAA initial-eligibility and WSU Admissions.

### **30% Other Duties As Required**

1. Assist Compliance Office staff with monthly Assistant Coaches Meeting, including drafting minutes of meeting for distribution to athletics staff.
2. Develop and maintain current Compliance Intern Manual for all duties associated with intern position.
3. Assist Compliance Office staff with development of Compliance Systems Manual.

## Appendix B – Job Descriptions: Compliance Officer (cont.)

4. Assist with monitoring off all institutional camps and clinics for compliance with NCAA and institutional rules and regulations.
5. Distribute NCAA and Pacific Ten Conference manuals to athletics department staff members.
6. Maintain interpretations database for all WSU Compliance rules interpretations.
7. Maintain comprehensive recruiting library of all WSU admissions, colleges, and NCAA recruiting materials.
8. Maintain current Compliance Office student-athlete files.
9. Assist Compliance Office staff with the day-to-day operations of the WSU Athletic Compliance Office.
10. Assist Compliance Coordinator with day-to-day operation of NCAA Special Assistance Fund.

### **KNOWLEDGE, SKILLS, AND ABILITIES**

#### **ESSENTIAL WORK COMPETENCIES**

- Ability to reason logically.
- Ability to communicate effectively both orally and in writing.
- Ability to maintain poise under all circumstances and effectively interact with people in a positive manner.
- Ability to apply technical knowledge.
- Ability to apply information in high stress and conflict situations.
- Ability to deal simultaneously with several problems and tasks.
- Ability to comprehend complex problems and reach reasonable conclusions.
- Ability to use mental skills to recall, analyze, organize information and make complex decisions.

#### **MINIMUM QUALIFICATIONS:**

- Bachelor's degree required.
- Strong computer background with working knowledge of Microsoft Word, Excel, Access and Adobe Acrobat required.

#### **PREFERRED QUALIFICATIONS:**

- Demonstrated interpersonal relation skills.
- Above average ability to effectively communicate in writing and orally, ability to function professionally under high stress, confrontational circumstances, ability to provide clear information on an impromptu basis to individuals or groups of people, facilitation and conflict resolution skills which consider alternatives and provide flexibility.

#### **WORKING CONDITIONS/PHYSICAL REQUIREMENTS:**

**Appendix B – Job Descriptions: Compliance Officer (cont.)**

**Working Conditions**

- Most of the work is discharged in an office environment but interactions in employee’s work place are periodically necessary. This may indoors or outdoors in varying weather conditions.

**Physical Requirements**

- Normal mobility is required to discharge duties and responsibilities throughout the Pullman campus.

Employee \_\_\_\_\_ Date \_\_\_\_\_



## Appendix B – Head Coach Employment Contract

### EMPLOYMENT AGREEMENT

This Employment Agreement (“Agreement”) is made this «DayMade» day of «MonthMade» 2002 between Washington State University (the “University”) and «FirstName» «LastName» (the “Employee”) and it cancels and replaces any and all prior employment agreements between these two parties.

#### 1. Employment Position

1.1 Employment as Employee of University. The Employee shall serve initially as the Head Coach of the University’s intercollegiate «Sport» programs and shall perform the duties outlined in section 1.2 herein during the term of this Agreement.

#### 1.2 Description of Employee’s Responsibilities.

1.2.1. Recognition of Duties. The Employee agrees to devote his best efforts to the performance of his duties for the University, and to comply with and support all rules, regulations, policies, and decisions established or issued by the University. The Employee agrees to abide by all provisions of law, including the Washington State Ethics Law, RCW 42.52. The Employee agrees during the term of this Agreement that he will not engage, directly or indirectly, in any business that would detract from his ability to apply his best efforts to the performance of his duties hereunder, where such business activity constitutes a violation of the Washington Ethics in Public Service law. The Employee also agrees not to usurp any economic opportunities of the University, where such business activity constitutes a violation of the Washington Ethics in Public Service law. The determination as to whether an activity constitutes a violation of the Ethics law shall be made by either the Executive Ethics Board, it’s Executive Director, or WSU’s internal auditor.

1.2.2. General Duties and Responsibilities. The Employee agrees to undertake and perform properly, efficiently, to the best of his ability and consistent with the standards of the University all duties and responsibilities attendant to the position of Head Coach of the University’s «Sport» programs as set forth in Section 1.2.3 herein. The Employee further agrees that he is responsible for the supervision, evaluation, performance and day-to-day operations of the University «Sport» programs and agrees to abide by and comply with the constitution, bylaws and interpretations of the National Collegiate Athletic Association (“NCAA”) and Pacific-10 Conference (“Pac-10”), and all NCAA, Pac-10 and University rules and regulations relating to the conduct and administration of the «Sport» programs as now constituted or as may be amended during the term hereof. In the event that the Employee becomes aware, or has reasonable cause to believe, that violations of any of the aforementioned rules or regulations may have taken place, he shall promptly report the same to the Athletic Director, Director of Compliance or Faculty Athletic Representative of the University. The Employee agrees to adhere to, to respect, and to follow the academic standards and requirements of the University in regard to the recruitment and eligibility of prospective and current student-athletes for the «Sport» programs. All academic standards, requirements and policies of the University shall also be observed by the Employee and members of his staff, including assistant coaches, at all times.

1.2.3. Specific Duties and Responsibilities. This list of specific duties and responsibilities of the Employee supplements and is not exclusive of the other general duties and responsibilities provided for elsewhere in this Agreement. Employee is responsible:

- a. To work to integrate sports, and particularly the University’s «Sport» programs, into the whole spectrum of academic life to complement the University and its mission in the state and community;
- b. To evaluate, recruit, train and develop student-athletes to compete successfully against major college competition in a quality Division I-A «Sport» programs;

## Appendix B – Head Coach Employment Contract (cont.)

- c. To maintain a level of performance in the «Sport» programs which is consistent with the goals established by the Athletic Director, acting on behalf of the University, upon consultation with the Employee;
- d. To make every effort, working in cooperation with and support of the University's faculty and administrative officials, to ensure that all academic requirements for «Sport» student-athletes are met;
- e. To conduct the «Sport» programs with integrity and in a financially responsible manner consistent with the standards and expectations of the athletic department as well as the University;
- f. To recommend to the Athletic Director the appointment and retention of assistant «Sport» coaches, the Athletic Director making all final decisions as to the employment and discharge of such assistant coaches;
- g. For the general management of the «Sport» programs including but not limited to budget preparation and administration, and supervision and evaluation of the Men's and «Sport» staff.
- h. To participate, as requested by the Athletic Director, in events, activities, and/or efforts designed to foster increased external participation in, and support for, the University's athletic department and/or the University's «Sport» programs;
- i. To serve as director of an instructional summer youth «Sport» camp to be held at the University's Pullman campus if deemed applicable; and,
- j. For other duties, as may be reasonably assigned by the Athletic Director from time to time, provided that such duties are customary duties of a Head «Sport» at a Division I «Sport» programs.

### 1.3 Employee Subject to Discipline for Violations of NCAA Rules and Regulations

If the Employee is found to be in violation of NCAA rules and regulations, whether while employed by the University or during prior employment at another NCAA member institution, the Employee shall be subject to disciplinary or corrective action as set forth through the NCAA enforcement procedures. Further, the University may suspend the Employee for a period of time, without pay, or may terminate employment as provided in Section 4.1 hereof if the Employee is found to have been involved in or condoned major violations or a pattern of uncorrected secondary violations of NCAA, Pac-10 or University rules and regulations.

### 1.4 Reporting Relationship

The Employee shall report to the Athletic Director or, to such other person as the Athletic Director may designate.

## 2. Term of Employment

The University hereby employs and the Employee hereby accepts employment hereunder for the period beginning on «BeginDate» and ending on «EndDate», subject, however, to prior termination in accordance with the provisions set forth in Section 4 hereof. On or before «NotifyDate», Employee will receive written notification from the University of its intent to renew or not renew the Agreement.

## Appendix B – Head Coach Employment Contract (cont.)

### 3. Compensation

In consideration for the promises he has made in entering into this Agreement, the Employee shall be entitled to the forms of compensation set forth herein. All payments from the University are subject to normal deductions and withholding for state, local and federal taxes and for any retirement or other benefits to which the Employee is entitled or in which he participates, and are subject to the terms and conditions of Section 4 hereof concerning termination of this agreement.

#### 3.1 Base Salary

The base salary paid by the University to the Employee for services and satisfactory performance of the terms and conditions of this Agreement shall be at the annual salary rate of \$«Salary» payable by the University in accord with payroll dates and procedures applicable to University employees generally. In addition, University may provide additional compensation, in the form of one-time monies, for extra services required of Employee in preparation for and participation in post-season competition. Payment of said compensation is at the sole discretion of the Athletic Director. The decision whether to pay said compensation will be made before the additional services are rendered. The Employee shall be eligible for consideration for salary increases to the base salary that are authorized and funded by the State of Washington, subject to a determination by the Athletic Director.

#### 3.2 Fringe Benefits

During the term of this Agreement, the University will provide the Employee with the fringe benefits described in this Section 3.2 and no others.

3.2.1 Standard University Fringe Benefits. The Employee shall be entitled to the standard University fringe benefits, including group life insurance, family medical coverage and retirement plan contributions. If any benefit/consideration is based in whole or in part upon the salary paid to the Employee, such benefit/consideration shall be made without including any collateral income or supplemental compensation. Notwithstanding the above, the Employee shall not accrue nor be entitled to use annual leave.

3.2.2 Expenses. The University will reimburse the Employee at the maximum rate authorized by state law and University regulations for all travel and out-of-pocket expenses reasonably incurred by his for the purpose of and in connection with the performance of his duties under this Agreement.

3.2.3 Vehicle. The University, at its sole discretion, may make arrangements for and provide to the Employee on a loan basis a donated vehicle for his use for official business purposes during the term of this Agreement. Such use shall be subject to the University policies regarding athletic department courtesy cars. Employees acknowledges that the use of such vehicle must be within Athletic Department guidelines, including but not limited to the provision that Employee shall be held accountable for any personal use of the vehicle in accordance with established University policies and procedures. The Employee is entitled to reimbursement for gasoline on business trips, but not mileage.

3.2.4 Tickets. If ever applicable, the University will provide the Employee with ten (10) tickets for each of the home «Sport» contests and ten (10) tickets to each post-season «Sport» contest in which the University's «Sport» team competes during the term of this Agreement. Tickets to each home game of each of the University's other varsity

## Appendix B – Head Coach Employment Contract (cont.)

intercollegiate athletic teams will be provided in non-priority seating sections according to the provisions of the athletic department's ticket policy for staff members. Employee understands and acknowledges that the value of tickets and passes may be considered as income to the Employee and will be so reported by the University. Employee also understands that the use of tickets and passes will be subject to normal compliance review for complimentary tickets.

- 3.2.5 Guest Travel during Regular Season. The Employee may bring one guest on one regular season road trip, which may include one or more contests as part of that trip. The University will pay as compensation to Employee all travel and lodging costs associated with bringing guest on the road trip and related activities in accordance with University travel regulations and, where relevant, NCAA and/or Pacific-10 Conference regulations. Compensation paid by the University shall not exceed costs associated with bringing Employee's guest to the contests, including airfare, ground transportation, lodging, and cost of admission to the games and related events. Employee understands and acknowledges that the value of such travel may be considered income to the employee and will be so reported by the University.

Travel expenses shall be paid in accordance with applicable IRS regulations.

- 3.2.6 Guest Travel for NCAA Post-Season. Whenever Employee attends post-season athletic competition because his team is participating in the event, he may elect to bring two guests to the event and related activities. The University will pay as compensation to Employee all costs associated with bringing his guests to the event and its related activities in accordance with University travel regulations and, where relevant, NCAA and/or PAC-10 Conference regulations. Compensation paid by the University shall not exceed costs associated with bringing Employee's guests to the event, including but not limited to airfare, other travel costs such as rental car or bus fare, lodging, subsistence, and cost of admission to the game and related events. Employee understands and acknowledges that the value of such travel may be considered income to the employee and will be so reported by the University.

Travel expenses shall be paid in accordance with applicable IRS regulations.

- 3.3 On-Campus Summer Camp. The University has the exclusive right to operate summer youth «Sport» camps on its campus using University facilities. Pursuant to Section 1.2.3 (i) hereof and subject to Section 3.3 hereof, the Employee shall direct and participate in the University's summer «Sport» camps. Notwithstanding the provisions of Section 4.3.2 hereof, the assistant coaches of the University's «Sport» programs will be compensated for their performance of duties in said on-campus summer camps consistent with athletic department policies.

#### 4. Termination

##### 4.1 Termination By University for Just Cause

The University shall have the right to terminate this Agreement for just cause prior to its normal expiration on «EndDate». The term "just cause" shall include, in addition to and as examples of its normally understood meaning in employment contracts, any of the following:

- a. deliberate and serious violations of the duties outlined in Section 1.2 of this Agreement or refusal or unwillingness to perform such duties in good faith and to the best of the Employee's abilities;

Appendix B – Head Coach Employment Contract (cont.)

- b. deliberate and serious violations by the Employee of any of the other terms and conditions of this Agreement not remedied after fourteen (14) days written notice thereof to the Employee;
- c. any conduct of the Employee in violation of any criminal statute of moral turpitude;
- d. an intentional violation, major violation or repeated instances of secondary violations by the Employee, or by any person under the Employee’s supervision where the Employee had knowledge of the intended violation and failed to intervene, or by student-athletes in the «Sport» programs where the Employee had knowledge of the intended violation and failed to intervene, of any law, rule, regulation, constitutional provision, bylaw or interpretation of the University, the NCAA, or the Pac-10 Conference, which may in the reasonable judgment of the University reflect adversely upon the University or its athletic programs, including but not limited to any such violation which may result in the University being placed on probation by the Pac-10 Conference or the NCAA and including any such violation which may have occurred during prior employment of the Employee at another NCAA member institution;
- e. conduct of the Employee seriously prejudicial to the best interests of the University or its athletic programs;
- f. prolonged absence from duty without the consent of the Employee’s supervisor; or,
- g. any cause adequate to sustain the termination of an administrative professional employee of the University.

4.1.1 Determination of Cause and Hearing Provision. “Just cause” sufficient to satisfy the provisions of Section 4.1 hereof shall initially be determined by the Athletic Director of the University. The Athletic Director shall give the Employee written notice of the provisions of the Agreement alleged to have been violated, together with a statement of the factual basis for those allegations. The Employee will have ten (15) calendar days within which to respond to the Athletic Director, in writing, with reasons he should not be terminated. The Athletic Director, after considering any response provided by the Employee, will issue a decision regarding termination for cause. If a summary suspension has been issued in accordance with paragraph 4.1.3, the Athletic Director must issue a decision regarding termination within five (5) calendar days of receipt of the Employee’s response. If a summary suspension has not been ordered, the Athletic Director shall issue a decision regarding termination within ten (10) calendar days of receipt of the Employee’s response.

Employee’s right to receive any payment under this Agreement, including salary, shall cease the day following the issuance of the decision to terminate for cause .

4.1.2 Appeal of Termination for Cause. The Employee may appeal the Athletic Director’s decision to terminate for cause to the University President or his designee. Such appeal must be made in writing within fifteen (15) calendar days notice of the Athletic Director’s determination, and must contain a statement of the reasons that the Employee requests the President to set aside the decision to terminate for cause. The Employee must provide a copy of the appeal to the Athletic Director at the time it is delivered to the Office of the President. The Athletic Director may, within seven (7) calendar days of receipt of the notice of appeal, provide an additional written statement supporting his decision to the President, and shall provide the President with 1) the written notice of termination sent to the Employee; 2) the Employee’s written response, if any, and 3) the written decision of

## Appendix B – Head Coach Employment Contract (cont.)

termination. The President, within a reasonable time of receiving the notice of appeal and the documents from the Athletic Director, shall enter a decision regarding termination for cause. This shall be the final decision of the University.

The Employee shall not be entitled to receive any compensation under this Agreement pending the appeal.

- 4.1.3 Summary Suspension: Once the preliminary determination of intent to terminate for cause is made, the Athletic Director shall have the administrative authority to order suspension of the Employee from his duties and salary pending termination of this Agreement, provided that notice of any such suspension shall be delivered to the Employee in writing, detailing the reasons for such suspension. This notice may be contained in the same document as the written notice of termination. Summary suspension shall ordinarily be imposed only if the Athletic Director finds that the Employee has committed gross misconduct or poses an immediate threat to the safety of persons or property. The Employee may respond to the notice of summary suspension together with his response, if any, to the notice of termination.

The Employee shall not be entitled to receive any compensation under this Agreement during the summary suspension period.

- 4.1.4 University's Obligations Upon Termination for Cause: In the event this Agreement is terminated for just cause in accordance with the provisions of Section 4.1 hereof, all obligations of the University to make further payments pursuant to Sections 3.1 hereunder and/or to provide any other consideration hereunder shall cease. In no case shall the University be liable to the Employee for the loss of any collateral business opportunities or any other benefits, perquisites or athletically related income from any other source, nor shall the Employee be liable to the University for the loss of any such collateral business opportunities.

### 4.2 Termination by University Without Cause

The University reserves the right to terminate this Agreement prior to its normal expiration on «EndDate», without cause. Termination by the University without cause shall be effectuated by delivering to the Employee written notice of the University's intent to terminate this Agreement without cause.

- 4.2.1 Liquidated Damages Upon Termination By University Without Cause. If the University terminates this Agreement without cause at any time prior to «EndDate», the University shall pay the Employee the remainder of the base salary due under the terms of this Agreement. The University's obligation shall be paid on a schedule mutually agreed to by both parties, provided, however, that if the parties cannot agree upon a schedule, payment will be made in a lump sum. The University shall not be liable for the loss of any fringe benefit described in section 3.2, or any intangible benefit associated with being a NCAA coach, or any athletically related income from any other source if the Employee is terminated without cause.

### 4.3 Termination By Employee

- 4.3.1 Written Notice By Employee. The Employee may terminate this Agreement during its term by giving the University fourteen (14) days advance written notice of the termination.

**Appendix B – Head Coach Employment Contract (cont.)**

5. Restriction on Competition

The Employee agrees and specifically promises that either directly or indirectly through an agent he will not actively seek, negotiate for or accept employment, under any circumstances, as a coach or in any other capacity related to intercollegiate athletics with any member institution of the NCAA or with any «Sport» team participating in any professional league or conference in the United States or elsewhere requiring performance of duties prior to the expiration date of the term of this Agreement or any extension thereof, without first notifying the Athletic Director and obtaining permission from the Athletic Director to seek such described employment opportunities, such permission to not be unreasonably withheld.

6. Choice of Law

This Agreement has been entered into under and shall be governed by the laws of the State of Washington. In the event that either party for the enforcement or construction of any of the provisions of this agreement commences litigation, the actions shall be brought in the Superior Court of the State of Washington and venue shall be in Whitman County, Washington.

7. Alternate Dispute Resolution

Except as otherwise provided in this contract, when a dispute arises between the parties and it cannot be resolved by direct negotiation, the parties agree to participate in a mediation in good faith. The mediator shall be chosen by agreement of the parties. If the parties cannot agree on a mediator, the parties shall use a mediation service that selects the mediator for the parties. The cost of the mediation, if any, shall be shared equally by the parties unless otherwise agreed. The parties agree that mediation shall precede any action in a judicial tribunal.

Nothing in this contract shall be construed to limit the parties choice of a mutually acceptable alternative resolution method such as a disputes hearing, a Disputes Resolution Panel, or arbitration.

8. Merger Clause

This Agreement supersedes all prior understandings and agreements, oral or written, regarding the Employee's employment by the University.

9. Amendments to Agreement

This Agreement may be amended at any time only by a written instrument duly approved by the University through its designated representative and accepted by the Employee, such approval and acceptance to be acknowledged in writing.

10. Acknowledgment

The Employee acknowledges that he has read and understands the foregoing provisions of this Agreement and that such provisions are reasonable and enforceable and that he agrees to abide by this Agreement and the terms and conditions set forth herein. Employee further acknowledges that he has been provided an opportunity to seek the advice of legal counsel before entering into this agreement.

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 19\_\_.

WASHINGTON STATE UNIVERSITY

EMPLOYEE

**Appendix B – Head Coach Employment Contract (cont.)**

By: \_\_\_\_\_  
James M. Sterk  
Director of Athletics

By: \_\_\_\_\_  
«FirstName» «LastName»

By: \_\_\_\_\_  
V. Lane Rawlins  
President

Approved as to form:

\_\_\_\_\_  
Signature and Date



## Appendix B – Assistant Coach Employment Contract

### EMPLOYMENT AGREEMENT

This Employment Agreement (“Agreement”) is made this «DayMade» day of «MonthMade» 2002 between Washington State University (the “University”) and «FirstName» «LastName» (the “Employee”) and it cancels and replaces any and all prior employment agreements between these two parties.

#### 1. Employment Position

1.1. Employment as Employee of University. The Employee shall serve as the Assistant Coach of the University’s intercollegiate «Sport» program and shall perform the duties outlined in section 1.2 herein during the term of this Agreement. The Employee is subject to and governed by the terms and conditions of the Agreement.

#### 1.2 Description of Employee’s Responsibilities.

1.2.1. Recognition of Duties. The Employee agrees to devote her best efforts to the performance of her duties for the University, and to comply with and support all rules, regulations, policies, and decisions established or issued by the University. The Employee also agrees during the term of this Agreement that she will not engage, directly or indirectly, in any business that would detract from her ability to apply her best efforts to the performance of her duties hereunder. The Employee also agrees not to usurp any economic opportunities of the University.

a. General Duties and Responsibilities. The Employee agrees to undertake and perform properly, efficiently, to the best of her ability and consistent with the standards of the University all duties and responsibilities attendant to the position of Assistant Coach of the University’s «Sport» program. The Employee further agrees to abide by and comply with the constitution, bylaws and interpretations of the National Collegiate Athletic Association (“NCAA”) and Pacific-10 Conference (“Pac-10”), and all NCAA, Pac-10 and University rules and regulations relating to the conduct and administration of the «Sport» program as now constituted or as may be amended during the term hereof. In the event that the Employee becomes aware, or has reasonable cause to believe, that violations of any of the aforementioned rules or regulations may have taken place, she shall promptly report the same to the Athletic Director, Director of Compliance or Faculty Athletic Representative of the University. The Employee agrees to adhere to, respect, and to follow the academic standards and requirements of the University in regard to the recruitment and eligibility of prospective and current student-athletes for the «Sport» program. All academic standards, requirements and policies of the University shall also be observed by the Employee at all times.

b. Other Duties. The Athletic Director in his sole discretion may reasonably assign the Employee, as needed, to other related duties from time to time, and may also reassign the Employee to unrelated duties, if the Head Coach’s Employment Agreement is terminated for any reason.

#### 1.3 Employee Subject to Discipline for Violations of NCAA Rules and Regulations

If the Employee is found to be in violation of NCAA rules and regulations, whether while employed by the University or during prior employment at another NCAA member institution, the Employee shall be subject to disciplinary or corrective action as set forth through the NCAA enforcement procedures. Further, the University may suspend the Employee for a period of time, without pay, or may terminate employment as provided in Section 4.1 hereof if the Employee is found to have been involved in or condoned major violations or a pattern of uncorrected secondary violations of NCAA, Pac-10 or University rules and regulations.

#### 1.4 Reporting Relationship

## Appendix B – Assistant Coach Employment Contract (cont.)

The Employee shall report to the Head Coach of the University's «Sport» program and through the Head Coach to the Athletic Director, or to such other person as the Athletic Director may designate.

### 2. Term of Employment

The University hereby employs and the Employee hereby accepts employment hereunder for the period beginning on «BeginDate» and ending on «EndDate», subject, however, to prior termination in accordance with the provisions set forth in Section 4 hereof. On or before «NotifyDate», Employee will receive written notification from the University of its intent to renew or not renew the Agreement.

### 3. Compensation

In consideration for the promises she has made in entering into this Agreement, the Employee shall be entitled to the compensation set forth herein. All payments from the University are subject to normal deductions and withholding for state, local and federal taxes and for any retirement or other benefits to which the Employee is entitled or in which she participates, and are subject to the terms and conditions of Section 4 hereof concerning termination of this Agreement.

#### 3.1 Base Salary

The base salary paid by the University to the Employee for services and satisfactory performance of the terms and conditions of this Agreement shall be at the annual salary rate of \$«Salary» payable by the University in accord with payroll dates and procedures applicable to University employees generally. In addition, University may provide additional base salary compensation, in the form of one-time monies, for extra services required of Employee in preparation for and participation in post-season competition. Payment of said compensation is at the sole discretion of the Athletic Director. The decision whether to pay said compensation will be made before the Employee renders the additional services. Employee shall be eligible for consideration for salary increases to the base salary that are authorized and funded by the State of Washington, subject to a determination by the Athletic Director.

#### 3.2 Fringe Benefits

During the term of this Agreement, the University will provide the Employee with the fringe benefits described in this Section 3.2 and no others.

3.2.1 Standard University Fringe Benefits. The Employee shall be entitled to the standard University fringe benefits, including group life insurance, family medical coverage and retirement plan contributions. If any benefit/consideration is based in whole or in part upon the salary paid to the Employee, such benefit/consideration shall be made without including any collateral income or supplemental compensation. Notwithstanding the above, the Employee shall not accrue nor be entitled to use annual leave.

3.2.2 Expenses. The University will reimburse the Employee at the maximum rate authorized by state law and University regulations for all travel and out-of-pocket expenses reasonably incurred by her for the purpose of and in connection with the performance of her duties under this Agreement.

3.2.3 Vehicle. The University, at its sole discretion, may make arrangements for and provide to the Employee on a loan basis a donated vehicle for her use for official business purposes during the term of this Agreement. Such use shall be subject to the University policies regarding athletic department courtesy cars. Employees acknowledges that the use of such vehicle must be within Athletic Department guidelines, including but not limited to the provision that Employee shall be held accountable for any personal use of the vehicle

**Appendix B – Assistant Coach Employment Contract (cont.)**

in accordance with established University policies and procedures. The Employee is entitled to reimbursement for gasoline on business trips, but not mileage.

- 3.2.4 Tickets. The University will provide the Employee with two (2) tickets, plus one ticket for each child living at home under the age of 18 years of age, to each of the University's «Sport» home contests. In addition, the University will provide the Employee with two (2) tickets to each away «Sport» contest. Two (2) tickets will also be provided for post-season «Sport» games in which the University's «Sport» team competes during the term of this Agreement. Tickets to each home game of each of the University's other varsity intercollegiate athletic teams will be provided in non-priority seating sections according to the provisions of the athletic department's ticket policy for staff members. Employee understands and acknowledges that the value of tickets and passes may be considered as income to the Employee and will be so reported by the University. Employee also understands that the use of tickets and passes will be subject to normal compliance review for complimentary tickets.
- 3.2.5 Supplemental Compensation Camps and Clinics. The Employee may be permitted to receive supplemental income from institutional camps and/or clinics when authorized by the Athletic Director. The decision to allow the performance of such additional work and whether to pay said compensation will be made before the Employee renders the additional services.
- 3.2.6 Outside Income. The Employee may be entitled to engage in compensated outside activities appropriate to the promotion of athletic programs, provided that such activities do not conflict or interfere with the discharge of duties under this contract. Employee must receive prior written approval from the University President for all such outside compensation and must report such compensation to the University as required by NCAA Bylaw 11.2.2 (Athletically Related Income). Such activities must comply with the state ethics law and University policy.

4. Termination

4.1 Termination By University for Just Cause

The University shall have the right to terminate this Agreement for just cause prior to its normal expiration on «EndDate». The term "just cause" shall include, in addition to and as examples of its normally understood meaning in employment contracts, any of the following:

- a. deliberate and serious violations of the duties outlined in Section 1.2 of this Agreement or refusal or unwillingness to perform such duties in good faith and to the best of the Employee's abilities;
- b. deliberate and serious violations by the Employee of any of the other terms and conditions of this Agreement not remedied after fourteen (14) days written notice thereof to the Employee;
- c. any conduct of the Employee in violation of any criminal statute of moral turpitude;
- d. an intentional violation, major violation or repeated instances of secondary violations by the Employee, or by any person under the Employee's supervision where the Employee had knowledge of the intended violation and failed to intervene, or by student-athletes in the «Sport» program where the Employee had knowledge of the intended violation and failed to intervene, of any law, rule, regulation, constitutional provision, bylaw or interpretation of the University, the NCAA, or the Pac-10 Conference, which may in the reasonable judgment of the University reflect adversely upon the University or its athletic program, including but not limited to any such violation which may result in the University being placed on probation by the Pac-10 Conference

## Appendix B – Assistant Coach Employment Contract (cont.)

or the NCAA and including any such violation which may have occurred during prior employment of the Employee at another NCAA member institution;

- e. conduct of the Employee prejudicial to the best interests of the University or its athletic program;
- f. prolonged absence from duty without the consent of the Employee’s supervisor; or,
- g. any cause adequate to sustain the termination of an administrative professional employee of the University.

4.1.1 Determination of Cause and Hearing Provision. “Just cause” sufficient to satisfy the provisions of Section 4.1 hereof shall initially be determined by the Athletic Director of the University. The Athletic Director shall give the Employee written notice of the provisions of the Agreement alleged to have been violated, together with a statement of the factual basis for those allegations. The Employee will have ten (10) calendar days within which to respond to the Athletic Director, in writing, with reasons she should not be terminated. The Athletic Director, after considering any response provided by the Employee, will issue a decision regarding termination for cause. If a summary suspension has been issued in accordance with paragraph 4.1.3, the Athletic Director must issue a decision regarding termination within five (5) calendar days of receipt of the Employee’s response. If a summary suspension has not been ordered, the Athletic Director shall issue a decision regarding termination within ten (10) calendar days of receipt of the Employee’s response.

Employee’s right to receive any payment under this Agreement, including salary, shall cease the day following the issuance of the decision to terminate for cause.

4.1.2 Appeal of Termination for Cause. The Employee may appeal the Athletic Director’s decision to terminate for cause to the University President or his designee. Such appeal must be made in writing within seven (7) calendar days notice of the Athletic Director’s determination, and must contain a statement of the reasons that the Employee requests the President to set aside the decision to terminate for cause. The Employee must provide a copy of the appeal to the Athletic Director at the time it is delivered to the Office of the President. The Athletic Director may, within seven (7) calendar days of receipt of the notice of appeal, provide an additional written statement supporting his decision to the President, and shall provide the President with 1) the written notice of termination sent to the Employee; 2) the Employee’s written response, if any, and 3) the written decision of termination. The President, within a reasonable time of receiving the notice of appeal and the documents from the Athletic Director, shall enter a decision regarding termination for cause. This shall be the final decision of the University.

The Employee shall not be entitled to receive any compensation under this Agreement pending the appeal.

4.1.3 Summary Suspension: Once the preliminary determination of intent to terminate for cause is made, the Athletic Director shall have the administrative authority to order suspension of the Employee from her duties and salary pending termination of this Agreement, provided that notice of any such suspension shall be delivered to the Employee in writing, detailing the reasons for such suspension. This notice may be contained in the same document as the written notice of termination. Summary suspension shall ordinarily be imposed only if the Athletic Director finds that the Employee has committed gross misconduct or poses an immediate threat to the safety of persons or property. The Employee may respond to the notice of summary suspension together with her response, if any, to the notice of termination.

## Appendix B – Assistant Coach Employment Contract (cont.)

The Employee shall not be entitled to receive any compensation under this Agreement during the summary suspension period.

The Athletic Director has the discretion to reassign or remove the employee from the performance of her duties at any time. Such a reassignment of or removal from duties does not constitute a “summary suspension” so long as the employee continues to be paid her base salary,

- 4.1.4 University’s Obligations Upon Termination for Cause: In the event this Agreement is terminated for just cause in accordance with the provisions of Section 4.1 hereof, all obligations of the University to make further payments pursuant to Sections 3.1 hereunder and/or to provide any other consideration hereunder shall cease. In no case shall the University be liable to the Employee for the loss of any collateral business opportunities or any other benefits, perquisites or athletically related income from any other source, nor shall the Employee be liable to the University for the loss of any such collateral business opportunities.

#### 4.2 Termination by University Without Cause

The University reserves the right to terminate this Agreement prior to its normal expiration on «EndDate», without cause. Termination by the University without cause shall be effectuated by delivering to the Employee fourteen (14) calendar day’s written notice of the University’s intent to terminate this Agreement without cause.

- 4.2.1 Liquidated Damages Upon Termination By University Without Cause. If the University terminates this Agreement without cause at any time prior to «EndDate», the University shall pay the Employee the remainder of the base salary due under the terms of this Agreement. The University’s obligation shall be paid on a schedule mutually agreed to by both parties, provided, however, that if the parties cannot agree upon a schedule, payment will be made in a lump sum. The University shall not be liable for the loss of any fringe benefit described in section 3.2, or any intangible benefit associated with being a NCAA coach, or any athletically related income from any other source if the Employee is terminated without cause.

#### 4.3 Termination By Employee

- 4.3.1 Written Notice By Employee. The Employee may terminate this Agreement during its term by giving the University fourteen (14) calendar day’s advance written notice of the termination.

#### 5. Restriction on Competition

The Employee agrees and specifically promises that either directly or indirectly through an agent she will not actively seek, negotiate for or accept employment, under any circumstances, as a coach or in any other capacity related to intercollegiate athletics with any member institution of the NCAA or with any «Sport» team participating in any professional league or conference in the United States or elsewhere requiring performance of duties prior to the expiration date of the term of this Agreement or any extension thereof, without first notifying the Athletic Director and obtaining permission from the Athletic Director to seek such described employment opportunities, such permission to not be unreasonably withheld.

**Appendix B – Assistant Coach Employment Contract (cont.)**

6. Choice of Law

This Agreement has been entered into under and shall be governed by the laws of the State of Washington. In the event that either party for the enforcement or construction of any of the provisions of this agreement commences litigation, the actions shall be brought in the Superior Court of the State of Washington and venue shall be in Whitman County, Washington.

7. Alternate Dispute Resolution

Except as otherwise provided in this contract, when a dispute arises between the parties and it cannot be resolved by direct negotiation, the parties agree to participate in a mediation in good faith. The mediator shall be chosen by agreement of the parties. If the parties cannot agree on a mediator, the parties shall use a mediation service that selects the mediator for the parties. The cost of the mediation, if any, shall be shared equally by the parties unless otherwise agreed. The parties agree that mediation shall precede any action in a judicial tribunal.

Nothing in this contract shall be construed to limit the party's choice of a mutually acceptable alternative resolution method such as a disputes hearing, a Disputes Resolution Panel, or arbitration.

8. Merger Clause

This Agreement supersedes all prior understandings and agreements, oral or written, regarding the Employee's employment by the University, including University handbooks or manuals.

9. Amendments to Agreement

This Agreement may be amended at any time only by a written instrument duly approved by the University through its designated representative and accepted by the Employee, such approval and acceptance to be acknowledged in writing.

10. Acknowledgment

The Employee acknowledges that she has read and understands the foregoing provisions of this Agreement and that such provisions are reasonable and enforceable and that she agrees to abide by this Agreement and the terms and conditions set forth herein. Employee further acknowledges that she has been provided an opportunity to seek the advice of legal counsel before entering into this agreement.

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

WASHINGTON STATE UNIVERSITY

EMPLOYEE

By: \_\_\_\_\_  
James M. Sterk  
Director of Athletics

By: \_\_\_\_\_  
«FirstName» «LastName»

By: \_\_\_\_\_  
V. Lane Rawlins  
President

Approved as to form:

\_\_\_\_\_  
Signature and Date

## Appendix C – Documentation for Rules Compliance

### Washington State compliance review report December 18-20, 2000

#### Background

NCAA 23.2.1.3 requires an institution's rules-compliance program to be evaluated by an authority outside the athletics department at least once every three years. I performed this review at the request of the department of athletics from December 18-20, 2000.

#### Scope

This type of review is not meant to be as in-depth as a typical compliance review. It should not be viewed as a comprehensive audit or seal of approval of an institution's compliance efforts.

The review is designed to assess whether:

- An institution's compliance program possesses certain key components
- Those components are functioning properly
- The processes associated with those components are subject to periodic review

The following areas were reviewed:

Recruiting	Rules education
Financial aid	Academic support services
Eligibility certification	Investigatory and self-reporting processes
Organization and structure	Complimentary admissions

The institution specifically requested a closer examination of the recruiting area.

#### Resources

The following individuals were interviewed:

Gretchen Bouton, Compliance Assistant  
Pam Bradetich, Associate Director of Athletics, Academics and Career Services  
Ken Casavant, Faculty Athletics Representative  
Paul Graham, Head Men's Basketball Coach  
Al Jamison, Vice Provost for Educational Development  
Janet Johnson, Director of Tickets  
Tim Mooney, Head Baseball Coach  
Donna Poire, Assistant to the Faculty Athletics Representative  
Jenny Przekwas, Head Women's Basketball Coach  
Lane Rawlins, President  
Marcia Saneholtz, Senior Woman Administrator  
Joy Scourey, Athletic Financial Aid Coordinator

## Appendix C – Documentation for Rules Compliance (cont.)

Washington State compliance review report

March 29, 2001

April Seehafer, Financial Aid Counselor  
Wayne Sparks, Director of Financial Aid  
Jim Sterk, Director of Athletics  
Dan Tobias, Head Women's Soccer Coach  
Ryan Topper, Interim Athletic Eligibility Coordinator  
Leeland Zeller, Director of Compliance

A number of documents were reviewed including:

- Excerpts from the policies and procedures and compliance manuals of the athletics department  
The institution's 1996 NCAA Certification Self-Study report  
An organizational chart
- Institutional academic regulations
- The institution's student -athlete handbook
- Rules education materials for athletics department staff
- Various forms used to ensure compliance with NCAA rules (e.g., complimentary tickets, squad lists, official visits, employment, contracts, eligibility)

### **Recruiting**

The director of compliance has the primary responsibility for overseeing the recruiting process. The compliance assistant assists with monitoring the recruiting process and reviewing paperwork. The athletic financial aid coordinator in the financial aid office and the athletic eligibility coordinator in the registrar's office assist in monitoring the recruiting process.

The compliance assistant performs the initial evaluation of prospects' transcripts, serves as a liaison to the NCAA Initial-Eligibility Clearinghouse, reviews itineraries, receipts, and academic requirements for unofficial and official visits, cross-checks coaches' recruiting travel with recruiting calendars and the limits on the number of coaches in a particular sport who may recruit off-campus at anyone time, prepares copies of the National Letter of Intent, and initiates the process for the submission of initial-eligibility waiver petitions, among other duties.

The institution permits each coaching staff to create a recruiting model that best suits its needs. For example, the baseball coaching staff assigned coaches to geographical areas for recruiting. The head women's basketball coach delegates most of the recruiting responsibilities to her assistant coaches. One of the women's soccer assistant coaches serves as the recruiting coordinator for that staff.

The key components are covered: each sport maintains a master list of its recruited



**Appendix C – Documentation for Rules Compliance (cont.)**

Washington State compliance review report

March 29, 2001

prospects: recruiting logs (e.g., telephone calls, contact, evaluations) are required of coaches: numbers of official visits are recorded by the compliance office: checklists pertaining to recruiting materials and other key steps in the recruiting process are maintained: the business office monitors the use of recruiting funds, particularly those spent during official visits; the athletic compliance coordinator in the financial aid office tracks team financial aid limits, clarifying how many scholarships may be offered to recruits in a given year: the academic credentials of all prospects are evaluated early in the recruiting process; and recruiting files are audited by the compliance office, usually at the completion of the recruiting period for a particular sport.

Policies and procedures for all those involved-prospects, coaches, athletics department staff, the registrar's office, the admissions office, and the financial aid office-are meticulously detailed in the athletics department's manual.

**Recommendation**

1. *More frequent audits of coaches' phone logs and contact/evaluation logs may be needed.*

Two of the coaches indicated that contact and evaluation logs are turned in to the compliance office annually. Checking logs more often can help prevent repeat violations which often lead to more significant corrective action.

More frequent review of logs can work to an institution's benefit because if the rules are applied properly then an institution's resources can be more efficiently spent. For example, if a coach contacts a prospect and evaluates a transcript while visiting a high school it counts only as a contact. A coach who erroneously lists this activity as both a contact and an evaluation cheats herself out of an evaluation she might wish was available as National Letter of Intent signing day closes in. If the log contains details of the evaluation (that is, what the coach did) and the log is reviewed on a timely basis, the error can be caught in time to work to the institution's (and perhaps the prospect's) benefit.

In addition, a thorough effort to record as much information as possible (for example, the site of a contact, the fact that a prospect was not home when a coach called) can help avert potential violations and make review of the logs less time consuming since additional details would not have to be tracked down.

Auditing is a time-intensive activity, but one of the goals of a compliance review is to see if key systems are in place and if they are functioning

## Appendix C – Documentation for Rules Compliance (cont.)

Washington State compliance review report

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properly. If a system exists to record information, but the information is not thoroughly and frequently reviewed, then the potential for violations increases. This is a key area for institutional control.

### **Financial aid**

The athletic financial aid coordinator in the financial aid office has been assigned primary responsibility for coordinating the financial aid office's involvement in awarding financial aid to prospects and student-athletes. She works closely with the director of compliance in financial aid compliance matters.

Key responsibilities and procedures are extensively documented (in both text and flow-chart form) and have been assigned to various staff members including sports supervisors, coaches, sports secretaries, compliance office personnel, and the athletic financial aid coordinator in the financial aid office. Those responsibilities include:

- Determining the value of the components of a grant-in-aid
- Determining the amount of athletics aid available for returning and prospective student-athletes
- Identifying student -athletes eligible for financial aid
- Monitoring term-time employment earnings by student-athletes
- Generating National Letters of Intent and financial aid agreements Producing letters for cases of renewal, reduction, and non-renewal of financial aid
- Notification of hearing procedures when aid is reduced, canceled, or not renewed
- Determining "recruited" or "nonrecruited" status
- Verifying and documenting noncountable aid before it is credited to student accounts
- Monitoring individual and team financial aid limits
- Determining eligibility for summer school aid
- Monitoring the student -athlete book program
- Approving use of the Special Assistance Fund for Student-Athletes

It is the practice of the athletic financial aid coordinator and financial aid counselor to check and double-check all financial aid figures.

### **Recommendation**

2. *Involve the compliance office more regularly in cross-checking financial aid figures on squad lists*

Currently, there is only occasional review of financial figures on squad lists by the compliance office. A more regular review of these figures provides an additional check on their accuracy.

**Appendix C – Documentation for Rules Compliance (cont.)**

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**Eligibility certification**

The faculty athletics representative certifies the eligibility of all student-athletes. And as is the case at all campuses, gathering the data to make this certification is a team effort. The registrar's office, the admissions office, the various academic departments, the financial aid office, and the compliance office all play a role in covering all of the key tasks and responsibilities. Some examples follow.

Prospective student-athletes are admitted to the institution via the same process used for prospective students generally, including students who are admitted under special admissions authority. In the special admission category, the percentage of student -athletes has been higher than the percentage of students over the past six years, but the gap between the two figures has been slight the past two academic years.

The compliance assistant and the director of compliance are responsible for issues related to the NCAA Initial-Eligibility Clearinghouse. The compliance assistant performs the initial review of transcripts for high school prospective student-athletes. The registrar's office conducts the initial assessment of a transfer's transcript; the associate director of athletics for academics and career services conducts the second assessment.

The faculty athletics representative's office reviews all petitions for grade changes and the faculty athletics representative personally double-checks data for student-athletes who are close to becoming academically ineligible.

Squad lists and Conference-required eligibility reports are constructed by the faculty representative's office using information from a central campus database. Information on these forms is then often cross-checked or verified by another entity. For example, the compliance assistant cross-checks season of competition figures which are generated through data gathered from coaches' reports and verified by the sports information office.

Members of the compliance office staff work closely with a liaison in the registrar's office, the athletic eligibility coordinator. At the time of the compliance review, the position was vacant and was being filled by another institutional staff member on an interim basis. The athletic eligibility coordinator plays a key role in monitoring continuing eligibility of student-athletes, evaluating transcripts of transfers, and ensuring that student-athletes are enrolled fulltime.

The institution has implemented a system which allows the full-time enrollment status of student-athletes to be monitored on a daily basis, helping ensure that

## Appendix C – Documentation for Rules Compliance (cont.)

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student-athletes do not practice or compete while ineligible. The athletic eligibility coordinator has the primary responsibility for reviewing the data this system produces and other individuals (including the compliance assistant) serve as a backup if he is unable to do so.

As with all other areas of this review, policies and procedures are thoroughly documented. The responsibilities of all those who participate in the processes are well-detailed.

### **Recommendations**

#### *3. Consider providing assistance to the new athletic eligibility coordinator.*

The athletic eligibility coordinator plays a key role in monitoring continuing eligibility of student-athletes, evaluating transcripts of transfers, and ensuring that student-athletes are enrolled fulltime. These are weighty responsibilities.

Depending on the experience of the individual hired to assume this role, s/he may need some additional support within the admissions and registrar's offices and from the compliance office. In any event, this individual should be trained to use the NCAA Legislative Services Database, a valuable resource for interpreting NCAA rules pertaining to eligibility.

### **Organization and structure**

Washington State has appointed both a new president and a new director of athletics since June 2000. Both have several years of experience in those roles at other institutions.

The president considers the director of athletics to be at the same organizational level as a vice-president. The director of athletics reports to the president and is included in the president's cabinet meetings in order to provide him with a full sense of the activities that are occurring throughout the campus.

The president's office, through the faculty athletics representative, has responsibility for direct oversight of the institution's compliance program. The director of compliance is responsible for most compliance-related duties in the athletics department.

Washington State has an institutional compliance statement as well as a compliance office mission statement. The president has made it very clear that coaches who do not observe NCAA rules will be subject to termination, and this policy is reinforced in staff contracts and performance evaluations. In addition, the department publishes extensive policies and procedures and compliance manuals for the athletics department.

**Appendix C – Documentation for Rules Compliance (cont.)**

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The Athletic Council serves as an advisory body to the director of athletics and makes recommendations to the president. It also annually reviews the mission and goals of the department of athletics.

The institution also has a compliance committee in place; its membership includes the faculty athletics representative, the registrar, the director of admissions, the director of student services, the vice provost for educational development, and other high-level campus personnel. It meets three to four times per year and continually reviews processes, policies, and violations and their ensuing corrective actions. The director of compliance also holds regular meetings with representatives of the financial aid office, the registrar's office, and others for a similar purpose. Compliance procedures also are subject to periodic review through required NCAA programs (such as NCAA certification or this once-every-three-years review).

The athletics department has several staff members with extensive compliance related experience in their positions and several others who are relative newcomers. The director of athletics is in the process of evaluating the current structure of the athletics department.

Annual audits of the budgets of the athletics department are conducted in compliance with NCAA rules. One significant recent change instituted by the president was to require the department of athletics to undergo the same budget process as other departments on campus.

**Recommendations**

*4. Augment the size of the compliance staff*

The institution was involved in significant violations of NCAA rules in both 1992 and 1994. As a result, a number of new compliance systems were put into place in an effort to limit the potential for future violations and additional staff members were hired to manage those systems. Since that time, the number of NCAA rules (and their associated level of required monitoring) has continued to increase while staff positions with compliance responsibilities have either decreased or are vacant. While compliance remains a shared responsibility among all members of an athletics department staff and other key constituencies on campus, the compliance staff currently appears to be stretched too thin. More hands are needed on deck to make sure that all systems function properly.

*5. Make more extensive use of the Compliance Committee.*

The faculty athletics representative expressed concern that the compliance committee was not as actively engaged as he would like. Assigning this committee the responsibility for setting policy and reviewing procedures

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suggested by the director of compliance and his counterparts in the admissions, financial aid, and student services offices can enhance its role and involve the committee members more deeply in compliance responsibilities.

6. *The athletics department's policies and procedures manual-last revised in September 1999-may require more frequent updates.*

This is a common problem with any policies and procedures manual.

Policies and procedures manuals often repeat NCAA and conference rules, and when those rules change, the manuals must change with them. This makes it difficult to keep the information in a manual timely and accurate. And an inaccurate or incomplete manual can lead to confusion, frustration, and violations of rules. Summarizing rules in various publications in an effort to provide as complete a picture as possible may even decrease the likelihood that any or all of it will be read. It's difficult to strike the right balance between too much information and too little. There's no easy answer for this, but a web-based manual is one possible solution.

### **Rules education**

The director of compliance has been assigned the primary responsibility for overseeing the rules-education process.

In addition to the department's policies and procedures manual, the institution provides an NCAA Manual, a subscription to the NCAA News, coaches recruiting booklets, and various rules updates via weekly newsletters (Scoop Sheet) to coaches and staff members. Coaches take the NCAA Recruiting Certification Exam as required by NCAA rules. A Conference office staff member conducts an annual rules review with the coaching staff. Compliance office staff members attend coaches' meetings to review current compliance issues. The Compliance Office also provides periodic updates on the progress of proposed NCAA legislation.

Coaches and athletics department staff members are well aware of the department's emphasis on operating within NCAA and Conference rules. They know that they are to ask questions of the compliance office staff when they are unclear about the application of NCAA or Pac-IO rules. The compliance staff maintains a database of interpretations it has issued to ensure consistency in its responses. New staff members are required to attend a department orientation session and to meet individually with the director of compliance to discuss and review rules and regulations. The coaches who were interviewed appreciated the efforts of the compliance staff and believed they were receiving sufficient education about NCAA rules.

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The institution's student-athlete handbook is an excellent educational resource.

**Recommendations**

7. *Use the athletics department web site to provide rules education, particularly to boosters.*

A web page is an effective and inexpensive way to communicate information about NCAA rules to staff, student-athletes, and boosters. A page devoted to recruiting rules and pointed specifically at boosters would extend the institution's ongoing efforts to educate boosters about NCAA rules.

8. *Consider more frequent testing of coaches regarding their knowledge of the rules.*

Administering surprise exams helps ensure that coaches remain knowledgeable about the rules-thus limiting the potential for violations-as opposed to merely gearing up to pass the NCAA's annual open-book exam. Such tests also could include rules that are unique to the Pac-10, such as the Conference's initial-eligibility rules and regulations pertaining to contacting prospects who have been student -athletes at another Pac-10 institution.

**Academic support services**

Student-athletes have access to a full range of academic support services (as well as career counseling) through both the Student Advising and Learning Center (which serves all of the institution's students) and the athletics department's academic and career services staff and its Academic Resource Center. The associate director of athletics for academics and career services is responsible for coordinating the services provided by the athletics department.

Among these services are orientation, individual tutoring and group tutorials, academic assessment and skill building, proactive and reactive monitoring of academic progress in each class, career counseling, academic advising, peer academic counseling, time management, goal-setting, nutrition counseling, sports psychology services, and substance abuse education. Policies and procedures for all of these services are well-documented.

Tutors, hired and trained by the campus's Student Advising and Learning Center, are closely monitored while working with student-athletes to help reduce the potential for academic fraud. Tutors are trained regarding their proper role when assisting student-athletes-to guide and facilitate learning, not to do the student's work-and sign contracts acknowledging their understanding of that role.

## Appendix C – Documentation for Rules Compliance (cont.)

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Services provided by the Student Advising and Learning Center are subject to ongoing review by a subcommittee of the faculty senate. The athletics department monitors the number of student-athletes who access available support services as a means of determining their effectiveness.

### **Recommendation**

9. *Develop a written policy regarding scheduling athletics contests so as to minimize missed class time.*

The 1996 NCAA Certification Self-Study Report indicated that a "written statement regarding scheduling policy will be forthcoming in the next academic year. The Athletic Director will take overall responsibility for establishing this policy in writing. There will be no future athletic events scheduled during exam weeks, except those mandated by Pacific-10 Conference and NCAA events." At the time of this review a written policy had not been produced.

### **Investigatory and self-reporting processes**

Athletics department policy requires all staff members to report possible rules violations to the director of compliance, and staff members are aware of this responsibility. The director of compliance has been assigned the primary responsibility for overseeing the investigatory and self-reporting process. He is responsible for informing appropriate athletics department and institutional representatives, including in all cases the faculty athletics representative, of alleged rules violations. Investigation reports are submitted to the director of athletics, senior associate athletics director, and faculty athletics representative who make findings as to fault and assess corrective and disciplinary action. The Pac-10 is notified of violations that occur so that the Conference's process may be engaged, and if a student-athlete's eligibility requires restoration the NCAA Director Student-Athlete Reinstatement is notified as well.

### **Complimentary admissions**

The institution has extensive, documented procedures for the issuance of complimentary admissions to student-athletes and prospects and reviews its procedures periodically. Lists of football student-athletes who are eligible to receive complimentary admissions are provided to the ticket office by the compliance office.

In all other sports, the compliance office reviews lists generated by the sport's secretary before submitting it to the ticket office. The ticket office processes the requests and ensures that no student-athlete receives excess complimentary admissions. It also is responsible for ensuring that coaches' complimentary tickets are not provided to prospects or their coaches. The compliance office reviews complimentary admissions lists for prospects who make official and unofficial visits



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to campus before forwarding those lists to the ticket office for fulfillment.

**Conclusion**

In virtually every area, the key components of an effective compliance program are in place. An increase in staffing is recommended, however, to ensure that the compliance program functions properly.

Mike Matthews Assistant  
Commissioner

3/29/2001

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## ACADEMIC INTEGRITY

### Previous Certification Self-Study

**1. List all “corrective actions,” “conditions for certification” or “strategies of improvement” imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to academic integrity issues.**

*ITEM: Analyze, explain and address (through specific plans for improvement) the graduation rates of the university's black and transfer student-athletes. This review must be conducted by appropriate academic authorities of the institution under clearly established and approved policies.*

A plan was submitted to the Committee on Academics Certification by December 31, 1997 as requested. The plan, written and analyzed by the faculty athletic representative, is used by student-athlete development as the implementation and evaluation model for continual self-evaluation of the issue of black and transfer student-athletes' performance.

**2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process in the academic integrity area. Also, describe any additional plans for improvement/recommendations developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.**

*Previous Certification Self-Study Item: An effort is being made by the Athletic Director and the Faculty Athletic Representative in talks with the faculty and administrators to indicate that a key responsibility for maintaining academic integrity for student-athletes lies with the individual instructor and professor; this will be done both formally and informally. At the formal level, the Athletic Director or the Faculty Athletic Representative will speak to the Faculty Senate on a regular basis to discuss issues pertaining to the integration of student-athletes into the main stream of student life on this campus. (See previous self-study page 89.)*

The policies and procedures which assign responsibility for maintaining and promoting the principles of academic integrity are incorporated in a number of university documents. “The Faculty Responsibilities Related to Student Academic Integrity” section in the faculty handbook defines the role and responsibility of individual faculty in upholding academic integrity. In addition, the “Academic Integrity Standards and Procedures” section in the student handbook not only outlines the important role faculty

play in fostering principles of truth and academic honesty, but further defines the assignment of responsible instructor in the academic integrity process.

The academic integrity web page produced by the Office of Student Affairs to consolidate and clarify academic integrity policies and procedures includes a summary of guiding principles. The second of three principles states that, “The faculty (here interpreted to include graduate students and others who have the responsibility for teaching classes) have the primary responsibility for creating a learning environment in which students are encouraged and expected to value integrity and behave honestly.”

In addition, the vice provost for academic affairs periodically issues memoranda to all faculty, department chairs, and deans reminding faculty of their role in upholding academic integrity principles as they go about their daily classroom activities of scheduling and administering tests, assigning grades, and conducting their courses in ways that uphold academic regulations. Finally, the faculty athletic representative and the athletic director in presentations to the faculty senate, academic classes, and university organizations include in their comments special emphasis on the critical role faculty play in upholding standards for student-athletes.

*Previous Certification Self-Study Item: Special efforts will be made to encourage the football coaches to recruit academically better qualified student-athletes. (See previous self-study page 90.)*

The admission profiles for football student-athletes, though lower than other sports, are not significantly lower. The average standardized test score for entering football student-athletes is 904, 929, and 919 for the years 1998, 1999, and 2000, respectively. This compares with the average standardized test scores for all entering male student-athletes of 936, 977 and 988 for the same years. The difference of the average for the three years (927 for football and 967 for all male student-athletes) is just under 40 points, or 4.14 percent.

The four-year average graduation rate for football for the years 1992-1993 through 1995-1996 was 53.9 percent, which is slightly higher than the four-year average graduation of 52.3 percent for all male athletes. This rate is slightly lower than the four-year average graduation rate for all male freshmen, which is 55.4 percent. The trend for the graduation rate of football student-athletes is positive, with a rate of 64.3 percent for the 1995-1996 year, which is nearly 7 percent higher than the graduation rate for all male freshmen that same year of 57.3 percent.

*Previous Certification Self-Study Item: Washington State University is not satisfied with the graduation rates of its African-American students or student-athletes and is currently engaged in a concerted effort to rectify the situation. This includes the use of EXCEL and ELECTRIC COMMUNITY WRITING activities. Efforts are underway to contact universities with successful programs and to develop plans for adopting such programs at WSU. It is too early, however, to establish a meaningful dateline for expecting significant results from this endeavor. A plan will be formulated in which the services provided by the Athletic Department, the Multi-Cultural Center, and the Student Advising and Learning Center will be coordinated to address more specifically the problems involved in educating African-American student-athletes. (See previous self-study page 92.)*

Since Washington State University conducted its previous self-study, many of the existing support services for student-athletes have been strengthened and some new ones have been added. While most of these services do not cater specifically to African American student-athletes, never before have they had this many opportunities to receive academic and social support at WSU. Through collaboration between the athletic department's student-athlete development, the Office of Multicultural Student Services, staff, and coaches, African American student-athletes are continually informed and encouraged to utilize these services.

All first-year African American student-athletes are offered a mentor through the multicultural student service's student mentor program. In addition, they have access to the athletic department's peer academic counselor program. In both of these programs, successful junior or senior WSU students meet with them regularly to offer friendship, guidance, and support. When academic or social problems are detected that require additional resources, staff members are called into action immediately. The athletic department created the minority student-athlete mentoring program in July 2002 to introduce minority student-athletes to additional resources to manage the transition and retention issues unique to minority student-athletes attending a predominantly white institution.

As reported in the previous self-study, the athletic department has a guided study program that provides individual tutoring and monitored and structured study sessions for student-athletes. This program has been strengthened with the addition of a study options component. In accordance with this component, at-risk student-athletes are required to spend at least 10 hours per week in a structured learning environment working on specific areas identified as needing improvement. While these services target student-athletes showing the most need, all student-athletes can access them.

Another new program at WSU is already having a significant impact on the African American student population. WSU receives federal funding for the TRIO program called Student Support Services (SSS). This program offers at-risk students one-on-one advising, career planning, financial aid advocacy, and supplemental writing/math instruction. During its first year of operation, the SSS program served 54 African American students equaling 34 percent of the total number of students participating. (Of the 54 African American students served, two (3.7 percent) were athletes.)

Not to be underestimated in its positive impact on academic performance, African American student-athletes have easy access to the university's best computer technology. With the completion of the Bohler addition in 1997, student-athletes have been able to utilize the academic resource center. The center consists of a large computer lab with 24 state-of-the-art computers that are upgraded every three years. Laptops are also available through the center. In addition, study rooms specially designed to foster group interaction are available. It is common to see African Americans among the groups of student-athletes working together on class assignments in this facility. The physical location of the academic resource center directly outside the academic support office has greatly enhanced interaction between student-athletes, peer counselors, and tutors.

African American student-athletes also have free access to the academic enrichment center within WSU's multicultural center. Established in 1999, the academic enrichment center provides student-athletes an alternative location to access computers, receive tutoring, and other academic support. The center is located within a few feet of the African American student center.

*Previous Certification Self-Study Item: As noted in the discussion of [previous self-study] item 9, the graduation rate for transfer student-athletes is 22 percent lower than the graduation rate for all transfer students. At this time, we are not clear as to the reasons for this discrepancy. An effort will be made in the near future to study the problem more carefully and consider possible ways of reducing this differential. (See previous self-study page 91.)*

Transfer student-athlete graduation rates have been increasing, as have other student-athlete graduation rates, over the four-year period of 1992-1993 through 1995-1996. The four-year average graduation rate for transfer student-athletes is 56.3 percent compared with 65.6 percent for all transfer students. This gap has been decreasing over the four-year period. The 1995-1996 year graduation rate for transfer student-athletes is 68.2

percent which is over 3 percent higher than the graduation rate for all transfer students, which was 65.0 percent.

*Previous Certification Self-Study Item: A written statement regarding scheduling policy will be forthcoming in the next academic year. The Athletic Director will take overall responsibility for establishing this policy in writing. There will be no future athletic events scheduled during exam weeks, except those mandated by the Pacific-10 Conference and NCAA events. (See previous self-study page 94.)*

Although it took longer than anticipated, a written scheduling policy was drafted in February 2002. The policy formalizes guidelines that have been in practice for many years and articulates the responsibility of student-athletes, coaches, and other athletic department personnel to keep academics in the forefront of all event scheduling. (See appendix A)

*Previous Certification Self-Study Item: The Athletic Department should establish a system for determining entering students' academic goals. The exit/interview survey should be modified to probe student responses in order to determine which academic goals had not been met by students. (See previous self-study page 157, Commitment to Equity section)*

New and returning students undergo a rigorous assessment and reevaluation of their academic goals in a guided self-examination and discovery process. Student-athlete development in the athletic department works together with other units and academic advisors from across the university. Appendix B describes the academic advising process, which includes academic goal-setting.

Student-athlete development focuses on creating academic profiles for each student-athlete and creating academic and career goals from those data, and then providing the support necessary for the achievement as well as re-evaluation of these goals. Students are provided life skills training, student mentoring, career services and academic services that include assessment, counseling, monitoring, study skills, tutoring, and study sessions. In addition, all new students must participate in PROWL (Providing Responsible Options With Life skills), the life skills program. PROWL covers five key commitments for student-athletes: academic excellence, athletic excellence, career development, personal development, and community service. This mandatory semester-long class is designed to help new students successfully transition to the role of student-athlete by helping them establish academic and career goals and understand the avenues and support available to achieve those goals.

Finally, the athletic department has a peer academic counselor mentoring program that recruits current junior and senior level student-athletes to assist new student-athletes by meeting weekly with them during their first semester of enrollment. First semester transition issues such as time management, goal setting, and accessing resources are addressed. Help is offered toward adjusting to Division I level expectations both in the classroom and in their sport. During Fall 2001 the program had 15 counselors, each serving two or three students.

*Previous Certification Self-Study Item: Students also report some conflict in attending class with travel, competition, and practice. It is recommended that coaches and the Athletic Department continue to be vigilant to keep such conflict at minimum. (See previous self-study page 157, Commitment to Equity section)*

The development of a written scheduling policy has helped emphasize the importance of scheduling practices and competitions during times that least conflict with academic obligations. Written into the final policy is a guideline stating that either the athletic director or senior associate athletic director must review and monitor event schedules. The athletic department's student-athlete development staff routinely communicates information to both coaches and student-athletes to aid them in creating schedules that minimize missed class time.

*Peer Review Team Report Item: Evaluate graduation rates and recommend action to improve. (See the 1996 peer-review team's report, recommendation No. 2 page 12.)*

Graduation rates for student-athletes have been steadily increasing over the past four years. The four-year average graduation rate for student-athletes from 1992-1993 through 1995-1996 is 58 percent compared with 59 percent for all students. The 1996 graduation rate for all student-athletes was 61.7 percent, which is higher than the 60.2 percent graduation rate for all students for the same year.

Actions to improve student-athlete graduation rates began in 1994, including additional funding for tracking student-athlete degree progress, increased funding for the academic and career services support unit, increased funding for the summer session financial aid program, and created an academic standards program designed to help students improve their academic performance. These continuing changes have had and will continue to have a positive and measurable impact on the graduation rates of student-athletes.



## Operating Principle: Academic Standards

*Academic Standards, Item 1: Describe the process by which student-athletes are admitted to your institution, and compare it to the process for admitting students generally. Give careful attention to key decision points (e.g., establishment of admission 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 admission process for student-athletes.*

Student-athletes are given no preferential treatment in the admissions process at Washington State University. All students are held to the same standards for admission. The following discussion outlines the process and the criteria by which students are considered for admission to the university.

In order to be considered for admission, all entering freshmen students, including potential student-athletes, must submit the application, application fee, official high school transcript through the 11<sup>th</sup> grade, and SAT or ACT test scores to the admissions office. In addition, transcripts must be submitted for any college-level work completed subsequent to high school. The admissions office evaluates this information according to the admission criteria for the university and notifies students of their admission decision. If the information is incomplete, the office notifies the prospective student of what information/documentation is still lacking. The same procedure is used for student-athletes.

Students are eligible for regular admission to WSU as freshmen if they have the required 15 core units from high school (or college-level equivalent) and an admissions index number (AIN) of 28 or higher. The AIN is calculated based on a composite of the high school GPA and a test score (either ACT or SAT). The AIN was developed by the Higher Education Coordinating Board (HECB) of the State of Washington and has been in place since 1989 for all public baccalaureate institutions in the state. This index is based on estimates of the probability of student success in college level course work.

Students with AIN scores below 28 or with deficient core units are asked to submit a narrative and other supporting documents. The narrative asks a series of questions designed to gauge the applicant's motivation and fitness for alternative admission to WSU, as well as allowing the student to describe other factors that contributed to their high school academic performance. After admission officer review of the narrative, admission is granted or denied. If denied, the applicant may request an appearance before the admission subcommittee of the university Academic Affairs Committee. This

committee's decision is final. In no case can a student whose high school grade point average is below 2.0 or has more than three core units deficient be admitted, even through special consideration. This requirement is mandated by the HECB, which also requires that WSU accept no more than 15 percent of incoming students through alternative admission in a given year.

The Higher Education Coordinating Board allows flexibility in the admission of freshman students who are age 25 or over. Students in this category can be admitted by meeting two of the following four requirements: 1) Submit satisfactory scores on the SAT, ACT or other acceptable tests; 2) Present a high school diploma with a minimum of a 2.5 GPA, or a passing score on the GED certification test; 3) Submit an essay demonstrating entry-level critical thinking and communication skills; 4) Present evidence of success outside the classroom and strong motivation to succeed in college.

Application files from home-schooled students are reviewed individually. Students must provide documentation of all subjects studied and how they have completed the core courses required for freshman admission. Students must also provide their official scores from either the SAT or ACT. If a transcript is presented, the student's file is reviewed by admissions staff for admission eligibility and completion of core courses. If a transcript is not available, the student's file is referred to the admission subcommittee for review.

Application files from students who present GED test scores in lieu of proof of high school graduation are reviewed individually for eligibility for admission. Students may be asked to submit records of any high school work completed up to the time of withdrawal in order to further assess their ability to succeed academically at Washington State University. Students whose files indicate they may not be prepared for college level work may appeal for special consideration through the admission subcommittee for review.

Transfer students who have earned at least 27 semester (40) quarter hours of transferable credit from a regionally accredited college or university with a 2.0 cumulative GPA or higher, will normally be admitted as space allows. Transfer applicants with fewer than 27 semester (40) quarter hours of transferable credit must also meet the admission requirements for freshmen, including the AIN and core requirements.

In the case of student-athletes, the admission's office notifies the compliance office of students who do not meet admission criteria. Student-athletes then have the same recourse for special consideration as is available for any other student.

Prospective student-athletes are responsible for submitting their materials to the admissions office and when necessary, submitting special admission materials to the admission subcommittee (e.g., letters of support and narrative statements). The associate athletic director for student-athlete development may also provide supporting documentation and assistance in the alternative admission process. Student-athletes may request that coaches and the associate athletic director for student-athlete development appear before the admission subcommittee with them.

*Academic Standards, Item 2: Compare the admission 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 freshmen 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 ethnic group). [Note: Use Attachment No. 1 and the graduation-rates disclosure form methodology to compile these data.]*

The admission data used for this report were for the 1998, 1999, and 2000 academic years. The relevant tables comparing student-athletes with the general student body are in appendix C. In the following figures, data are not displayed for categories that contain two or less student-athletes for that particular year.

*Gender Comparison:* Table 1 of appendix C summarizes the SAT scores for freshman student-athletes compared with all entering freshmen by gender and year of admission to the university. The entering male students had the highest scores of any group; the entering male student-athletes test scores are lower but improving over the three years. The three-year average for male student-athletes was 967 while the three-year average for all entering males was 1059, a difference of 92, or 8.7 percent. For the last year of the study, 2000, the difference between entering student-athletes compared with all entering male students SAT scores was 70, or 6.6 percent. On average, the scores for entering women athletes were approximately the same for the other entering women students. The three-year average for female student-athletes was 1019 while the three-year average for all entering female students was 1022.

*Racial/Ethnic Comparison:* The specific data breakdowns for racial/ethnic groups are shown in appendix C, table 2. There is little variation from year to year among the ethnic groups, with the exception of entering African American student-athletes whose scores

have decreased somewhat over the three-year period. Scores for groups with two or fewer student-athletes are not presented.

Table 2 compares African American and white student-athletes, the two groups with the largest numbers, with the African American and white general entering student body for the three comparison years. On average, entering African American student-athlete SAT scores are approximately the same as the general entering African American student population. For white students, entering student-athlete scores are slightly lower than entering white students overall.

*Sport Group Comparisons:* Specific breakdown by sport groups are shown in appendix C, table 3. Men's basketball, baseball and men's track and cross country had SAT scores averaging over 1000 points. Football, on average, was somewhat lower than the other men's sports with a three-year average of 917. Women's track and cross country and women's other sports were also high, averaging, over the three years, near or at 1000 points. Since fewer than three new scholarship-athletes participated in women's basketball during 1998 and 1999, only one year's data is reported here and is also near 1000 points at 953.

Overall, the standardized test scores for each sport group are fairly consistent from year to year and are similar to other sports within each gender group. In cases where the average entering SAT scores are highly varied (e.g., women's track/cross country and men's track/cross country), the number of students in the sample is low (under 10).

Further analysis of average SAT scores for entering freshmen and student-athletes was performed to determine if differences between all freshmen and student-athletes, male versus female, and ethnic comparisons were significant. The analysis showed a statistically significant difference in average SAT scores between entering male versus female students, with male students scoring higher than female students. When analyzing only student-athletes, the difference was less significant. Also, average SAT for entering freshmen versus student-athletes as a whole showed a significant difference, with student-athletes scoring lower. Analysis of African American male versus female and student-athlete compared with all African American freshmen showed no statistically significant difference in either comparison. Among white students, males scored higher than females and athletes scored lower than non-athletes by a statistically significant margin.

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*Academic Standards, Item 3a: Please describe the process by which students may be admitted if they do not meet the institution's standard or normal entrance requirements. This should include any second-level or subsequent review processes or appeal procedures which may be utilized when students are not automatically admitted because they do not meet the institution's published entrance requirements.*

Students with an Admissions Index Number (AIN) below 28 are asked to submit a narrative and other supporting documents. The narrative asks a series of questions designed to gauge the applicant's motivation and fitness for special admission to WSU, as well as allowing the student to describe other factors in their high school academic performance. After admission officer review of the narrative, admission is granted or denied. If denied, the applicant may request an appearance before the admissions subcommittee. This committee's decision is final.

Applicants with core subject deficiencies are reviewed by an admissions officer who determines whether or not to waive or defer the deficiency. Beginning with the Fall 2002 cycle, applicants with core subject deficiencies are asked to submit a narrative and other supporting documents; their application is then subject to the same process described above for applicants with less than a 28 AIN.

In the case of student-athletes, the admission office notifies the compliance coordinator of students who do not meet admission criteria. Student-athletes then have the same recourse for special consideration as is available for any other student.

The athletic department's compliance office distributes application materials to the coaches, generates admission status reports through the admissions office database, and notifies head coaches of acceptances, denials, or the option to appeal to the admission subcommittee. The compliance office also notifies the athletic eligibility coordinator in the registrar's office when student-athletes have been admitted.

*Academic Standards, Item 3b: 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 part (a) 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. [Note: Use Attachment No. 2 to compile these data.]*

Specific breakdowns for alternative admission for all entering students generally, and for student-athletes organized by year and sports group are given in appendix C, table 4, and discussed below. Included in alternative admission numbers are both students admitted with an admissions index number below 28, the minimum for Washington State University, and students who did not meet core subject requirements required for admission.

In 1998, 16.1 percent of all entering freshmen entered through the alternative admission process. For freshmen student-athletes, 28.1 percent entered through the alternative admission process. Among the freshmen student-athletes entering through alternative admission, 50 percent were in football, 22.2 percent in women's other sports, 11.1 percent in men's basketball, and 5.6 percent were in women's track/cross country, women's basketball, and men's other sports. In 1998, of the total freshmen scholarship athletes from each sport, the following percentages entered through the alternative admissions program: women's basketball, 100 percent; football, 52.9 percent; men's other sports, 50 percent; men's basketball, 40 percent; women's other sports, 16 percent; women's track and cross country, 14.3 percent.

In 1999, 9.6 percent of all students entered through the alternative admissions process, compared to 9.8 percent for student-athletes. Of those alternative admission student-athletes, 83.3 percent were in football, 16.7 percent were in women's other sports.

In 2000, the percent of students entering through the alternative admission process increased from 9.6 percent to 11.2 percent. The increase for scholarship student-athletes was from 9.8 percent to 28.2 percent. This 28.2 percent represented 20 scholarship student-athletes from a total of 71 scholarship student-athletes admitted. Of this group, 45 percent were in football, 30 percent from women's other sports, 15 percent from women's track/cross country, 5 percent from baseball, and 5 percent from men's basketball.

The percentages in most sport groups are relatively unstable because of the small number of student-athletes involved. The instability in these numbers is due to variations in the recruiting outcome, and not in changes in procedures or standards for admission. Overall, football has the highest proportion of student-athletes admitted in this way. The number and proportion of alternative admissions in football has varied with the recruiting class.

*Academic Standards, Item 4: List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify initial eligibility for transfer student-athletes. Identify the individual(s) with final authority for certifying initial eligibility, and their title(s).*

As a general rule, the academic credentials of transfer student-athletes are evaluated by the admissions office for transferable degree credit requirements and by the registrar's office for any other satisfactory progress requirements, in consultation with the athletic compliance and student-athlete development office. Upon review, the athletic eligibility coordinator in the registrar's office, makes a recommendation to the faculty athletic representative, who certifies the eligibility status of the transfer student-athlete. Rules and regulations of both the NCAA and the Pac-10 conference are followed when considering the eligibility for transfer student-athletes.

The following steps are taken to certify initial eligibility for transfer student-athletes:

Coach:

- Identifies prospective transfer student-athletes and provides a list to compliance office
- Requests prospective student-athlete's high school transcript, previous college transcripts, and test score sent to the compliance office.
- Completes unofficial transfer evaluation form and submits to the compliance office
- Reports results of eligibility review to prospective student-athlete
- Facilitates prospective student-athlete application to WSU
- Requests student-athlete's final transcript be sent to the compliance office

Compliance Office:

- Assesses whether prospective student-athlete was a qualifier out of high school.
- Distributes unofficial transfer evaluation report to admissions office and registrar's office of prospective student-athlete's desire to transfer to WSU
- Requests eligibility reviews by admissions office and registrar's office
- Facilitates delivery of prospective student-athlete's academic information, including area of degree interest, to admissions office
- Retains copy of transfer evaluation transfer credit report (TCR) and degree audit in prospective student-athlete's recruiting file.
- Receives eligibility review from academic eligibility coordinator (AEC) and checks review for accuracy

- Distributes results of eligibility review to associate athletic director for student development
- Forwards all transcripts to admissions office

#### Student-Athlete Development Office

- Receives eligibility review from compliance office.
- Meets with prospective transfer student-athlete during on campus visit.
- Reviews transfer evaluation with coach.
- Provides prospective student-athlete with advising assistance for future schedules to ensure student meets transfer and satisfactory progress rules.

#### Admissions Office

- Generates ID number for prospective student-athlete.
- Evaluates prospective transfer student-athlete's two-year college academic record(s) to determine transferable degree credit.
- Issues transfer credit report
- Forwards copies of transfer credit report to registrar's office athletic eligibility coordinator

#### Registrar's Office

- Athletic eligibility coordinator receives transfer credit report from admissions office and commences satisfactory progress review of prospective student-athlete's college academic record
- Reports results of official evaluation to the compliance office
- Verifies prospective student-athlete's status under NCAA satisfactory progress rules
- Reviews final complete transcripts
- Forwards eligibility recommendation to faculty athletic representative.
- Updates satisfactory progress worksheet to be included with the Pac-10 eligibility report and updates WSU eligibility report

#### Prospective Student-Athlete

- Submits final transcripts and admission materials directly to compliance office for distribution to admissions office.



#### Faculty Athletic Representative

- Certifies prospective student-athlete's eligibility status.

*Academic Standards, Item 5: 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.*

Upon review of student-athlete academic records, the athletic eligibility coordinator in the registrar's office, makes recommendations to the faculty athletic representative, who certifies the continuing eligibility status of all student-athletes. The athletic eligibility coordinator monitors full-time enrollment on a daily basis, which is tracked on the WSU eligibility report.

#### Compliance Office

- In conjunction with faculty athletic representative's office, confirms years of competition remaining for each student-athlete.

#### Academic Services

- Associate athletic director for student-athlete development distributes preliminary and final eligibility certification with instructions to head coaches.
- Associate athletic director for student-athlete development reviews each student-athlete's satisfactory progress evaluation with the athletic eligibility coordinator to determine academic status of each student-athlete. A preliminary review is done midway through the second semester and after the second semester has ended. Final review begins after summer session grades are posted.
- Associate athletic director for student-athlete development disseminates preliminary and final eligibility information to counselors and student-athletes.

#### Registrar's Office (Athletic Eligibility Coordinator)

- Orders transcripts for all student-athletes at the end of each semester and at the end of summer session.
- Captures current student-athlete satisfactory progress (SASP) database and saves for current academic year. Enters information for new student-athletes and updates information for continuing student-athletes for each sport into the SASP database. Includes all projected returning student-athletes with eligibility remaining, all transfer student-athletes, and all partial and nonqualifiers.

- Evaluates student-athletes' academic status using transcripts and departmental degree checklists or university degree audit reports (DARS) for student-athletes who have certified a major.
- Enters evaluated information into the SASP database and prints satisfactory progress cover sheet to be included with departmental degree check sheet or DARS report prior to review sessions with academic services. Consults with designated academic department liaisons or the DARS Coordinator to resolve questionable cases or to clarify discrepancies within the university's degree audit system.
- Reviews satisfactory progress cover sheet with associate athletic director for student-athlete development.
- Maintains documentation in student-athletes' files.
- Confirms reinstatement with the Student Advising and Learning Center (SALC) for students showing deficiency. Works with academic office to confirm deficiency contracts are on file for those who must present reinstatement contracts. Confirms reinstatement status of deficient student-athletes with the Student Advising and Learning Center (SALC). The student-athlete personal development office receives the reinstatement contract from the student-athlete and then notifies the athletic eligibility coordinator. The athletic eligibility coordinator updates the satisfactory progress database and daily eligibility report, and then files the reinstatement contract in the student-athlete's compliance file.
- Makes recommendation to faculty athletic representative regarding the continuing eligibility status of student-athletes.
- Confirms with faculty athletic representative office that SASP database is updated and is ready to generate Pac-10 eligibility report. Updates WSU eligibility report based on faculty athletic representative's determination.

### Faculty Athletic Representative

- Performs periodic audits of satisfactory progress evaluations
- Reviews grade changes from grade change report provided by registrar's office to maintain the academic integrity of a student-athlete's academic records and the overall athletic program
- Certifies continuing eligibility of all student-athletes
- Updates Pac-10 and NCAA squad lists
- Assists with management of SASP database

*Academic Standards, Item 6: Please attach the institution's official NCAA graduation-rates report (institution's two-page report) for the three most recent academic years for which this information is available.*

See appendix D.

*Academic Standards, Item 7: Review the graduation rates for student-athletes who received athletics grants-in-aid, various student-athlete subgroups and for students generally during the last three years, and comment on any trends or significant changes.*

The tables presented in appendix E provide the six-year graduation rates for four freshmen cohorts beginning in 1992-1993 through 1995-1996 by various subcategories. As shown in the gender and sport, freshmen cohorts report (table 1), the four-year average graduation rate for student-athletes, from the 1992-1993 cohort through the 1995-1996 cohort is 58 percent compared with 59 percent for all undergraduates at Washington State University for this same period. The trend of graduation rates for student-athletes is positive, rising from 48.2 percent in 1992-1993 up to 61.7 percent in 1995-1996. This last rate is more than one percent higher than the graduation rate for all freshmen students for 1995-1996 freshman cohort.

The comparison of male student-athletes with the male student body over the same period shows an improvement in the graduation rate of male student-athletes. The freshman cohort four-year average for male student-athletes is 52.3 percent compared with 55.4 percent for the all-male freshmen cohort. Comparing by sport, only men's basketball and baseball are below the 50 percent mark for their four-year average graduation rate. The low number of students in these sport categories may account for the variability of the graduation rate. Student-athletes who believe they have a better chance of competing at other institutions tend to transfer; a smaller proportion are academically ineligible and leave the university, and a few athletes leave because they have professional offers, especially in baseball. The other reasons they leave are similar to other college students, including finances, job opportunities, marriage, family problems, etc.

The average graduation rate for women student-athletes over the four-year period is slightly higher than for women students in general (63.25 percent for student-athletes; 62.53 percent for women students generally). Graduation rates for female student-athletes are consistently high, and, on average, higher than the graduation rate for all female students.

According to the six-year graduation rates by ethnicity and gender data (see appendix E, table 2), the overall graduation rates for African American student-athletes is positive. The four-year average for African American student-athletes is 41.8 percent compared with 43.2 percent for all African American students. The four-year average for male African American student-athletes is 44.4 percent compared with 38.3 percent for all male African American students.

The four-year average for women African American student-athletes is 30 percent, much lower than the graduation rate for female African American students in the general student body. This difference might be due to low numbers in the sample (10) for female African American student-athletes. The four-year rate for white male student-athletes is 59.3 percent. This is over 2 percent higher than the four-year average rate for all white male undergraduates, which is 57.3 percent. Similarly, the graduation rate for white women student-athletes, averaged over the four-year period is 69.4 percent which is nearly 5 percent higher than the four-year average rate of 63.5 percent for all white undergraduate women. The numbers for student-athletes in other racial/ethnic categories are too small to make meaningful comparisons.

The breakdown by gender and sport, transfer cohorts report (see appendix E, table 3) shows the trend for transfer student-athletes is very positive, rising from a low in 1992-1993 of 42.1 percent to a high of 68.2 percent for the 1995-1996 cohort. The graduation rate for student-athletes for 1995-1996 was more than 3 percent higher than the graduation rate for all transfer students for the same year. The four-year rate for male transfer student-athletes is 45.8 percent compared with 63.3 percent for all male transfer students, while the four-year rate for female transfer student-athletes is 85.7 percent compared with 68.5 percent for all female transfer students. The lowest four-year graduation rates for men's sports were football at 40 percent and basketball at 25 percent.

The NCAA satisfactory progress requirement that went into effect for the 1992 entering freshmen class, combined with the academic efforts of the athletic department, has greatly impacted graduation rates at Washington State University. This NCAA legislation requires student-athletes to meet a specific percentage of their degree requirements and maintain a minimum cumulative GPA based on their completed number of full-time terms of enrollment (e.g., after four full-time terms student-athletes must have completed a minimum 25 percent with a minimum 1.80 cum GPA; after six full-time terms they must have completed 50 percent with a minimum 1.90 cum GPA; and if they compete during their 5th year, they must complete 75 percent with a minimum 1.90 cum GPA

prior to their last season of competition). Their degree progress must be evaluated in one degree program. Student-athletes are no longer taking courses across many different departments throughout their career nor are they overtaking electives just to meet the basic NCAA rule of 24 credits per academic year. They are now taking credits for a specific purpose and they are expected to be very close to the university's minimum 2.00 GPA graduation requirement. Prior to 1992, student-athletes could compete with any cumulative GPA.

In 1994, WSU committed additional resources to track student-athletes' degree progress. The president's office provided funding for the registrar's office to hire an athletic eligibility coordinator. This position's primary purpose is to compile accurate degree audits for each student-athlete. These audits are then reviewed by the faculty athletic representative during the certification of eligibility process. Athletic department staff members and student-athletes have benefited greatly from this additional resource.

The athletic eligibility coordinator provides excellent information for athletic academic counselors to use as a planning tool during advising sessions each semester, enabling them to focus on course applicability and time-to-degree, and on assisting students with their graduation planning. Also in 1994, the university committed the necessary funding to purchase the degree audit reporting system (DARS) automated degree audit system and the staffing to implement the program. The need to track requirements for NCAA eligibility certification greatly impacted the university's decision to purchase this system. DARS is now one of the most valuable advising tools for athletic academic counselors.

Also in 1994, the athletic department committed to increasing funding for the academic and career services support unit (now known as student-athlete development unit). The department added academic staffing to better focus on servicing at-risk students and to improve career services and personal progress and development. Since 1994, the department has increased staff by four individuals and changed two part-time positions to full time. Additionally, the department increased funding for the summer school financial aid program and degree completion financial aid program, and began planning a new facility for the academic resource center (occupied in November 1997). This new facility includes a computer lab, access to laptops, access to staff for assistance in research, writing, and tutoring, access to study groups and structured study sessions, staff offices, and quiet study spaces.

The athletic department also initiated the academic standards program in 1994, which stated that all student-athletes (regardless of sport) were expected to earn a 2.50 or higher cumulative GPA. This expectation is presented as an athletic department expectation, e.g., coming directly from the athletic director, for all sports. If below that standard, student-athletes are placed in the services at a level of intensity based on individual assessment. Student-athletes earn their way out of these required services by improving their cumulative GPA and hopefully reaching the 2.50 cumulative GPA mark by their senior year. Staff and administration expect improved academic performance and reinforce this expectation on a daily or weekly basis. The message sent by this program to student-athletes is the university expects students to be on track to graduate as well as be competitive athletically.

The goal of the athletic department is to graduate 100 percent of the student-athletes who exhaust their eligibility. For the past 10 NCAA graduation reports (e.g., 1986-87 freshmen class through 1995-96 freshmen class) WSU athletics has graduated an average of 89 percent of those exhausting eligibility. For the 1993 entering freshmen class 94 percent graduated, for the 1994 entering freshmen class 100 percent graduated, and for the 1995 entering freshmen class 84 percent graduated.

*Academic Standards, Item 8: Describe the specific goal(s) that your institution has set for graduation of students generally and for graduation of student-athletes.*

Washington State University is committed to increase the percentage of students graduating with baccalaureate, professional and advanced degrees and to increase the overall graduation rate of its student body. The university's long-term goal for freshmen graduation rates is to reach the 75th percentile five-year graduation rate among our peers, which is currently 62.6 percent (71.0 percent for the 75<sup>th</sup> percentile of the six-year graduation rate). The following partial table is taken from the institution's accountability plan submitted to the Higher Education Coordinating Board and represents the graduation rate goal for this current biennium.

<b>Washington State University Five-Year Graduation Rate Goal</b>			
<b>Common Measures</b>	<b>1995-1996 Baseline Performance</b>	<b>1996-1999 Avg. Baseline Performance</b>	<b>2001-03 Plan Targets</b>
Five-year freshman graduation rate	55.7 percent	53.8 percent	55.9 percent

The preceding table represents the five-year graduation rate goal for the institution. The athletics department, based on a six-year graduation rate, has set a goal of being at or above the university's six-year graduation rate, and has met this goal for the three most recent cohorts graduating in six years.

*Academic Standards, Item 9: Please attach 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.*

Student-athletes are not singled out for exception in any of our academic standards and policies. All standards and policies are applied equally, not only to student-athletes, but to all students in attendance at Washington State University. Focus groups conducted with student-athletes during that study showed that they believe they are held to the same academic standards as the rest of the students at the university. NCAA GPA requirements were thought to be too low by some student-athletes, but acknowledged that these requirements help them stay on track toward graduation. Specific policies and standards are noted below, and each affirmed individually.

*Definition of Full-time Status:* Full-time status is defined in different ways for the different purposes at WSU. The most common definitions are:

- Financial Aid = 12 credits
- Tuition = 10 to 18 credits
- Full-time equivalent (FTE) undergraduate student = 15 credits

Student-athletes are held to a definition of full-time status for financial aid in order to participate in NCAA competition.

*Good Academic Standing:* Students at WSU must achieve a 2.00 GPA in order to be considered in good academic standing. A cumulative GPA, or two consecutive semester GPAs that fall below a 2.00 will cause the student to be considered deficient and ineligible to continue their studies. Students who are academically deficient must apply for reinstatement with the Student Advising and Learning Center. Reinstated students are then re-enrolled and allowed to continue if they meet conditions established in the reinstatement contract, including meeting minimum academic standards by the end of the semester. Student-athletes are subject to these same standards and processes as the rest of the student population.

*President's Honor Roll:* The president's honor roll is awarded to undergraduates who achieve a 3.50 cumulative GPA, or achieve a 3.75 semester GPA in at least nine graded credits. Student-athletes are awarded this honor in the same way as the rest of the student population.

*Correction of Grade Errors:* According to the university's academic regulations, an instructor may not change a grade after it has been filed with the registrar, except in the case of clerical error. The signature of the department chair is also required. Grade changes made for student-athletes are bound by the same standard as for other students. Departments are required to certify that the grade change is due to clerical error. Every grade change for student-athletes is personally reviewed by the faculty athletic representative (FAR). The provost's office will review the grade change in conjunction with the faculty athletic representative after the FAR's initial review.

*Adding/Dropping/Withdrawing from a Course:* Adding a course can be done using the automated system through the fifth day of the semester. After this time, university policy requires an instructor's signature to add a class. Student-athletes follow the same policy with the additional requirement that a signature from an athletic academic counselor is required before the courses can be processed and added to the student-athlete's schedule. The same is true for dropping and/or withdrawing from a course, in that student-athletes must obtain a signature from an academic counselor before the drop or withdraw will be processed. Student-athletes follow the same deadlines and university rules as other students for these transactions.

## **Operating Principle: Academic Support**

*Academic Support, Item 1: Identify, using an organizational or flow chart, 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).*

Please see appendixes F and G for organizational and advising process flow charts.

The athletic department's academic and career services unit implemented a major reorganization in July 2002 (note updated organizational chart for student-athlete development). This reorganization allowed for a reallocation of resources to enhance the delivery of support services for student-athletes and to better meet the individual needs of our at-risk student-athletes, minority student-athletes, and to strengthen the athletics



department's focus on retention, graduation, career development, and personal/professional development.

Along with career services, academic programs and services, access to technology via the academic resource center, the student-athlete development unit now includes a commitment to providing services, staff, and programming for personal development (including the NCAA life skills program) and the PROWL resource center.

Through the reallocation of an existing budget, the student-athlete development unit was able to add an academic counselor position to enhance the level of service provided to our football program, created a senior-level academic counselor position to provide more coverage and support for sports other than basketball and football, and allowed the unit to reassign one academic counselor to work primarily with the men's basketball program. In addition, two positions and a student resource center were established for the personal development area to emphasize the athletic department's commitment to providing resources and services to address the non-academic factors impacting retention, graduation, career development, and the health and wellness of our student-athletes.

With the additional staffing and student-athlete personal development facility the athletics department demonstrates a continuing effort to developing programs and resources to more effectively meet the individual academic, career, and personal and professional development needs of each student-athlete competing at Washington State University.

Included in the newly created personal development area and PROWL resource center is the minority student-athlete mentoring program. This faculty mentoring program is designed to foster a positive and supportive relationship with minority student-athletes in order to facilitate their educational, social, and personal growth, while providing guidance to help them gain and maintain control over the overwhelming responsibilities they face in transitioning into a predominantly white institution. This program is coordinated by two newly created full-time positions (minority student-athlete mentoring coordinator and program director for personal development). Both positions have offices adjacent to the PROWL resource center). The personal development area and PROWL resource center will also provide our student-athlete development staff more opportunities to service the transition needs of our new transfer and international student-athletes.

*Academic Support, Item 2: 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 periodic review and approval by academic authorities outside athletics of these services.*

***(These items begin on the next page.)***

**Academic Advising****A. The specific academic support services offered to student-athletes (if any):**

- Student-athletes receive advising from athletic academic counselors in addition to that from their university advisor. All undergraduate students are required to meet with their university academic advisor each semester. Athletic academic counselors provide pre and post advising for student-athletes to ensure they understand university and NCAA requirements, and to ensure academic schedules are realistic and meet NCAA requirements.
- Priority registration for student-athletes to allow them to handle scheduling conflicts and to minimize class absences due to competition schedules

**B. Any policies that govern which students can use these services:**

- Only student-athletes listed on the daily eligibility report and student-athletes receiving athletics aid through the athletic department's degree completion program have access to priority registration
- Athletic academic counselors do not have the authority to release holds on the registration system. These can only be released by university advisors to ensure advising takes place.

**C. The mechanisms by which student-athletes are made aware of these services:**

- Student-athlete handbook
- WSU athletics department web site
- Compliance meeting conducted each fall by compliance staff and associate athletic director for student-athlete development
- New student orientation sessions conducted each fall by the student-athlete development staff
- Team meetings – athletic academic counselor meets with team
- Information located on bulletin boards at the Bohler addition academic resource center
- On-campus recruiting visits where recruits meet with an athletic academic counselor to discuss available services after enrollment
- Academic advisors may refer student-athletes to their athletic academic counselor for guidance
- University reinstatement contracts
- Meetings with career services staff
- Recommendations from other athletic department student services staff
- Contact with teammates and other student-athletes
- Team Student-Athlete Advisory Committee representatives

**D. The mechanisms for periodic review and approval by academic authorities outside athletics:**

- The Associate athletic director for student-athlete development and the program director for academic and career services present sessions regarding advising student-athletes at university advisor training sessions and peer advising sessions. These sessions focus on issues and concerns regarding effectively advising the student-athlete population. To ensure adequate training, the student-athlete development staff also works closely with the advisors at the Student-Advising and Learning Center (e.g., attend training sessions and access SALC's educational materials such as the university advising manual).
- The University Compliance Committee (includes SALC, registrar, admissions, financial aid) reviews all procedures impacting the NCAA eligibility certification process (e.g., tracking degree progress).
- The faculty athletic representative reviews all procedures impacting student-athletes' eligibility, enrollment, retention, and graduation (e.g., advising philosophy, schedule review, reinstatement, graduation rates).

**Tutoring**

**A. The specific academic support services offered to student-athletes (if any):**

- Student-athletes are encouraged to use the tutoring services provided by the university, including those provided at the Student Advising and Learning Center, in academic departments, in residence halls, and the writing center.
- Athletic academic counselors work closely with faculty, multicultural student services, and the Student Advising and Learning Center to help student-athletes understand their tutoring options
- Each semester the athletic academic staff offers group tutorials/study teams for many general education courses

**B. Any policies that govern which students can use these services:**

- All student-athletes listed on the daily eligibility report (including walk-ons) and former student-athletes receiving athletics aid through the athletic department's degree completion program have access to tutoring through the athletic department budget.
- Per SALC tutoring policies, student-athletes who "no show" for two or more scheduled tutoring sessions will be dropped from tutoring. Student-athletes are billed for each no-show tutoring appointment.

**C. The mechanisms by which student-athletes are made aware of these services:**

- Student-athlete handbook
- WSU athletics web site
- SALC publications and web site
- Multicultural student services publication
- Athletic department flyers each semester
- Team academic counselors refer student-athletes, as necessary, to the appropriate tutoring opportunity.
- New student-athletes and continuing student-athletes with under 2.20 cumulative GPA learn about tutoring opportunities from their athletic academic counselor during their weekly academic meeting. These students are expected to access tutoring as needed. High-risk student-athletes (under 2.00 cumulative GPA) are required to access tutoring for each class.

**D. The mechanisms for periodic review and approval by academic authorities outside athletics:**

- The SALC tutor program coordinator works closely with the athletic department's learning services coordinator to ensure the appropriate level of services is available for student-athletes and monitors the academic integrity of the procedures in place for tutors and student-athletes.
- The faculty athletic representative reviews tutor contracts and working agreements.

### Success Skills

#### A. The specific academic support services offered to student-athletes (if any):

- Academic counselors, the learning services coordinator, and the academic intern work with individuals and small groups to help student-athletes who need to improve basic skills such as vocabulary development, textbook use, reading comprehension, concentration skills, time management, memory skills, note taking, grammar, and writing.
- High-risk students are provided with academic skills packets (available to all student-athletes) and a set of basic time management tools at the start of each semester. These packets contain easy-to-use reviews of, and guides to, developing college-level study skills. The academic counselors use these materials in their weekly meetings.
- Trained study skills facilitators and writing tutors also work with at-risk students to reinforce their study skills through the guided study program.
- The student-athlete development staff meets weekly with new student-athletes and with returning student-athletes with under a 2.20 cumulative GPA to provide a structured academic support program and to track academic progress in each class. Time management is the primary focus of these meetings. The academic counselors also assist the student-athletes with advising, career exploration, and goal setting.

#### B. Any policies that govern which students can use these services:

- All student-athletes listed on the daily eligibility report (including walk-ons) and former student-athletes receiving athletics aid through the athletic department's degree completion program have access to tutoring through the athletic department budget.
- Per Student Advising and Learning Center tutoring policies, student-athletes who "no show" for two or more scheduled tutoring sessions will be dropped from tutoring. Student-athletes are billed for each no-show tutoring appointment.

#### C. The mechanisms by which student-athletes are made aware of these services:

- Student-athlete handbook
- WSU athletics web site
- Weekly meetings between student-athlete development staff and new student-athletes
- SALC publications and web site
- Multicultural student services publication
- Athletic department flyers each semester
- Team academic counselors refer student-athletes, as necessary, to the appropriate tutoring opportunity.
- New student-athletes and continuing student-athletes with under 2.20 cumulative GPA learn about support services and tutoring opportunities from their athletic academic counselor during their weekly academic meeting. These students are expected to access tutoring and support services as needed. High-risk student-athletes (under 2.00 cumulative GPA) are required to access tutoring for each class.

#### D. The mechanisms for periodic review and approval by academic authorities outside athletics:

- The SALC tutor program coordinator works closely with the athletic department's Learning Services Coordinator to ensure the appropriate level of services are available for student-athletes and monitors the academic integrity of the procedures in place for tutors, student-athletes, and support services.
- The faculty athletic representative reviews tutor contracts and working agreements.
- The faculty athletic representative reviews the curriculum for the PROWL class, and additionally, the curriculum advising committee includes faculty from outside athletics.

**Study Hall – Availability, Facilities, Policy for Mandatory Attendance**

**A. The specific academic support services offered to student-athletes (if any):**

- The study options program is a required 10-hour per week study program. The intent is to provide a structured learning environment and to allow student-athletes to determine what type of assistance that will best benefit them. Almost any structured and monitored study session will help complete the 10-hour requirement. Examples include tutoring, professor/TA meetings, proctored study sessions, guided study teams, work done in the academic resource center reviewed by the lab monitor, work done during guided study reviewed by a facilitator, and work done while traveling to compete (monitored by coaching staff). Any student-athlete can utilize the study options approach (via coach request, academic counselor referral or personal request) however, there are criteria for mandatory use of study options (see assessment document, appendix H).
- The guided study program provides monitored and structured study sessions for student-athletes with guided study facilitators. The facilitators are upper class or graduate-level students who have been trained in study skill instruction and/or writing skills. The athletic department learning services coordinator and/or the university writing lab coordinator train them. The facilitators serve as learning strategy tutors and help students with: 1) study skills in specific content areas, and 2) writing skills across all content areas. These sessions take place in the academic resource center (which is housed in Bohler addition), thus allowing student-athletes access to technology for their writing and research needs. While some student-athletes are targeted by this program and their participation and attendance monitored daily, these structured study teams are open and available to all student-athletes.
- Writing tutors (from the university writing center) are also available several evenings at the academic resource center.
- Football study hours is a program designed specifically for high-risk and new football student-athletes. Two or three two hour study sessions a week are scheduled in the Bohler addition academic resource center each semester by the football academic liaison. Student-athletes are required by the head coach to attend. During these sessions, football student-athletes are expected to come prepared to study either in a small group or one-on-one with one of the Athletic academic counselors. Learning strategies and study skills are the focus of these sessions. Writing and research assistance are also available from the academic resource center computer lab staff.

**B. Any policies that govern which students can use these services:**

- All study programs are open to all student-athletes listed on the daily eligibility report. In addition, the program director of academic and career services and the learning services coordinator assess each student's academic record based on past performance and any available testing documentation to determine who would benefit from the study options program and guided study sessions. New student-athletes and high-risk returning students may be required to attend, with attendance monitored by the athletic academic staff and attendance reports provided coaches. (See assessment document, appendix H.)
- The athletic department's learning services coordinator is responsible for recruiting, training, scheduling, and supervising guided study facilitators.

**C. The mechanisms by which student-athletes are made aware of these services:**

- Student-athlete handbook (updated and distributed each fall)
- WSU athletic department web site (<http://wsucougars.ocsn.com/ot/sa-services.html>)
- New student orientation sessions conducted each fall by the student-athlete development staff
- Team meetings – athletic academic counselor meets with team
- Information located on bulletin boards at the Bohler addition academic resource center
- On-campus recruiting visits where recruits meet with an athletic academic counselor to discuss available services after enrollment
- Recommendations from other athletic department student services staff
- Contact with teammates and other student-athletes
- Weekly academic meetings with athletic department academic counselors

**D. The mechanisms for periodic review and approval by academic authorities outside athletics:**

- The faculty athletic representative and director of the Student Advising and Learning Center review and approve all support programs available for student-athletes.

Freshman/Transfer Orientation
<p><b>A. The specific academic support services offered to student-athletes (if any):</b></p> <ul style="list-style-type: none"> <li>• New student-athletes participate in an academic and career services orientation prior to their first semester of enrollment. The orientation includes a survey of existing university and athletic department resources.</li> <li>• All student-athletes are encouraged to participate in university orientations. Additionally, new student-athletes in the sports of men's and women's basketball are able to attend classes funded by athletics during the summer session prior to the first fall semester of enrollment. These students are involved in athletic department orientation activities throughout the summer term bridge program</li> </ul>
<p><b>B. Any policies that govern which students can use these services:</b></p> <ul style="list-style-type: none"> <li>• All new student-athletes are required to attend athletic department orientation.</li> </ul>
<p><b>C. The mechanisms by which student-athletes are made aware of these services:</b></p> <ul style="list-style-type: none"> <li>• All new student-athletes receive information about university and department orientations in the summer prior to enrollment via an athletic department mailing. Mid-year transfers are also provided an orientation during the first week of the semester by the student-athlete development staff. Coaches provide reminders and incorporate the orientation into their required activities.</li> </ul>
<p><b>D. The mechanisms for periodic review and approval by academic authorities outside athletics:</b></p> <ul style="list-style-type: none"> <li>• The faculty athletic representative periodically reviews freshmen and transfer orientation programs.</li> </ul>

**Academic Progress Monitoring**

**A. The specific academic support services offered to student-athletes (if any):**

- Weekly academic meetings: All new first semester student-athletes, returning students under 2.00 cumulative GPA, and most students with 2.00-2.20 cumulative GPA meet weekly with their assigned team academic counselor, learning services coordinator, or peer academic counselor. The academic counselor develops an individual academic success plan for each student in a weekly meeting and monitors their progress throughout the semester (plan includes time management, goal setting, tracking and planning for assignment due dates and test preparation, checking/discussing class notes to determine level of class attendance, planning tutor and study sessions, individual work with study skills and learning strategies, writing and research assistance, and academic and career planning). Weekly reports are distributed to head coaches every Monday during the academic year and summer school. (See assessment document, appendix H.)
- Four- and 12-week evaluation (instructor-student conference): To better track class attendance, assignment completion, and participation in class, an “effort” evaluation is mailed or hand-carried by the student-athlete to each professor/instructor of targeted/at-risk student-athletes. The intent is to encourage a student-instructor/professor conference, and place more responsibility on the at-risk student-athlete to interact with faculty members earlier in the semester and through the end of the semester.
- Midterm grade report: The university reports midterm grades for freshmen and entering transfer students. In addition, the student-athlete development office mails a request for midterm grades to each professor/instructor of all student-athletes. The faculty are requested to respond on the athletic department’s confidential web site. Coaches and academic counselors receive copies of each returned evaluation form and a summary of all reports for each student-athlete. The midterm report assists the academic staff and coaches in providing immediate intervention and reinforcement at a point in the semester when the student-athletes still have an opportunity to improve their academic performance.

**B. Any policies that govern which students can use these services:**

- All new student-athletes, returning students under 2.00 cumulative GPA, and most returning students with 2.00-2.20 cumulative GPA are required to meet weekly with their assigned team academic counselor, learning services coordinator, or peer academic counselor. The program director of academic and career services evaluates student-athletes with 2.20-2.49 cumulative GPA on an individual basis to determine if they will be required to meet weekly with an academic counselor. Student-athletes with over 2.50 cumulative GPA may also request to meet weekly with their team academic counselor.
- The midterm grade request is sent to each professor/instructor for each student-athlete’s class. All student-athletes have access to this service. A letter requesting their response is mailed in the eighth week and the faculty are asked to respond via the academic and career services REACT web site. To encourage a higher response rate, a reminder is mailed in the 10<sup>th</sup> week.
- Four- and 12-week evaluations are utilized for student-athletes identified by the program director for retention and graduation or (e.g., targeted, high-risk student-athlete).

**C. The mechanisms by which student-athletes are made aware of these services:**

- New student orientation
- Head coach follow-up after forms are returned
- Team academic counselor
- Student-athlete handbook
- WSU athletic department web site (<http://wsucougars.ocsn.com/ot/sa-services.html>)

**D. The mechanisms for periodic review and approval by academic authorities outside athletics:**

- The faculty athletic representative reviews monitoring programs and provides feedback as necessary.



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**Assistance for Special Academic Needs**
**A. The specific academic support services offered to student-athletes (if any):**

- Any student-athlete with a documented learning disability or physical impairment will meet with the athletic department's learning services coordinator to develop an individual academic success plan and for referral to available university resources. The learning services coordinator works closely with the disability resource center on campus and the student's athletic counselor to ensure the student's needs are being met.
- The disability resource center provides services for qualified student-athletes (level of services is consistent with the services provided for any student who provides the appropriate testing documentation). These services are primarily in the form of academic accommodations (access to books on tape, individual testing carrels for extra-time on exams in a distraction-free environment, scribes, note takers, etc.). The disability resource center does not currently have the staff to provide developmental academic assistance to students.
- The learning services coordinator coordinates NCAA waiver requests for under 12 credit enrollment with the compliance staff.
- Learning services coordinator coordinates access to additional resources available in the university and internally within the academic office. Developmental academic services for the special needs population are not present on campus. The learning services coordinator attempts to augment university services for the special academic needs of students via consultation with various university resources (faculty/staff, counseling/testing center, disability resource center staff, other professionals). From this input, and working individually with the special needs student-athletes, the learning services coordinator and the academic counselors attempt to develop effective academic strategies and academic plans utilizing all available resources.

**B. Any policies that govern which students can use these services:**

- Student-athletes with learning disabilities have access to the same level of services provided to all students with learning disabilities. Student-athletes must provide the appropriate type of testing documentation to the director of the disability resource center as is required of any student on campus.

**C. The mechanisms by which student-athletes are made aware of these services:**

- Athletic academic counselors
- Head coach
- New student orientation
- Recruiting process
- Faculty referral
- Parent referral
- Student request for assistance

**D. The mechanisms for periodic review and approval by academic authorities outside athletics:**

- The director of the disability resource center reviews all testing documentation for student-athletes to determine the appropriate and/or required level of services.

**Learning Assessments**

**A. The specific academic support services offered to student-athletes (if any):**

- The student-athlete development staff assess the academic strengths and weaknesses of student-athletes using existing academic records and assessment instruments.
- During new student orientation each semester, the athletic department learning services coordinator administers the scholastic abilities test for adults (SATA) to new transfer students who were non-qualifiers out of high school, and freshmen who entered the university with a 30 admission index number or less (less than 28 = alternate admit). Learning services coordinator reviews SATA results with testing services staff to develop appropriate individual strategies and to determine if further testing is warranted.
- The learning services coordinator reviews class schedules (in consultation with director of the disability resource center) for students with learning disabilities each semester to ensure their schedule is in line with their individual academic success plan, NCAA academic requirements, their academic plan for graduation, and is consistent with the necessary time accommodation allowed by the NCAA.
- Referrals to the university testing services: The learning services coordinator refers student-athlete, coach, or academic staff requests for testing to the university testing services office.
- University placement exams: All WSU students must take math and English placement exams.

**B. Any policies that govern which students can use these services:**

- All student-athletes who request assessment and testing will be referred to the disability resource center and university testing services. (No fee required)
- All new freshmen on campus must take the English and math placement exams to determine the appropriate English or math course in which to enroll as part of meeting the university's general education requirements.

**C. The mechanisms by which student-athletes are made aware of these services:**

- Athletic academic counselors
- Head coach
- New student orientation
- Recruiting process
- Faculty referral
- Parent referral
- Student request for assistance
- Faculty advisor

**D. The mechanisms for periodic review and approval by academic authorities outside athletics:**

- The director of testing services (at counseling services) manages all referrals for testing and reviews the athletic department's procedures for those referrals.

**Mentoring****A. The specific academic support services offered to student-athletes (if any):**

- Peer academic counseling program: The peer academic counseling (PAC) program is designed to assist new student-athletes with their transition from high school or community college. Peer counselors give the new student-athlete a contact person to provide advice, support and assistance. These counselors are often current or former student-athletes, successful juniors, seniors, or graduate students with a wealth of knowledge about how to succeed at WSU. Peer counselors may receive credit from the psychology department or fulfill internship hours for the athletic department's degree completion program. Peer counselors meet with each assigned student-athlete weekly. They emphasize time management and assist student-athletes with planning a weekly schedule. They help students with note taking and test taking strategies and provide tips on talking with professors and accessing tutoring help.
- University mentoring resources: Student-athletes are encouraged to take advantage of the many university resources that provide mentoring to all students. Among the resources utilized by student-athletes are: Office of Multicultural Student Services, Student Advising and Learning Center, Counseling Services, Women's Resource Center and the Gay, Lesbian, Bisexual and Allies Association. Additionally, university faculty and staff mentor students through the advising process.
- The athletic department created the minority student-athlete mentoring program in July 2002 to introduce minority student-athletes to additional resources to manage the transition and retention issues unique to minority student-athletes attending a predominantly white institution.

**B. Any policies that govern which students can use these services:**

- The program director for retention and graduation and the head coach review the academic preparedness of the entering class and determine who would benefit from peer counseling. High- or moderate-risk student-athletes are assigned to full-time academic counselors, not peer counselors.
- The athletic department's academic staff recruits, trains, and supervises peer academic counselors. Students are encouraged to volunteer, however, they may receive credit from the psychology department or credit for completing hours for their athletic department internship requirement.
- The program director for personal development and the minority student-athlete mentoring coordinator assess minority student-athletes needs and match them with university minority faculty mentors.

**C. The mechanisms by which student-athletes are made aware of these services:**

- Student-athlete handbook (updated and distributed each fall)
- WSU athletic department web site (<http://wsucougars.ocsn.com/ot/sa-services.html>)
- New student orientation sessions (conducted each fall by the academic and career services staff)
- On campus recruiting visits (recruits meet with an athletic academic counselor to discuss available services after enrollment)

**D. The mechanisms for periodic review and approval by academic authorities outside athletics:**

- The psychology department only allows credit for peer counseling if enrolled in their practicum course (required attendance once/week).

**Assistance for At-Risk Students**

**A. The specific academic support services offered to student-athletes (if any):**

- FAST START Seminars are planning sessions organized by the athletic department's learning services coordinator. After attending FAST START, students are prepared to begin the second week of school and their second week meeting with their academic counselor. High-risk student-athletes are expected to attend a FAST START Seminar for assistance with organizing their syllabi in their binder, completing their semester time management calendar and reviewing the academic skills packet (quick review of college study skills with easy-to-use instructions and ideas for study skill development). This packet is included in the binder and can be used by the academic counselor and student throughout the weekly meeting process. (See assessment document, appendix H.)
- Weekly meetings: The athletic academic counselors meet weekly with student-athletes to provide a structured academic support program and to track academic progress in each class. A detailed weekly contact report is distributed every Monday to the head coaches. The academic counselors assist the student-athlete with class selection, major selection, graduation planning, career planning, time management, goal setting, study skills, and learning strategies. The counselors work closely with university faculty to monitor grades and class attendance. The staff also communicates with the student's faculty to provide assistance with rescheduling or making up class assignments and exams missed due to team travel. Proactive weekly monitoring improves communication among the academic counselors, student-athletes, coaches, advisors, and instructors.
- Study Skills: Student-athletes who need to improve basic skills such as vocabulary development, textbook use, reading comprehension, concentration skills, time management, memory skills, note taking, grammar and writing skills have many opportunities to do so. The athletic department learning services coordinator, academic intern, and academic counselors work individually and in small groups to meet the needs of these students. Trained study skills facilitators and writing tutors are also available to work with these students Sunday through Thursday nights at the guided study program.
- Tutoring: All high- and moderate-risk student-athletes are encouraged or required, based on staff assessment of their academic history, to access tutors at Student Advising and Learning Center and other campus resources, to work individually with teaching assistants, and to meet with their professors during office hours throughout the semester.

**B. Any policies that govern which students can use these services:**

- Students under 2.00 cumulative GPA are required to have a weekly "service" for each class (e.g., tutor, TA meeting, professor meeting, study team) and are required to meet weekly with their assigned athletic academic counselor.
- Students with 2.00-2.20 cumulative GPA are required to meet weekly with their assigned athletic academic counselor and are encouraged to access tutoring and study teams as needed.
- Students with 2.21-2.49 cumulative GPA may be assigned to a weekly academic meeting as determined by the program director for retention and graduation.

**C. The mechanisms by which student-athletes are made aware of these services:**

- Head coach
- Athletic academic counselor
- Student-athlete handbook

**D. The mechanisms for periodic review and approval by academic authorities outside athletics:**

- The faculty athletics representative reviews support programs for at-risk students and provides feedback as necessary.

**Post-Eligibility Programs****A. The specific academic support services offered to student-athletes (if any):**

- Degree completion program (DCP), exhausted eligibility: The purpose of the degree completion program is to provide financial assistance to students who have completed their athletic eligibility to enable them to complete the requirements for their first bachelor's degree.

**B. Any policies that govern which students can use these services:**

- In order to be considered, a student-athlete must: 1) Meet all NCAA financial aid requirements. 2) Have a 2.0 cumulative GPA and have earned a minimum of 90 credit hours over 8 semesters. 3) Be within one semester of a degree if they have been on athletic aid for five years or be within two semesters of a degree if they have been on athletic aid for four years or less. 4) Enroll in a minimum of 15 credit hours each semester of the award unless their degree requirements are less. No more than 18 credit hours can be taken in a semester at WSU expense. 5) Aid is approved from semester-to-semester on the basis of successful academic progress. 6) If a student earns "F", "W", "I" in any class, future aid may be impacted. If the above criteria are not met, the student-athlete can appeal to the associate athletic director for student-athlete development.
- Financial assistance includes: 1) DCP financial aid during the summer term immediately following their last year of eligibility will be proportionate to the previous academic year. 2) DCP financial aid during the first academic year term after eligibility is exhausted will be limited to tuition, required fees, and required text books.
- Internship requirement: 1) All student-athletes in the DCP will be assigned an internship in the athletic department. The required hours will be determined by previous history of athletic financial assistance (exception: internships are not required during summer school). 2) If a DCP student-athlete has an off-campus internship required for graduation or a student teaching requirement, the athletic department's DCP internship requirement will be waived for those student-athletes who are within six years of post secondary enrollment and have not received more than 10 semesters of athletics aid.
- Academic Support: DCP students have access to all available academic services (e.g., tutoring, study teams, computer lab access, midterm grade evaluations, advising/academic planning, weekly academic meetings, career services, senior professional development portfolio and senior meetings).

**C. The mechanisms by which student-athletes are made aware of these services:**

- On campus recruiting visits
- Student-athlete handbook
- WSU athletics web site
- Head coach
- Team academic counselor
- Senior student-athlete meetings (annual required meetings in September and January)

**D. The mechanisms for periodic review and approval by academic authorities outside athletics:**

- The compliance staff reviews procedures/contracts and audits financial aid awards on an annual basis.
- The university financial aid office (athletics financial aid coordinator) processes all financial aid awards through the university financial aid office.

**Additional Athletic Academic Support Services**

**A. The specific academic support services offered to student-athletes (if any):**

- Degree completion program (DCP), medical exception: The purpose of the medical exception degree completion program is to assist scholarship student-athletes suffering from a career ending injury in completing their first bachelor's degree. Financial aid may be available for a student-athlete who is injured while participating in his/her sport based upon the team physician's recommendation that they are not physically able to complete four years of eligibility.

**B. Any policies that govern which students can use these services:**

- The team physician determines access to this service. If a serious injury exists, the head coach and the head athletic trainer will meet to discuss the injury. If warranted and appropriate, the director of athletic training services will consult with the WSU team physician to determine if the injury is career ending. If determined to be career ending, the director of athletic training services will meet with the sport supervisor to review the student-athlete's medical history and the recommendation for medical degree completion. If approved by the sport supervisor, the director of athletic training services will forward the appropriate medical documentation to the compliance office for review.
- If approved for medical degree completion financial aid, the following apply: 1) Students must enroll in a minimum of 15 credit hours each semester of the award unless their degree requirements are less. No more than 18 credit hours can be taken in a semester at WSU expense. 2) Aid will be awarded in proportion to the amount of financial aid received during their last year of eligibility. 3) Students will be assigned a 20-hour a week internship in the athletic department. 4) Aid will be awarded by semester on the basis of successful academic progress. Aid may not be renewed for students who become deficient, as defined by university academic regulations. 5) The maximum time of award is four years (determined by the student's clock start). 6) The degree should be completed during the period of this financial award. If a student earns "F", "W", "I" in any class, future aid may be impacted.
- Academic support: DCP students have access to all available academic services (e.g., tutoring, study teams, computer lab access, midterm grade evaluations, advising/academic planning, weekly academic meetings if under 2.00 cumulative GPA, career services, senior professional development portfolio, and senior meetings).

**C. The mechanisms by which student-athletes are made aware of these services:**

- The director of athletic training services and team physician initiate contact with a student-athlete who has suffered a career ending injury. The trainer and physician review the injury with the student-athlete and recommend the student-athlete no longer compete. The physician forwards an official letter to the Compliance Office to initiate moving the scholarship from the sport to the athletic department's degree completion budget.

**D. The mechanisms for periodic review and approval by academic authorities outside athletics:**

- The compliance staff reviews procedures/contracts and audits financial aid awards on an annual basis.
- The compliance staff reviews each medical degree completion request. Financial aid is not awarded until approved by the compliance staff.

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*The following is additional information for the academic support operating principle, Item 2:*

### **Summer Session Financial Aid Program**

The goal of WSU funded summer session is to enhance progress toward a degree and provide the student the opportunity to complete his or her degree at the same time eligibility is completed at Washington State University. If a student-athlete quits his/her team with the intent to transfer to another institution, the summer session financial aid agreement will become null and void immediately.

NCAA criteria for summer session financial aid:

- In order to be considered for summer session financial aid, the student-athlete must have been in residence at least one term of the regular academic year and must have received athletically related financial aid.
- Summer session financial aid may be awarded only in proportion to the amount of athletically related financial aid received during the previous academic year.
- Summer session financial aid can be awarded only for WSU Pullman enrolled course work.

WSU criteria for summer school financial aid:

- The associate athletic director for student-athlete development will determine award of summer session financial aid based on the best academic plan for graduation for each student-athlete. Any student not recommended for funding may appeal the recommendation with the athletic director.
- To receive full consideration for summer financial aid, student-athletes must earn at least nine credits with a minimum 2.00 fall semester GPA. Student-athletes who do not meet this minimum standard may not be funded. Academic progress will be reevaluated during the spring semester to determine whether aid will be awarded or if the student will need to appeal through the athletic director's office.
- Request for aid for off-campus internship credits will be evaluated on an individual basis. If off-campus internship hours are approved, aid will only include tuition and required books.

- WSU distance degree programs credits will not be funded through WSU athletics' summer aid program.
- A maximum of two summer session courses will be funded (equivalent student-athletes will be funded for proportionate amount).
- If students qualify for stipend funding per NCAA rules, stipends will be awarded on a weekly basis (e.g., per number of weeks enrolled). Maximum funding for summer stipends will be eight weeks.
- To receive full stipend when enrolled in a six or eight week summer session, student-athletes must be enrolled in a minimum of two courses.
- If enrolled in a four-week summer session, student-athletes may enroll in only one course.

### Access to Technology

The academic resource center located in the Bohler addition provides the following resources:

- Computer lab (24)
- Laptops (13)
- Internet & e-mail
- Library access
- Scanner
- Black and white and color printers
- Career resources
- Writing and research assistance

The center is open to all student-athletes, degree completion students, student athletic trainers, student managers, and graduate assistant coaches.

The athletic department also encourages student-athletes to use university student computer labs and provides them the server pass fee to do so. The labs provide access to PC or Macintosh computers, as well as popular software, Internet access, multimedia, library resources, training sessions, lab monitor assistance, and access to the library database system



## Career Services

The following career services are available for all students at Washington State University, and athletic department academic staff work closely with the university career services staff to ensure student-athletes are aware of these services and encouraged to access them.

- Interview skills and workshops
- Majors fair and career fair
- Senior planning meetings
- SIGI software for career exploration
- Alumni connections
- Job search strategies
- Assistance with resume preparation

The following career services available for student-athletes only:

- Senior professional development portfolio: The senior professional development portfolio is a joint publication created by career services and the athletic department. This publication is produced to link student-athletes with potential employers in an attempt to assist with the transition from being a student-athlete to a working professional. The portfolio is a compilation of resumes for all graduating student-athletes and is distributed to over 500 potential employers annually. The distribution list varies from Cougar alumni to a large variety of small firms and large businesses. The publication is also distributed to companies as they come to campus for on-campus interviewing each spring. Senior student-athletes are expected to participate in the portfolio project. Coaches are asked to make this project mandatory for their seniors.
- Senior folder: A senior folder is provided to each senior student-athlete at the senior banquet, hosted every spring semester by Washington State University Intercollegiate Athletics and the Grey W Club. The senior folder includes: business cards for the student-athlete, copies of their resume published in the professional development portfolio, sample cover letter, professional development portfolio mailing list, and handouts to assist with writing cover letters, interviews, and job searching strategies.
- PROWL resource center: Career books, handouts, resource notebook for career opportunities, and internet access are available in the PROWL resource center to assist student-athletes with career exploration and career development. Student-

athletes are encouraged to access these resources in a self-guided manner and request individual assistance as needed.

### **Academic Recognition**

WSU recognizes individual student-athletes on the WSU athletics all-academic team:

- Semester honor roll: Student-athletes are recognized for achieving at least 3.0 GPA while passing a minimum of 12 credits in a given semester.
- Two Semester All-Academic Team: Student-athletes are recognized for earning a minimum of 24 credits with a minimum 3.0 GPA average during the previous spring and fall semesters or maintain a 3.0 or higher cumulative GPA (these student-athletes receive an award with the excellence in academics insignia at a WSU athletic event).
- Freshmen/Transfer All-Academic Team: Freshmen and first-semester transfers are recognized for earning a minimum of 12 credits with 3.0 GPA in the first semester at WSU (these student-athletes receive an award with the excellence in academics insignia at a WSU athletic event).
- WSU Top 50 (All-American Scholar Collegiate Program): Student-athletes are recognized for previous academic year performance. Varsity student-athletes, who maintain a minimum 3.30 cumulative GPA, have been on the roster for two semesters, and have earned a minimum 24 credits fall and spring semesters are recognized.
- Senior Excellence in Academics Award: Student-athletes are recognized for their academic careers at WSU. Seniors who earn a minimum 90 credits with a minimum 3.50 cumulative GPA, have been members of the WSU Athletics All-Academic Team each semester, enrolled at WSU two years as a student-athlete, and excelled in their degree program are recognized at the annual senior banquet.
- Cougar Pride Academic Salute: The top 12 student-athletes are recognized each year for their academic, athletic, community service, and leadership accomplishments.
- Cougar star performers: Each semester student-athletes with under 2.70 cumulative GPA are recognized as “star performers” if they earn minimum 12 credits with minimum 2.50 semester GPA, and their semester GPA is at least .25 higher than their cumulative GPA.

The athletic department's academic and career services staff coordinate academic recognition with oversight from the athletic department's Award and Scholarship Committee (administrative staff and coaches).

### **Scholarship Book Purchase and Book Return**

The compliance office manages the athletic department's book loan program. The office staff issues each scholarship student-athlete (on book scholarship) a book form with all required textbooks listed for their current enrolled schedule. Student-athletes receiving books as part of the athletic financial aid package must purchase text books at the student book store with their official book form. If students would like to keep any book or if any book is not returned by the deadline, 50 percent of the book value will be billed to the student's account. The compliance staff reviews the book loan program each year and conducts an annual audit of the program.

### **Operating Principal: Scheduling**

*Scheduling, Item 1: Attach the institution's written policies related to the scheduling of intercollegiate athletics competitions and practices and describe how they minimize interference with class time and examination periods.*

The scheduling policy for athletic events is designed to minimize conflict with class time and examination periods (see appendix A). During examination periods coaches should make every effort to avoid events that are not Pac-10 mandated or NCAA tournament play. To help ensure this is happening, the university athletic director or senior associate athletic director must approve all non Pac-10 or NCAA events. The faculty athletic representative interacts with the athletic director and senior associate athletic director on these decisions. Sporting events that are potentially in conflict with classes are considered on an individual basis taking into consideration exam schedules as well as the impact they have on the team's success or potential to qualify for NCAA championships.

No faculty member shall be required to excuse a WSU student-athlete from class, an exam, quiz or any other class assignment because of a conflict with regularly scheduled athletic practices. To help prevent these occurrences, student-athletes are given priority registration allowing them to enroll in classes that fill quickly. Occasionally, student-athletes may postpone taking a course until after the season is finished or when it is more conducive to the student's academic success. Coaches are expected to be understanding

and accommodating to academic issues during instances when class requirements conflict with practices or competitions.

Washington State University student-athletes follow the same guidelines for seeking excused absences as the general student body. These guidelines were approved by the Faculty Senate and are found in the university catalog as rule 73(a) in the appendix on academic regulations. Under these official guidelines, students have the responsibility of notifying each of their instructors one week in advance of scheduled athletic events. The guidelines state, “Students who are required to participate in off-campus, university-sponsored activities such as field trips, musical performances, judging teams, intercollegiate athletic events, etc., should obtain an official ‘class absence form’ from the faculty or staff member supervising the off-campus activity.” It states that the form shall include specific information about the dates the student will not be in class, nor available for an exam, and signed by the supervising faculty or staff member. Student-athletes are responsible for completing all readings, making up any missed assignments or exams, and acquiring all lecture notes and other materials introduced in the class during their absence.

A total of 19 athletic events were scheduled during finals weeks between fall 1998 and spring 2001 (see appendix I). Twelve of them were non-Pac-10 or NCAA sanctioned events. Of these 12 events, five of them occurred in Pullman thereby increasing the possibility of student-athletes taking exams. With the exception of just two golf tournaments during this span of time, all non-Pac-10 or NCAA events took place during the weekend. It should be noted that very few students were affected and all completed required final exams

While 19 competitions were scheduled during finals week, it appears that the amount of hardship student-athletes may have endured was minimal. Many students claim that fewer professors are scheduling final and midterm exams and are opting for more flexible assignments such as research papers or special projects. Thus, the number of actual competition/exam conflicts for student-athletes seems to have declined in recent years.

*Scheduling, Item 2: Describe the procedures used by the institution to monitor missed class time for student-athletes.*

The athletic department does not systematically monitor missed class time by student-athletes. It is the responsibility of student-athletes to make sure they attend class regularly. Occasionally some coaches will perform informal classroom checks on their

student-athletes. Upon the recruitment of any student-athlete and continuing upon enrollment at WSU, the athletic department clearly and regularly stresses the importance of attending classes and meeting established academic standards. Athletic department staff closely monitor the academic performance for each student-athlete as reflected in the wide range of academic support programs available to student-athletes.

*Scheduling, Item 3: Analyze, explain and address missed class time that has been determined by the institution to be significant or excessive for any sport(s).*

Student-athletes participating in golf, tennis, and baseball are most likely to miss class time. All of these sports are played outdoors and take place during parts of both the spring and fall semesters. There are several reasons why these particular sports produce more missed class time compared with other sports. Long and cold winters in the Pullman area often force the teams to travel to warmer climates to compete. Another significant factor is that the WSU golf team does not have its own home golf course sufficient for competitive play, forcing the team to travel eight to 30 miles to practice and 70 to 150 miles to host events. Also, most golf courses do not allow tournament play on weekends.

A critical issue to examine is how the missed class time has affected student-athlete academic performance. A historical review of the academic records for student-athletes in golf and tennis indicate these teams consistently rank among the best of any sport in terms of academic performance. In fact, both these teams have an average team GPA above 3.0. However, the baseball team's average GPA is consistently lower. A look at team grades for baseball between 1991 and 2001 shows an average GPA of 2.65 for fall semester and 2.47 for spring semester.

Because the spring semester average GPA is lower, it suggests that baseball's demands during the season can have an impact on a player's GPA. However, after reviewing the academic progress of baseball players, it should be noted that the team's average cumulative GPA and average credits earned each year demonstrate that baseball players are on track to meet NCAA satisfactory requirements and graduate while enrolled at WSU (for example, during 2001-02, the baseball team cumulative GPA was 2.61 and the team members averaged 26 credits for the academic year.)

## Evaluation and Plan for Improvement

Academic Standards				
	Currently Yes	Found on Page(s)	Currently No	If Currently No or If Deficiencies Exist, Indicate Plan for Improvement Number
Does the institution demonstrate that:				
a. The institution 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-athlete or comparable student-body groups, the contrast is analyzed and explained by appropriate institutional authorities?	✓	103-118		
a. The institution admits only student-athletes who have reasonable expectations of obtaining academic degrees? (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?	✓	103-118		
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?	✓	103-118		
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 generally?	✓	103-118		

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 2.1 (Academic Standards)? **Yes.**

<b>Academic Support</b>				
	<b>Currently Yes</b>	<b>Found on Page(s)</b>	<b>Currently No</b>	<b>If Currently No or If Deficiencies Exist, Indicate Plan for Improvement Number</b>
Does the institution demonstrate that:				
a. Adequate academic support services are available for student-athletes?	✓	118-137		
b. Student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing?	✓	118-137		
c. When it is determined that student-athletes have special academic needs, these needs are addressed	✓	118-137		
d. The support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics?	✓	118-137		

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 2.2 (Academic Support)? **Yes.**

<b>Scheduling</b>				
	<b>Currently Yes</b>	<b>Found on Page(s)</b>	<b>Currently No</b>	<b>If Currently No or If Deficiencies Exist, Indicate Plan for Improvement Number</b>
Does the institution demonstrate that written policies 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 3.2.4.12?	✓	137-139		

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 2.3 (Scheduling)? **Yes.**



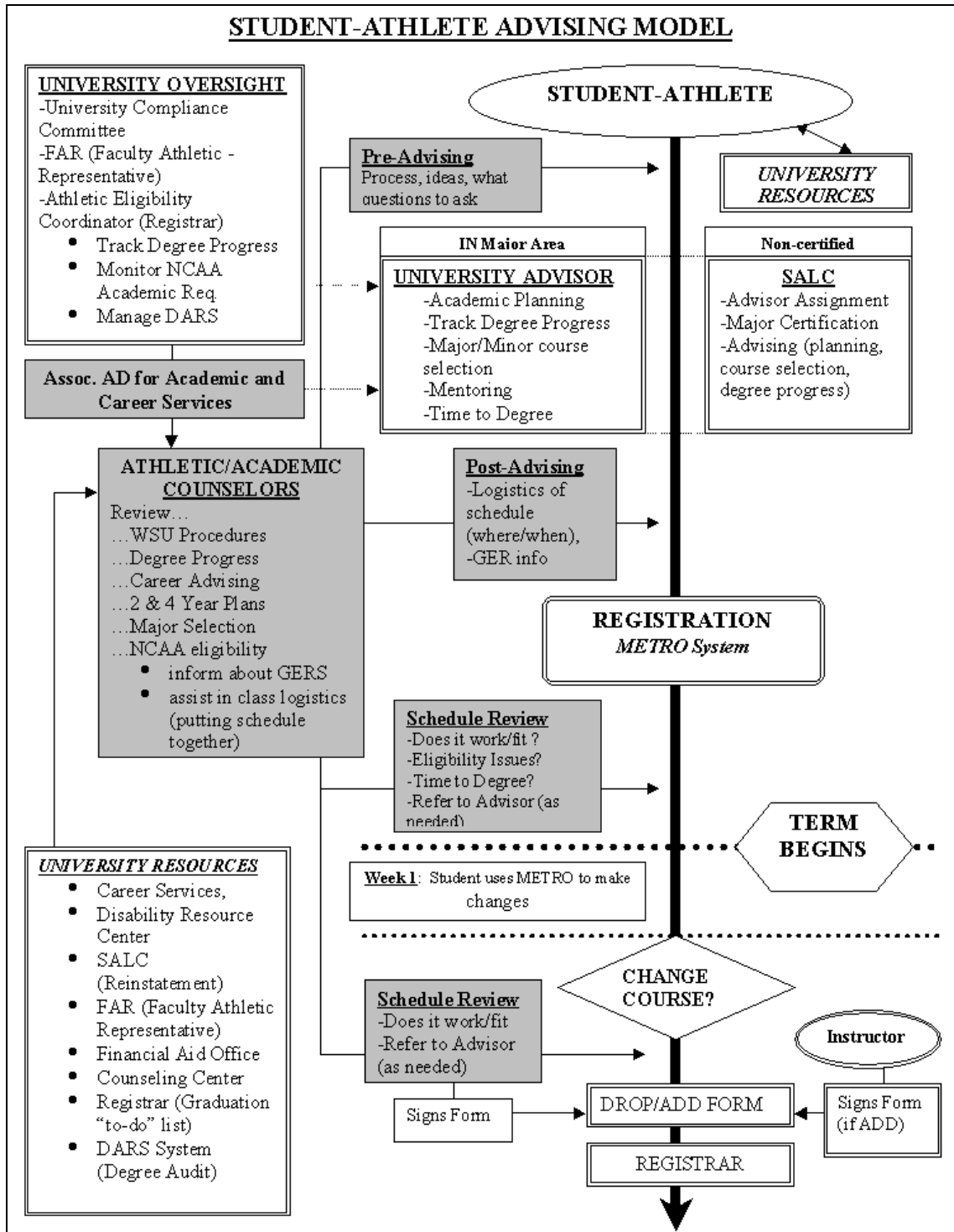


## Appendix A, Athletic Department Scheduling Policy

Washington State University  
Athletics Department Scheduling Policy  
(4/11/02)

1. Coaches are responsible for scheduling non-conference events, and they are to make every effort to minimize missed class time due to team travel. Coaches will select departure dates and times for conference and non-conference events with this in mind.
2. Event schedules are reviewed and monitored by the sport supervisor (athletic director or senior associate athletic director) to ensure budget and academic issues are considered.
3. Coaches will provide their sport supervisor with a tentative schedule for review and approval prior to making any commitment to the host institution.
4. Coaches will not schedule non-conference events during finals week. (The sport supervisor may approve exceptions to this policy if there is no academic impact on the student).
5. The compliance staff reviews each event schedule prior to departure to ensure the sport is in compliance with all applicable NCAA rules.
6. If coaches would like to leave campus more than one day in advance of their team competition, they must have prior approval from the sport supervisor. If departure is more than 48 hours prior to their scheduled event, coaches must request permission from the sport supervisor and the faculty athletics representative prior to confirming travel plans. If approved, the compliance staff will request permission from the NCAA to waive the “48 hour rule”. Travel expenses will not be authorized until the NCAA approves the waiver.
7. Student-athletes will not schedule classes during scheduled practice times. And, student-athletes will not miss class to attend a re-scheduled practice session.

Appendix B, Student-Athlete Advising Model



Appendix C, Table 1 – Standardized Test Scores by Gender

ACADEMIC INTEGRITY ATTACHMENT NO. 1

FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID\*

PART I-A: Standardized Test Scores, by Gender

Calculate and provide the average (mean) standardized test scores for all entering freshman students and freshman student-athletes who received athletics aid\* (include nonqualifiers who were ineligible for athletically related aid) during the three most recent academic years, by gender. Report all scores as either recentered SAT or ACT sumscores. Individual student-athlete scores should be converted using the table provided on page 21 before the average (mean) test scores are calculated. If possible, this same procedure should be used in converting the scores of freshman students generally. Otherwise, the average score for freshman students generally may be converted using the table provided on page 21. List the most recent academic year's data first and include all freshmen students entering the institution during the year.

Year	Gender							
	Male Students		Male Student Athletes		Female Students		Female Student Athletes	
	Score	#of Students	Score	#of Students	Score	# of Students	Score	# of Students
2000	1058	1161	988	26	1027	1235	992	40
1999	1068	1166	977	27	1018	1267	1037	30
1998	1050	1361	936	30	1022	1484	1027	33

\*Institutions that do not award athletics aid should compile these data for freshman student-athletes who were recruited, as determined by the institution.

Average standardized test scores reported here are primarily SAT composite scores. Scores for those students and student-athletes who submitted only composite ACT scores were converted to SAT scores using a conversion table developed by the Washington Higher Education Coordinating Board.

Name of person completing this chart: Cathy Fulkerson, Institutional Research  
 Title: Planning Analyst II Date: 2/18/02

Appendix C, Table 2 – Standardized Test Scores by Racial or Ethnic Group

ACADEMIC INTEGRITY ATTACHMENT NO. 1

FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID\*

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

Calculate and provide the average (mean) standardized test scores for all entering freshman students and freshman student-athletes who received athletics aid\* (include nonqualifiers who were ineligible for athletically related aid) during the three most recent academic years, by racial or ethnic group. Report all scores as either recentered SAT or ACT sumscores. Individual student-athlete scores should be converted using the table provided on page 21 before the average (mean) test scores are calculated. If possible, this same procedure should be used in converting the scores of freshman students generally. Otherwise, the average score for freshman students generally may be converted using the table provided on page 21. List the most recent academic year's data first and include all freshman students entering the institution during the year.

Racial or Ethnic Group - All entering Freshman Students												
Year	Am. Ind./AN		Asian/P/I		Black		Hispanic		White		Other	
	Score	#of Students	Score	#of Students	Score	#of Students	Score	#of Students	Score	#of Students	Score	#of Students
2000	1025	28	986	145	914	85	930	80	1055	1971	1090	87
1999	1022	32	1011	113	928	69	994	66	1049	2037	1058	116
1998	1032	53	1012	156	895	81	954	101	1044	2307	1053	147
<b>Average Standardized Test Score</b>												

Racial or Ethnic Group - All entering Freshman Students Athletes on Aid*												
Year	Am. Ind./AN		Asian/P/I		Black		Hispanic		White		Other	
	Score	#of Students	Score	#of Students	Score	#of Students	Score	#of Students	Score	#of Students	Score	#of Students
2000		0	923	4	845	10	1012	3	1029	42	993	7
1999	**	**	0	0	928	9	**	**	1021	44	**	**
1998		0	**	**	943	11	1010	3	994	41	1022	6
<b>Average Standardized Test Score</b>												

\*Institutions that do not award athletics aid should compile these data for freshman student-athletes who were recruited, as determined by the institution.  
 \*\*Institutions are not required to report data if the number of students in a group is 2 or less.

Average standardized test scores reported here are primarily SAT composite scores. Scores for those students and student-athletes who submitted only composite ACT scores were converted to SAT scores using a conversion table developed by the Washington Higher Education Coordinating Board.

Am. Ind./AN-American Indian/Alaskan Native Asian/P/I - Asian/Pacific Islander  
 Other includes non-reporting domestic students as well as international students.

Name of person completing this chart: Cathy Fulkerson

Appendix C, Table 3 – GPA and Test Scores, by Sport Group

ACADEMIC INTEGRITY ATTACHMENT NO. 1

FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID\*

PART II: GPA and Test Scores, by Sport Group

Calculate and provide the average (mean) standardized test scores for all entering freshman students and freshman student-athletes who received athletics aid\* (include nonqualifiers who were ineligible for athletically related aid) during the three most recent academic years, by racial or ethnic group. Report all scores as either recentered SAT or ACT sumscores. Individual student-athlete scores should be converted using the table provided on page 21 before the average (mean) test scores are calculated. List the most recent academic year's data first and include all freshmen students entering the institution during the year.

Year	Sport Group															
	Football		Men's Basketball		Baseball		Men's Track/ Cross Country		Men's Other Sports & Mixed Sports		Women's Basketball		Women's Track/ Cross Country		Women's Other Sports	
	Core GPA	#of Stu	Core GPA	#of Stu	Core GPA	#of Stu	Core GPA	#of Stu	Core GPA	#of Stu	Core GPA	#of Stu	Core GPA	#of Stu	Core GPA	#of Stu
2000	2.63	13	3.13	3	3.28	5	3.43	4	***	***	3.74	3	3.19	7	3.53	29
1999	2.88	13	3.13	3	3.62	5	3.28	5	***	***	***	***	3.36	3	3.51	24
1998	2.94	17	***	***	3.39	5	3.16	3	***	***	***	***	3.22	6	3.41	24
Average	Score	#of Stu	Score	#of Stu	Score	#of Stu	Score	#of Stu	Score	#of Stu	Score	#of Stu	Score	#of Stu	Score	#of Stu
2000	919	13	1013	3	986	5	1175	4	***	***	953	3	890	8	1022	30
1999	929	13	1013	3	1028	5	1040	5	***	***	***	***	1053	3	1034	25
1998	904	17	***	***	1022	5	953	4	***	***	***	***	1009	7	1037	25
Average	Score	#of Stu	Score	#of Stu	Score	#of Stu	Score	#of Stu	Score	#of Stu	Score	#of Stu	Score	#of Stu	Score	#of Stu
Standardized	919	13	1013	3	986	5	1175	4	***	***	953	3	890	8	1022	30
Test Score**	929	13	1013	3	1028	5	1040	5	***	***	***	***	1053	3	1034	25
GPA	904	17	***	***	1022	5	953	4	***	***	***	***	1009	7	1037	25

\* Institutions that do not award athletics aid should compile these data for freshman student-athletes who were recruited, as determined by the institution.

\*\* Average Standardized test scores reported here are primarily SAT composite scores. Act composite scores were converted to SAT scores using a conversion table developed by the Washington Higher Education Coordinating Board.

\*\*\* Institutions are not required to report data if the number of students in a group is two or less.

Name of person completing this cha Date: 2/18/02  
Title: Planning Analyst II

Appendix C, Table 4 – Student-Athletes on Athletics Aid

ACADEMIC INTEGRITY ATTACHMENT NO. 2

ACADEMIC INTEGRITY: SELF STUDY ITEM NO. 3  
FOR OPERATING PRINCIPLE 2.1

Special Admissions Information

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

Indicate the number percentage of entering freshman students who were admitted through special exception provisions and the number of entering freshman student-athletes receiving athletics aid\* (include partial and nonqualifiers who were ineligible for aid) who also were so admitted, by eight sports groups and overall, during the three most recent academic years. List the most recent academic year's data first and include all freshmen students entering the institution during the year.

Year	All Freshman Students	All Freshman Student Athletes on Athletics Aid**	Sport Group (Freshman)											
			Baseball	Men's Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	Women's Basketball	Women's Track/Cross Country	Women's Other Sports				
2000	11.2%	28.2%	***	***	9	0	0	0	0	0	0	0	0	6
1999	9.6%	9.8%	0	0	5	0	0	0	0	0	0	0	0	***
1998	16.1%	28.1%	0	***	9	0	0	0	0	0	***	***	***	4

\* Institutions that do not award athletics aid should compile these data for freshman student-athletes who were recruited, as determined by the institution.

\*\*Calculate this percentage by dividing the number of entering freshman student-athletes receiving athletics aid who were admitted through special exception provisions by the total number of entering freshman student-athletes receiving athletics aid.

\*\*\*Institutions are not required to report data if the number of students in a group is two or less. Data consists of all new freshmen enrolled on the Pullman campus full-time, fall semesters; special admits include those under the age of 25 with a calculated admissions index less than 28, domestic students missing a high school GPA or standardized test score, and those with a core course deficiency. Special admits include students with a GED as well as those who are home-schooled.

Source: New student files, athletics, admissions

Date: 1/15/02

Revised: 2/28/02

Name of person completing this chart: Cathy Fulkerson

Title: Planning Analyst II

Appendix D, NCAA Graduation Rates Report Memo for 2002



MEMORANDUM

September 17, 2002

P.O. Box 6222  
 Indianapolis, Indiana  
 46206-6222  
 Telephone 317/917-6222

Shipping/Overnight Address:  
 1802 Alonzo Watford Sr. Drive  
 Indianapolis, Indiana 46202  
 www.ncaa.org

TO: Chief Executive Officers ]  
 Faculty Athletics Representatives ]  
 Directors of Athletics ] -- of NCAA Division I  
 Senior Woman Administrators ] Member Institutions.  
 Compliance Coordinators ]

FROM: Cedric W. Dempsey  
 President.

SUBJECT: Official 2002 NCAA Graduation-Rates Reports.

Enclosed is a copy of the 2002 NCAA Graduation-Rates Report for your institution. This document contains the official graduation-rates data that are to be provided to recruits and recruits' parents per NCAA Bylaw 13.3.1.2. Also enclosed is a cover sheet that explains the data in the report, which is to be provided along with the report to the above-named individuals. The report and cover sheet are being mailed to each Division I institution's chief executive officer, faculty athletics representative, director of athletics, senior woman administrator and compliance coordinator so that there will be five copies on your campus.

It is important to note that these documents may not be altered or highlighted in any way when they are given to the student-athlete and his or her parents. It is permissible, however, to forward supplemental material that explains or highlights the information in your institution's report. The enclosed report will immediately replace all previous NCAA graduation-rates reports and is the only report that will satisfy the reporting conditions set forth in the bylaw.

The reports for each member institution will be found on the NCAA Web site at <http://www.ncaa.org/library/research.html>.

Please contact Maria DeJulio at 913/397-7668 if you have questions about this report.

CWD:mkd

Enclosures

Equal Opportunity/  
 Affirmative Action  
 Employer

National Collegiate Athletic Association

*An association of 1,200 colleges, universities and conferences serving the student-athlete*

## Appendix D, NCAA Graduation Rates Report Memo for 2002 (cont.)

### INFORMATION ABOUT THE DIVISION I GRADUATION-RATES REPORT

This information sheet and the enclosed 2002 NCAA Graduation-Rates Report have been prepared by the NCAA, based on data provided by the institution in compliance with NCAA Bylaw 30.1 and the Federal Student Right-to-Know and Campus Security Act. Each NCAA Division I college or university is required to distribute this sheet and the report to prospective student-athletes and parents, as specified in Bylaw 13.3.1.2.

The graduation-rates report provides information about two groups of students at the college or university identified at the top of the form: (1) all undergraduate students who were enrolled in a full-time program of studies for a degree, and (2) student-athletes who received athletics aid from the college or university for any period of time during their entering year. [Note: Athletics aid is a grant, scholarship, tuition waiver or other assistance from a college or university that is awarded on the basis of a student's athletics ability.]

The report gives graduation information about students and student-athletes entering in 1995. This is the most recent graduating class for which the required six years of information is available. The report provides information about student-athletes who received athletics aid in one or more of eight sports categories: football, men's basketball, baseball, men's track/cross country, men's other sports and mixed sports, women's basketball, women's track/cross country, and other women's sports. For each of those sports categories, it includes information on six self-reported racial or ethnic groups: American Indian or Alaska Native, Asian or Pacific Islander, Black, Hispanic, Non-Resident Alien, White, and Other (not included in one of the other six groups or not available) and the total (all seven groups combined).

A graduation rate (percent) is based on a comparison of the number (N) of students who entered a college or university as first-time, full-time students in a given year and the number of those who graduated within six years. For example, if 100 students entered and 60 graduated within six years, the graduation rate is 60 percent. It is important to note that graduation rates are affected by a number of factors: Some students may work part-time and need more than six years to graduate, some may leave school for a year or two to work or travel, some may transfer to another college or university, or some may be dismissed for academic deficiencies.

Three different measures of graduation rates are presented in this report: (1) freshman-cohort rate, (2) transfer-cohort rate and (3) exhausted-eligibility rate. The freshman-cohort rate indicates the percentage of freshmen who entered during a given academic year and graduated within six years. The transfer-cohort graduation rate is calculated only for those student-athletes who transferred to an institution and indicates the percentage of transfer student-athletes who graduated within six years of the entering class to which they were assigned. The exhausted-eligibility rate indicates the percentage of student-athletes who used all of their athletics eligibility at this college or university and who graduated by August 2000.

1. Graduation-Rates Data. The box at the top of the graduation-rates report provides freshman-cohort graduation rates for all students and for student-athletes who received athletics aid at this college or university. [Note: Anytime a cell includes only one or two students, the data in that cell and one other will be suppressed so that no individual can be identified.]



**Appendix D, NCAA Graduation Rates Report Memo for 2002 (cont.)**


Information about the Division I  
Graduation-Rates Report  
Page No. 2

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- a. All students. This section provides the freshman-cohort graduation rates for all full-time, degree-seeking students by race or ethnic group. It shows the rate for men who entered as freshmen in 1995-96, and the four-class average, which includes those who entered as freshmen in 1992-93, 1993-94 and 1994-95. The same rates are provided for women. The total for 1995-96 is the rate for men and women combined, and the four-class average is for all students who entered in 1992-93, 1993-94, 1994-95 and 1995-96.
  - b. Student-athletes. This section provides the freshman-cohort graduation rates and also the transfer graduation rates for student-athletes in each race and ethnic group who received athletics aid. Information is provided for men and women separately and for all student-athletes. Transfer rates include student-athletes who, based on the number of credits accepted by the institution, were placed in the entering classes 1992-93, 1993-94, 1994-95 or 1995-96.
  - c. Student-athletes by Sports Categories. This section provides the identified graduation rates as in 1-b of the Graduation Rates Report for each of the eight sports categories. (The small letters indicate the value of N.)
  - d. Graduation Rates of Those Exhausting Eligibility. This section provides the graduation rates of student-athletes who entered during the 1986-87 through 1995-96 academic years and exhausted their eligibility at the college or university. The rate indicates the percentage who had graduated by August 2001.
2. Undergraduate Enrollment Data (all students who were enrolled in the fall of 2000-01).
- a. All students. This section indicates the number of full-time, undergraduate students enrolled for the 2000 fall term and the number of men and women in each racial or ethnic group.
  - b. Student-athletes. This section identifies how many student-athletes were enrolled for the 2000 fall term and the number of men and women in each racial or ethnic group.
  - c. Student-athletes by Sports Categories. This section provides the enrollment data as identified in 3-b of the Graduation Rates Report for each of the eight sports categories.
3. Standards for Transfer Student-Athletes. These are standards an institution uses to determine placement of transfer student-athletes in the appropriate class. For purposes of this report, there are two sets of standards: (1) standards that are the same as NCAA minimums set forth in NCAA Bylaw 14.5 or (2) standards that exceed those specified minimums.

The National Collegiate Athletic Association  
August 19, 2002 TAP:mkd

Appendix D, NCAA Graduation Rates Report for 2002 (cont.)

 <b>OFFICIAL 2002 DIVISION I GRADUATION-RATES REPORT</b>																																																																																																																																																																					
WASHINGTON STATE UNIVERSITY																																																																																																																																																																					
FRESHMAN-COHORT GRADUATION RATES				All Students		Student-Athletes #																																																																																																																																																															
1995-96 Graduation Rate				60%		62%																																																																																																																																																															
Four-Class Average				59%		58%																																																																																																																																																															
<b>1. Graduation-Rates Data</b>																																																																																																																																																																					
<b>a. All Students</b>																																																																																																																																																																					
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Appendix D, NCAA Graduation Rates Report for 2002 (cont.)

WASHINGTON STATE UNIVERSITY

2. UNDERGRADUATE-ENROLLMENT DATA (All full-time students enrolled Fall 2000-01)

a. All Students

	MEN N	WOMEN N	TOTAL N
Am. Indian/AN	100	103	203
Asian/PI	400	333	733
Black	216	168	384
Hispanic	237	223	460
White	5413	5645	11058
N-R Alien	303	215	518
Other	440	328	768
Total	7109	7015	14124

b. Student-Athletes #

	MEN N	WOMEN N	TOTAL N
Am. Indian/AN	0	2	2
Asian/PI	8	4	12
Black	49	10	59
Hispanic	1	4	5
White	67	85	152
N-R Alien	7	25	32
Other	4	4	8
Total	136	134	270

c. Student-Athletes # by Sports Categories

MEN	-BASKETBALL-	-BASEBALL-	-CC/TRACK-	-FOOTBALL-	-OTHER-
Am. Indian/AN	0	0	0	0	0
Asian/PI	0	2	0	6	0
Black	8	3	2	36	0
Hispanic	0	0	0	1	0
White	2	14	14	30	7
N-R Alien	1	0	3	2	1
Other	1	0	0	3	0
Total	12	19	19	78	8

WOMEN	-BASKETBALL-	-CC/TRACK-	-OTHER-
Am. Indian/AN	0	1	1
Asian/PI	1	0	3
Black	1	9	0
Hispanic	1	1	2
White	10	10	65
N-R Alien	2	3	20
Other	0	2	2
Total	15	26	93

3. STANDARDS FOR TRANSFER STUDENT-ATHLETES #


This institution's standards exceed the NCAA minimums.

# Only student-athletes receiving athletics aid are included in this report.

NOTE: "\*\*\*\*\*" OR "\*\*\*\*" indicates data are suppressed for privacy purposes.



Appendix D, NCAA Graduation Rates Report for 2001

 <b>OFFICIAL 2001 GRADUATION-RATES REPORT</b>																																																																																																																																																								
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Other	-	-	-	-	0-a	-	100-a	50-a	67-a																																																																																																																																															
Total	50-a	67-c	80-a	80-a	68-e	0-a	75-d	63-e	82-d																																																																																																																																															
<b>d. Graduation Rates of Those Exhausting Eligibility (Student-Athletes # entering during 1985-86 through 1994-95)</b>																																																																																																																																																								
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* Only student-athletes receiving athletics aid are included in this report.																																																																																																																																																								

Appendix D, NCAA Graduation Rates Report for 2001 (cont.)

WASHINGTON STATE UNIVERSITY

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2. UNDERGRADUATE-ENROLLMENT DATA (All full-time students enrolled fall 1999-00)

a. All Students			b. Student-Athletes #				
	MEN	WOMEN	TOTAL		MEN	WOMEN	TOTAL
	N	N	N		N	N	N
Am. Indian/AN	109	142	251	Am. Indian/AN	0	2	2
Asian/PI	405	344	749	Asian/PI	3	2	5
Black	197	159	356	Black	41	9	50
Hispanic	243	237	480	Hispanic	3	4	7
White	5506	5589	11095	White	78	79	157
N-R Alien	298	215	513	N-R Alien	8	21	29
Other	471	339	810	Other	4	5	9
Total	7229	7025	14254	Total	137	122	259

c. Student-Athletes # by Sports Categories


MEN	-BASKETBALL-	-BASEBALL-	-CC/TRACK-	-FOOTBALL-	-OTHER-
Am. Indian/AN	0	0	0	0	0
Asian/PI	0	1	0	2	0
Black	5	2	2	32	0
Hispanic	0	1	1	1	0
White	4	18	14	33	9
N-R Alien	0	3	3	2	0
Other	2	0	1	1	0
Total	11	25	21	71	9
WOMEN	-BASKETBALL-	-CC/TRACK-	-OTHER-		
Am. Indian/AN	0	1	1		
Asian/PI	1	0	1		
Black	1	7	1		
Hispanic	1	1	2		
White	7	14	58		
N-R Alien	3	2	16		
Other	1	1	3		
Total	14	26	82		

3. STANDARDS FOR TRANSFER STUDENT-ATHLETES #

This institution's standards exceed the NCAA minimums.

# Only student-athletes receiving athletics aid are included in this report.

NOTE: "\*\*\*\*\*" OR "\*\*\*\*" indicates data are suppressed for privacy purposes.



Appendix D, NCAA Graduation Rates Report for 2000

<h1 style="margin: 0;">NCAA<sup>®</sup> OFFICIAL 2000 GRADUATION-RATES REPORT</h1>										
SHINGTON STATE UNIVERSITY										
FRESHMAN-COHORT GRADUATION RATES 1993-94 Graduation Rate Four-Class Average			All Students 59% 61%		Student-Athletes # 60% 57%					
<b>I. Graduation-Rates Data</b>										
<b>a. All Students</b>										
	MEN				WOMEN				TOTAL	
	FRESHMAN RATE 93-94		4-CLASS		FRESHMAN RATE 93-94		4-CLASS		FRESHMAN RATE 93-94	
	N	%	N	%	N	%	N	%	N	%
Am. Indian/AN	13	15	44	36	23	39	72	42	36	31
Asian/PI	74	55	223	51	71	65	225	60	145	60
Black	43	42	111	40	34	59	92	60	77	49
Hispanic	35	40	116	47	35	49	97	55	70	44
White	978	57	3445	60	1022	64	3686	65	2000	60
N-R Alien	28	64	91	60	30	80	86	69	58	72
Other	26	54	135	56	19	42	108	66	45	49
Total	1197	55	4165	58	1234	63	4366	64	2431	59
	8531 61									
<b>b. Student-Athletes #</b>										
	MEN			WOMEN			TOTAL			
	FRESHMAN RATE 93-94		TRANSFER 4-CLASS		FRESHMAN RATE 93-94		TRANSFER 4-CLASS		FRESHMAN RATE 93-94	
	N	%	N	%	N	%	N	%	N	%
Am. Indian/AN	*****	***	*****	***	*****	***	*****	***	*****	***
Asian/PI	*****	***	*****	***	*****	***	*****	***	*****	***
Black	14	57	39	41	23	30	3	0	17	47
Hispanic	0		*****	***	0		*****	***	0	
White	13	62	66	53	26	69	106	69	39	67
N-R Alien	*****	***	*****	***	*****	***	*****	***	*****	***
Other	*****	***	3	33	6	33	6	33	4	75
Total	29	59	115	49	61	44	33	61	62	60
	240 57				91 56					
<b>c. Student-Athletes # by Sport Category</b>										
	BASEBALL				MEN'S BASKETBALL				MEN'S CC/TRACK	
	FRESHMAN RATE 93-94		TRANSFER 4-CLASS		FRESHMAN RATE 93-94		TRANSFER 4-CLASS		FRESHMAN RATE 93-94	
	%	N	%	N	%	N	%	N	%	N
Am. Indian/AN	-	-	-	0-a	-	-	-	-	-	-
Asian/PI	-	-	100-a	0-a	-	-	-	-	-	-
Black	-	-	-	-	50-a	50-a	17-b	-	100-a	50-a
Hispanic	-	-	-	-	-	-	-	-	-	-
White	0-a	32-d	40-b	-	-	60-a	100-a	-	0-a	60-a
N-R Alien	-	-	100-a	-	-	-	-	-	-	-
Other	-	-	0-a	-	-	-	0-a	-	-	50-a
Total	0-a	38-e	31-c	-	50-a	56-b	25-b	-	50-a	57-b
	67-c									
	FOOTBALL				OTHER					
	FRESHMAN RATE 93-94		TRANSFER 4-CLASS		FRESHMAN RATE 93-94		TRANSFER 4-CLASS			
	%	N	%	N	%	N	%	N		
Am. Indian/AN	100-a	-	100-a	-	-	-	-	-		
Asian/PI	0-a	-	0-a	-	-	100-a	-	-		
Black	55-c	-	39-e	29-c	-	-	-	-		
Hispanic	-	-	0-a	-	-	-	-	-		
White	71-b	-	63-e	63-b	100-a	-	60-b	67-a		
N-R Alien	-	-	0-a	100-a	-	-	-	-		
Other	-	-	33-a	0-a	-	-	100-a	-		
Total	60-d	-	48-e	42-e	100-a	-	64-c	75-a		
	WOMEN'S BASKETBALL				WOMEN'S CC/TRACK				WOMEN'S OTHER	
	FRESHMAN RATE 93-94		TRANSFER 4-CLASS		FRESHMAN RATE 93-94		TRANSFER 4-CLASS		FRESHMAN RATE 93-94	
	%	N	%	N	%	N	%	N	%	N
Am. Indian/AN	100-a	-	100-a	-	-	-	-	-	-	100-a
Asian/PI	-	-	-	-	-	-	-	-	-	50-a
Black	-	-	-	67-a	0-a	0-a	-	-	-	0-a
Hispanic	-	-	-	-	-	-	-	-	-	50-a
White	100-a	-	80-b	100-a	86-b	-	71-e	60-a	61-d	67-e
N-R Alien	-	-	-	-	-	-	-	-	100-a	67-a
Other	-	-	0-a	-	0-a	50-a	100-a	-	0-a	33-a
Total	100-a	-	75-c	80-a	55-c	-	59-e	67-b	60-d	64-e
	84-d									
<b>d. Graduation Rates of Those Exhausting Eligibility (Student-Athletes # entering during 1984-85 through 1993-94)</b> Number Exhausting Eligibility = 287 Graduation Rate = 83%										
Values for N ( a. 1-5, b. 6-10, c. 11-15, d. 16-20, e. greater than 20 )										
# Only student-athletes receiving athletics aid are included in this report.										

Appendix D, NCAA Graduation Rates Report for 2000 (cont.)

WASHINGTON STATE UNIVERSITY

2. UNDERGRADUATE-ENROLLMENT DATA (All full-time students enrolled fall 1998-99)

a. All Students

	MEN N	WOMEN N	TOTAL N
Am. Indian/AN	127	150	277
Asian/PI	434	371	805
Black	202	142	344
Hispanic	245	258	503
White	5680	5583	11263
N-R Alien	331	274	605
Other	466	331	797
Total	7485	7109	14594

b. Student-Athletes #

	MEN N	WOMEN N	TOTAL N
Am. Indian/AN	0	3	3
Asian/PI	6	3	9
Black	40	10	50
Hispanic	3	6	9
White	78	82	160
N-R Alien	9	18	27
Other	6	6	12
Total	142	128	270

c. Student-Athletes # by Sports Categories

MEN	-BASKETBALL-	-BASEBALL-	-CC/TRACK-	-FOOTBALL-	-OTHER-
Am. Indian/AN	0	0	0	0	0
Asian/PI	0	2	0	4	0
Black	3	2	1	34	0
Hispanic	0	0	1	2	0
White	6	17	12	34	9
N-R Alien	1	2	5	1	0
Other	2	1	1	2	0
Total	12	24	20	77	9

WOMEN	-BASKETBALL-	-CC/TRACK-	-OTHER-
Am. Indian/AN	0	1	2
Asian/PI	1	0	2
Black	1	8	1
Hispanic	1	1	4
White	6	16	60
N-R Alien	3	1	14
Other	1	1	4
Total	13	28	87

3. STANDARDS FOR TRANSFER STUDENT-ATHLETES #

This institution's standards exceed the NCAA minimums.

# Only student-athletes receiving athletics aid are included in this report.

NOTE: "\*\*\*\*\*" OR "\*\*\*\*\*" indicates data are suppressed for privacy purposes.



Appendix E, Table 1 – Graduation Rates by Gender and Sport

		WASHINGTON STATE UNIVERSITY 6 YEAR GRADUATION RATES FOR SCHOLARSHIP ATHLETES BY GENDER AND SPORT, FRESHMEN COHORTS														
		1992-1993			1993-1994			1994-1995			1995-1996			4 Class Avg.		
		# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	
<b>Men</b>		14	6	42.86%	20	12	60.00%	17	8	47.06%	14	9	64.29%	65	35	53.85%
Football		3	0	0.00%	**	**	50.00%	3	2	66.67%	**	**	0.00%	9	3	33.33%
Baseball		5	2	40.00%	**	**	0.00%	3	1	33.33%	6	3	50.00%	16	6	37.50%
Track&Field/Cross Country		0	0	0.00%	**	**	50.00%	**	**	100.00%	5	4	80.00%	9	7	77.78%
Tennis		5	2	40.00%	**	**	100.00%	0	0	0.00%	0	0	0.00%	6	3	50.00%
Golf		**	**	0.00%	**	**	100.00%	0	0	0.00%	**	**	100.00%	4	3	75.00%
Total all sports-Men		28	10	35.71%	29	17	58.62%	25	13	52.00%	27	17	62.96%	109	57	52.29%
<b>Women</b>		4	2	50.00%	2	2	100.00%	4	2	50.00%	**	**	50.00%	12	7	58.33%
Basketball		6	5	83.33%	11	6	54.55%	5	4	80.00%	**	**	100.00%	24	17	70.83%
Track&Field/Cross Country		4	3	75.00%	7	3	42.86%	**	**	100.00%	7	3	42.86%	19	10	52.63%
Soccer		**	**	0.00%	3	2	66.67%	6	5	83.33%	3	1	33.33%	14	8	57.14%
Volleyball		3	1	33.33%	3	2	66.67%	5	3	60.00%	7	5	71.43%	18	11	61.11%
Swimming		**	**	50.00%	0	0	0.00%	**	**	100.00%	**	**	50.00%	6	4	66.67%
Golf		0	0	0.00%	**	**	50.00%	0	0	0.00%	3	2	66.67%	5	3	60.00%
Tennis		5	4	80.00%	5	4	80.00%	**	**	50.00%	7	5	71.43%	19	14	73.68%
Crew		26	16	61.54%	33	20	60.61%	25	18	72.00%	33	20	60.61%	117	74	63.25%
Total all sports-Women		54	26	48.15%	62	37	59.68%	50	31	62.00%	60	37	61.67%	226	131	57.96%
<b>Total Athletes - All Sports</b>		207	1195	58.95%	2431	1437	59.11%	2469	1418	57.43%	2512	1514	60.27%	9439	5564	58.95%
<b>Total New Freshmen to WSU</b>		1008	567	56.25%	1197	661	55.22%	1271	674	53.03%	1295	743	57.37%	4771	2645	55.44%
Men		1019	628	61.63%	1234	776	62.88%	1198	744	62.10%	1217	771	63.35%	4668	2919	62.53%
Women																

\*\*Numbers are masked when less than three students are in an entering category.



Appendix E, Table 2 – Graduation Rates by Ethnicity and Gender

Academic Standards Self-Study Item No. 7 - # 2

WASHINGTON STATE UNIVERSITY  
4-YEAR AVERAGE 6-YEAR GRADUATION RATES BY ETHNICITY AND GENDER  
FRESHMAN COHORTS, SCHOLARSHIP ATHLETES AND ALL NEW FRESHMEN

	1992-1993		1993-1994		1994-1995		1995-1996		4 Class Average	
	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad
<b>Total Athletes</b>	54	26	62	37	50	31	60	37	226	131
Black	10	2	17	8	15	7	13	6	55	23
Am.Ind./AN	0	0	**	**	**	0	**	**	3	2
Asian/Pi	0	0	**	0	0	0	**	**	4	2
Hispanic	**	0	0	0	**	0	3	1	3	3
Other	**	0	3	1	5	4	8	4	18	10
White	38	22	39	26	27	18	35	25	139	91
<b>Male Athletes</b>	28	10	29	17	25	13	27	17	109	57
Black	9	2	14	8	11	5	11	5	45	20
Am.Ind./AN	0	0	**	**	0	0	0	0	**	**
Asian/Pi	**	0	**	0	0	0	0	0	**	**
Hispanic	**	0	0	0	**	0	0	0	3	2
Other	**	0	0	0	**	0	**	0	4	1
White	15	6	13	8	12	6	14	12	54	32
<b>Female Athletes</b>	26	16	33	20	25	18	33	20	117	74
Black	0	0	**	**	**	2	0	0	0	0
Am.Ind./AN	0	0	**	**	**	0	**	**	**	**
Asian/Pi	**	0	0	0	0	0	0	0	**	**
Hispanic	**	0	0	0	0	0	3	1	**	**
Other	**	0	3	1	5	4	6	4	14	9
White	23	16	26	18	15	12	21	13	85	59
<b>Total Freshmen</b>	2027	1195	2431	1437	2469	1418	2512	1514	9439	5564
Black	50	20	77	38	61	24	60	25	248	107
Am.Ind./AN	30	15	36	11	52	26	51	22	169	74
Asian/Pi	94	40	145	87	143	77	130	70	512	274
Hispanic	48	28	70	31	80	46	98	45	296	150
Other	102	59	103	64	130	72	151	98	486	293
White	1703	1033	2000	1206	2003	1173	2022	1254	7728	4666
<b>Total Men</b>	1008	567	1197	661	1271	674	1295	743	4771	2645
Black	28	9	43	18	36	12	42	18	149	57
Am.Ind./AN	10	5	13	2	22	9	21	8	66	24
Asian/Pi	47	17	74	41	83	42	73	38	277	138
Hispanic	29	14	35	14	34	18	50	23	148	69
Other	63	33	54	32	64	26	86	54	267	145
White	831	489	978	554	1032	567	1023	602	3864	2212
<b>Total Women</b>	1019	628	1234	776	1198	744	1217	771	4668	2919
Black	22	10	34	20	25	12	18	7	89	40
Am.Ind./AN	20	10	23	9	30	17	36	14	103	50
Asian/Pi	47	23	71	46	60	35	57	32	235	136
Hispanic	19	14	35	17	46	28	48	22	148	81
Other	39	26	49	32	66	46	65	44	219	148
White	872	544	1022	652	971	606	959	652	3864	2454

Notes: \*\* Numbers are masked when less than 3 entering students are in a category.

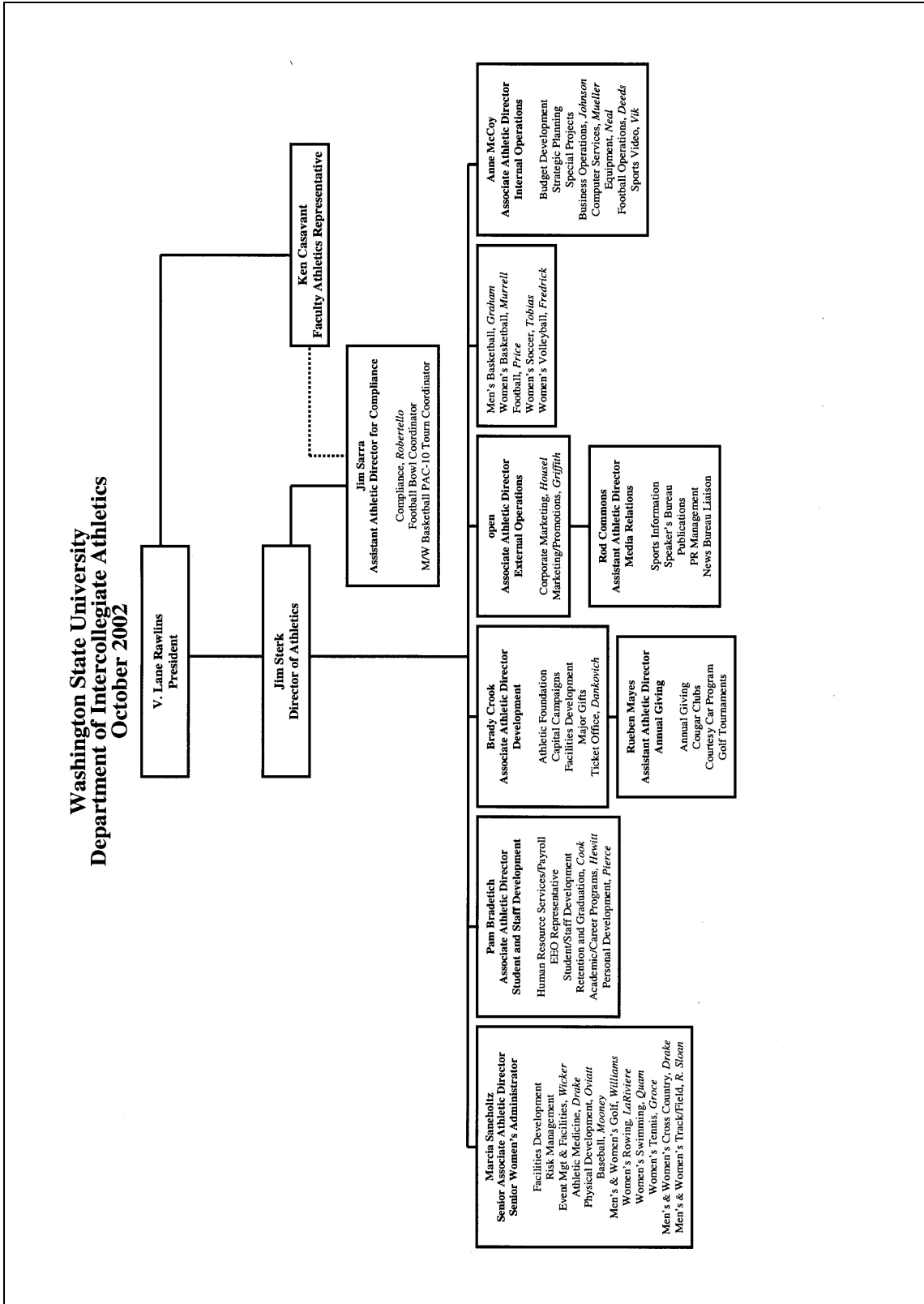
Am. Ind./AN - American Indian/Alaskan Native; Asian/Pi - Asian/Pacific Islander; Other - non-reported domestic students as well as international students.

Appendix E, Table 3 – Six-Year Graduation Rates for Scholarship Athletes, Transfer Only

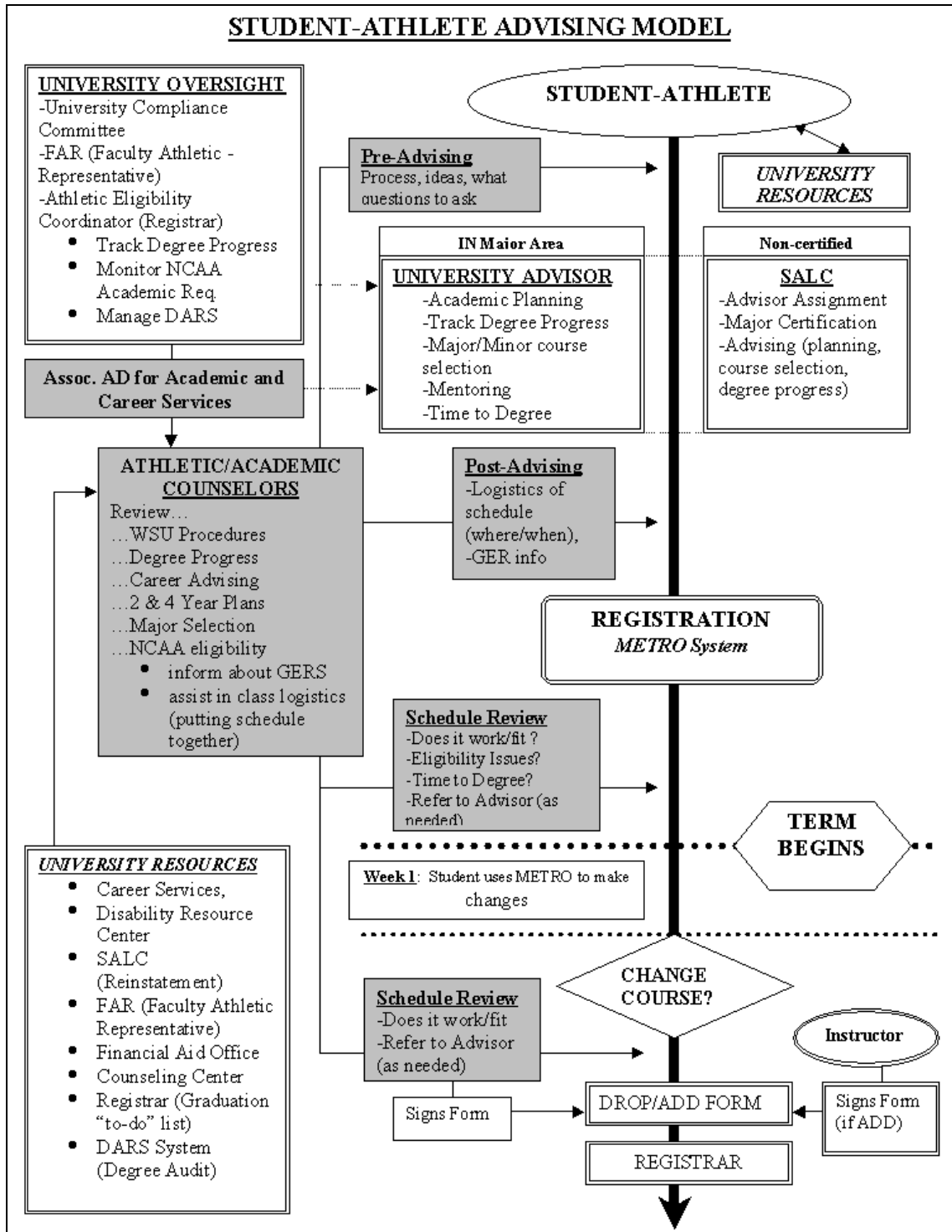
		WASHINGTON STATE UNIVERSITY 6 YEAR GRADUATION RATES FOR SCHOLARSHIP ATHLETES BY GENDER AND SPORT, TRANSFER STUDENTS ONLY														
		1992-1993			1993-1994			1994-1995			1995-1996			4 Class Avg.		
		# Ent	# Grad	% Grad	# Ent	# Grad	% Grad	# Ent	# Grad	% Grad	# Ent	# Grad	% Grad	# Ent	# Grad	% Grad
<b>Men</b>		6	2	33.33%	5	3	60.00%	9	2	22.22%	10	5	50.00%	30	12	40.00%
	Football	**	**	0.00%	3	1	33.33%	**	**	0.00%	**	**	50.00%	8	2	25.00%
	Baseball	**	**	0.00%	**	**	100.00%	4	2	50.00%	3	3	100.00%	10	6	60.00%
	Track&Field/Cross Country	5	2	40.00%	0	0	0.00%	4	3	75.00%	**	**	100.00%	10	6	60.00%
	Tennis	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
	Golf	**	**	100.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	**	**	100.00%
	Total all sports-Men	15	5	33.33%	9	5	55.56%	19	7	36.84%	16	10	62.50%	59	27	45.76%
<b>Women</b>		4	3	75.00%	5	4	80.00%	6	3	50.00%	6	5	83.33%	21	18	85.71%
	Basketball	**	**	50.00%	**	**	100.00%	**	**	100.00%	**	**	100.00%	6	5	83.33%
	Track&Field/Cross Country	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	**	**	100.00%
	Soccer	0	0	0.00%	0	0	0.00%	0	0	0.00%	**	**	100.00%	**	**	100.00%
	Volleyball	0	0	0.00%	0	0	0.00%	**	**	100.00%	**	**	100.00%	**	**	100.00%
	Swimming	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
	Golf	**	**	100.00%	0	0	0.00%	0	0	0.00%	**	**	100.00%	**	**	100.00%
	Tennis	0	0	0.00%	**	**	100.00%	**	**	100.00%	0	0	0.00%	**	**	100.00%
	Crew	**	**	100.00%	**	**	100.00%	3	3	100.00%	**	**	50.00%	7	6	85.71%
	Total all sports-Women	4	3	75.00%	5	4	80.00%	6	3	50.00%	6	5	83.33%	21	18	85.71%
<b>Total Athletes - All Sports</b>		19	8	42.11%	14	9	64.29%	25	13	52.00%	22	15	68.18%	80	45	56.25%
<b>Total Transfer Undergraduates</b>		1813	1194	65.86%	1755	1147	65.36%	1766	1168	66.14%	1653	1075	65.03%	6987	4584	65.61%
	Transfer Undergraduates - Men	1056	665	62.97%	963	610	63.34%	981	638	65.04%	908	562	61.89%	3908	2475	63.33%
	Transfer Undergraduates - Women	757	529	69.88%	792	537	67.80%	785	530	67.52%	745	513	68.86%	3079	2109	68.50%

Notes: \*\*Numbers are masked when less than 3 students are in an entering category.  
As of 1990-91, all undergraduate, full-time transfer student athletes are placed into NCAA cohorts according to the number of transfer credits earned.  
For example, a new transfer student-athlete to WSU in 1995-96 who enters as a sophomore is placed into the 1994-95 cohort for graduation tracking purposes.  
Similar cohorts were created for all transfer undergraduates for comparison purposes.

Appendix F – Athletic Department Organizational Chart



Appendix G – Student-Athlete Advising Process Flow Chart



## Appendix H – Student-Athlete Assessment Document

### STUDENT-ATHLETE ASSESSMENT - CRITERIA (Revised September 5, 2002)

#### High Risk

All student-athletes in the “**high risk group**” are returners who are “deficient” and/or **below 2.0 CUM GPA**; or they are new students who were non-qualifiers out of high school, alternate admits, or those with a documented learning disability. The Office of Academic Standing (SALC) is taking a new stance on reinstatement and have indicated they will deny any student below 2.0 two semesters in a row. Therefore, we will provide an enhanced level of services for all of these students. Assigned academic counselors will not have a great deal of flexibility with this group. To ensure consistency in our services within teams and among all of our teams, each student in the “high risk group” will participate in the following: (*exceptions: seniors*)

- Tutoring for every course (if applicable and available – otherwise TA or guided study team).
- 4 and 12 week student-instructor conference – evaluation form will be provided.
- Daytime study hours twice per week.
- Meet w/ professor for every course by the 2<sup>nd</sup> week of school, continue meetings during the semester.
- Weekly meeting w/Academic Counselor. (per criteria, some will have an Indiv. Academic Success Plan)
- Study Options Program – 10 hours per week
- Attend FAST Start workshop (per criteria, a list of FAST start participants will be provided).
- Guided Study Teams (if applicable-learning services coord. assigns groups based on program criteria)
- Complete goal setting sheet.

#### Moderate Risk

Students are considered to be of “moderate risk” if they are **below a 2.2 CUM GPA and/or below 2.0 for the previous semester**. They are *not* new and they are *not* seniors – this is at least their second semester at WSU. They are not doing well enough to be on their own, but they are not doing as poorly as the high risk group. Students in this group are still in weekly meetings, however, counselors will have some flexibility with this group. The assigned academic counselor will develop a plan and communicate closely with the head coach. The services required for this group are: (*exceptions: one sem. under 2.00 with over 2.50 cum gpa may not be included in this group. Returners earning less than 12 credits previous semester may be added to this group*)

- Weekly meeting with Academic Counselor.
- Study Options Program – 10 Hours per week.
- Complete goal setting sheet.

#### New Students

These students are in **their first semester at WSU**. They need the opportunity to be involved with our services and get to know our staff. They may also need to build study habits that will give them the opportunity to succeed at WSU. We should try to have a positive impact on as many students as possible. Therefore, new first semester students will participate in the following:

- Weekly meeting with Academic Counselor.
- Study Options Program – 10 hours per week – (Director/Coach will assess).
- Meet w/ professor for every course by the 2<sup>nd</sup> week of school, continue meetings during the semester.
- Guided Study Teams (if applicable-learning services coord. assigns groups based on program criteria)
- Complete goal setting sheet.

## Appendix H – Student-Athlete Assessment Document (cont.)

### ACADEMIC SUPPORT PROGRAMS- CRITERIA (Revised Fall 2002)

#### Weekly Meetings

The purpose of a weekly meeting is to:

1. Build rapport with a new student-athlete, and improve rapport with the returners.
2. Teach skills necessary to ensure academic success.
3. Provide a contact for each student-athlete who may have academic/personal issues – issues can either be dealt with in the meeting if appropriate or this allows the counselor to refer the student to the appropriate area/person on campus.
4. Assist the student-athlete with course/major/career selection.
5. Identify all campus/athletic department resources (such as tutoring/computer labs/professors/TA's/counseling center/MSS/PROWL Resource Center; etc).
6. Provide weekly monitoring report for head coaches.

#### Criteria for weekly meetings:

- Scholarship students are a priority
- New students (per director and coach assessment)
- CUM GPA 2.2 as a guideline
- All deficient student-athletes

#### Individual Academic Success Plans (IASP)

The learning services coordinator prior to the start of the semester will develop individual academic plans. The director and learning services coordinator will monitor implementation, evaluation, and completion of each plan.

#### Criteria for IASP:

- “High risk” returning students
- “High risk” new students
- New students with documented learning disability
- Returning students with documented learning disability who have below 2.20 cum gpa

#### FAST START

The FAST START workshop is a planning and organizational session and is facilitated by the learning services coordinator prior to the 2<sup>nd</sup> week of school each semester.

#### Criteria for FAST START:

- Scholarship student-athletes are the priority
- “High risk” returning students
- “High risk” new students
- New students with documented learning disability
- Returning students with documented learning disability who have below 2.20 cum gpa

## Appendix H – Student-Athlete Assessment Document (cont.)

### **GUIDED STUDY TEAMS**

The learning services coordinator will assign a facilitator to a team of 3-5 students from a common class. The facilitator will assist students with developing learning strategies for this particular class on a weekly basis. With the acquired learning strategies students will be able to meet as a study group/team throughout the semester and study independently in preparation for exams, quizzes, and projects.

#### **Criteria for G.S. Teams:**

- Scholarship student-athletes are the priority
- Returners under 2.00 cum gpa
- Returners under 2.00 sem gpa previous term
- New students under 27 AIN
- Transfers who were non-qualifiers, per NCAA Clearinghouse
- New students with documented learning disability
- Returning students with documented learning disability who have below 2.20 cum gpa

**NOTE: If students are not assigned to study teams or would like additional assistance, a Guided Study Facilitator is also available to work one-on-one with students Sunday – Thursday 7:00 -10:00 PM at the Academic Resource Center. The facilitator assists with learning strategies across all content areas.**

### **STUDY OPTIONS PROGRAM**

This is a required 10 hour per week study program. The intent is to provide a structured learning environment and to allow the students to determine what type of assistance will best benefit them. Almost any structured, monitored study session will help complete the 10 hour requirement. Examples include: tutoring, Professor/TA meetings, study sessions, guided study teams, work done in the ARC structured by the lab monitor, work done during guided study structured by a facilitator.

#### **Criteria for Study Options:**

- The “high risk” group
- The “moderate risk” group
- New students (as determined by team counselor and coach)

### **P.R.O.W.L. SEMINAR**

The P.R.O.W.L. seminar is a graded seminar for one academic credit designed for student-athletes new to WSU athletics. The seminar facilitators focus on providing the information and skills needed for making a successful transition to the role of WSU student-athlete. The seminar meets for one hour a week during the Fall Semester, and in the Spring Semester for January enrollees. The P.R.O.W.L. seminar curriculum covers a range of topics presented both by content experts and student-athlete peers. Typical topics include Media Management, Career Development, Leadership, Diversity Topics, Substance Abuse, Relationship Development, Nutrition, Coping Skills, Transitions, Money Management, and more. The seminar is facilitated by the Program Director for Academic and Career Services and the Program Director for Personal Development.

Appendix I – Athletic Events Scheduled During Finals Week

WSU Athletic Events Scheduled During Finals Week  
Fall 1998-Spring 2001

SEMESTER	FINALS WEEK	TEAM	COMPETITION DATE	COMPETITION	LOCATION
Fall 1998	Dec. 14-19	WBB	Fri., Dec. 18	Gonzaga	Pullman*
Spring 1999	May 3-8	WGO	Mon., May 3	Northwest Shootout	Tualatin, OR*
		WGO	Thur-Sat, May 6-8	NCAA West Regional	College Station, TX
		MGO	Fri-Sat, May 7-8	US Intercollegiate	Stanford, CA*
		MBA	Sat., May 8	California	Pullman
		T&F	Sat., May 8	WSU Invitational	Pullman
Fall 1999	Dec 13-18	WBB	Sun., Dec. 19	Toledo	Toledo, OH*
Spring 2000	May 1-6	MGO	Fri-Sat, May 5-6	US Intercollegiate	Stanford, CA*
		MBA	Sat., May 6	Washington	Seattle, WA*
		T&F	Sat., May 6	WSU Invitational	Pullman
Fall 2000	Dec. 18-23	MBB	Sat., Dec 23	Sacramento State	Pullman
Spring 2001	May 5-12	WGO	Thur-Sat, May 10-12	NCAA West Regional	Corvallis, OR
		MBA	Sat., May 5	Lewis-Clark State	Lewiston, ID*
		MBA	Sat., May 12	USC	Los Angeles, CA*
		T&F	Sat., May 5	Palouse Team Invitational	Pullman
		T&F	Sat., May 12	Modesto Relay	Modesto, CA*
		T&F	Sat., May 12	Pac-10 Dec/Heptathlon Champs	Berkeley, CA
		Row	Sat., May 5	Windermere Opening Day Regatta	Seattle, WA*
		Row	Sun., May 13	Pac-10 Rowing Championships	Rancho Cordova, CA*

\*Non-Pac-10 and NCAA events



## FISCAL INTEGRITY

### Previous Certification Self-Study

**1. List all the “corrective actions,” “conditions for certification” or “strategies for improvement” imposed by the NCAA Division I Committee on Athletics Certification (if any) as they relate to fiscal integrity issues.**

No corrective actions or conditions imposed.

**2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process in the fiscal integrity area. Also, describe any additional plans for improvement/recommendations developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.**

*Previous Certification Self-Study Item: Additional cash handling training was recommended for ticket sales to improve financial control. Weakness was found in the internal control structure. It was recommended that ways to improve the accounting control of ticket sales be explored, specifically controls over the sales and reconciliation of ticket sales to revenue.*

The athletic department requires all new employees who handle cash to go through the university’s cash handling training and periodically all staff go through a training to make sure everyone is up-to-date. A controller’s office staff member started this training 1995. The training emphasizes internal controls including segregation of duties, accurate and timely recording of revenue, and appropriate procedures for maintaining an audit trail.

As cited in the last study, new procedures for handling cash and reconciliation of tickets to revenue were implemented, are satisfactory, and examples follow. The athletics ticket office staff now prepares several settlements and reconciles tickets on several levels as part of their operation. There is a sales settlement each day to verify that day’s deposits. On game days, ticket sellers have their own cash box and tickets reconciled immediately after each game. After an event is completed, a game settlement is done for the entire event. This includes all tickets issued for this game and tracks back to daily deposits and game day reconciliations. All information is verified with the computerized ticketing system and is used for settlements due to the city of Pullman for admission tax and for the Pac-10 Conference settlements, as well as for any audits. Another recent

improvement includes better utilization of the computerized ticketing system for reporting functions and online credit card authorization.

*Previous Certification Self-Study Item: The institution recommended that the athletic department include existing policies and procedures for Cougar Mania in written format in the athletic department's Policies and Procedures Manual.*

The Cougar Mania policies and procedures have been added to the athletic department's policies and procedures manual (Spring 2002). During the process of this study, this committee recommended that a general agreement be written to outline and clarify the roles and responsibilities of both the university and Cougar Mania, a separate non-profit corporate support program. The university is in the process of drafting this agreement.

*Previous Certification Self-Study Item: Although policies and procedures of the athletics program were in substantial conformity regarding financial control, it was recommended that revenue sources be more thoroughly documented and delineated. In some cases, revenue codes were not available that sufficiently described some of the sources of revenues received by the athletic department. Additional staff training in the use of the revenue codes was also recommended.*

In June 1996, new revenue source codes were established and others changed to better report the revenue received. Training in the use of the new, modified and existing codes was initially done in June 1996, and currently, "as needed" during the regular course of business. The use of revenue source codes is also included in the cash handling classes attended by Athletic personnel. Each year the athletic department receives payments from the Pac-10, NCAA, and others that include television/radio rights, post-season distributions, game guarantees, ticket sales, interest earned, and other miscellaneous revenue. The controller's office and athletics' business office identify the type of revenue received and the appropriate source codes to insure accurate reporting. It is recommended that staff from both offices review existing and new source codes periodically to ensure consistency and adequacy.

## **Operating Principle: Financial Practices**

*Financial Practices, Item 1: Prepare a list of all revenue sources for Intercollegiate Athletics that are under the clear accounting and financial control of the institution. Also, prepare a list of all other sources generating revenue on behalf of the institution's Intercollegiate Athletics program, including outside foundations.*

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The following are revenue sources of the athletic department that are under the clear accounting and financial control of the institution:

- Ticket Sales
- Pac-10 Conference and NCAA revenues
- Away-game guarantees
- Post-season revenues
- Television and radio revenues
- Institutional support
- Contributions
- Marketing income
- Corporate sponsorships
- Tuition waivers
- Student fees
- Student sports passes
- Endowment income
- Novelties and concessions
- Athletic camps

The following is a revenue source of the athletic department that is not under the direct accounting and financial control of the institution:

- Cougar Mania

*Financial Practices, Item 2: Describe the step-by-step process for budget development and approval, and highlight any areas that may differ from the institution's standard or normal budgeting procedures. Prepare a separate description for those sources of revenue under the institution's direct control and another for revenue sources not under the institution's direct control.*

The budget for the athletic department is under the accounting and financial control of Washington State University in a manner similar to other departments within the university and is developed as follows:

In late January of each year, the director of athletics requests a budget from each of the athletic cost centers. Each area manager and each head coach is asked to evaluate his/her area needs and priorities, considering the budget guidelines that have been adopted by the

university. These cost centers are required to return their budget requests to the director of athletics by late February.

The athletic department reviews, adjusts, and consolidates the individual budget requests to finalize a department budget. The department budget is formulated using Pac-10 and other revenue streams to determine and project the expected revenue, i.e., how much should be budgeted for expenditures.

In late spring, the athletic department forwards its budget requests to the budget council at Washington State University for review and approval.

The associate athletic director for internal operations is responsible for communicating to the cost centers their approved budgets, and to monitor their progress in adhering to their budgets throughout the year. The departmental budget is reviewed in late December or January, following the football season when most of the revenues have been collected, and again in late March following the basketball season, to determine if the revenue projections are still accurate. If expense or revenue adjustments are necessary during the year, justification to and review by the university budget council is required before implementing budget changes.

The budget for Cougar Mania is developed by the director of corporate marketing and the athletics director. An anticipated contribution to the athletic department is forecast, then based on the previous year's revenue and expenditure activity, a budget is created. Since expenditure activity has remained fairly constant, any increase in the anticipated contributions necessitates an increase in the revenue budget.

The director of corporate marketing uses the departmental revenue budget to establish monthly goals for Cougar Mania sales or contributions. Most of this activity is done from January to May. A departmental budget adjustment might be made after this period if the sales come in materially over or under the original budget. Unlike the athletic department's budget, the Cougar Mania budget is prepared on a calendar year rather than on a fiscal year basis.

*Financial Practices, Item 3: Describe the process used in selecting the independent auditor for the institution's external financial audit for Intercollegiate Athletics, including any methods used to ensure the independent nature of the auditor. Also describe relevant corrective actions planned or implemented from the three most recent external audits.*

The university's controller requests bids from certified public accounting firms to perform annual independent financial audits of various auxiliary and enterprise funds, including Intercollegiate Athletics. The approved bid is for a period of five years. The completed audit reports are presented to the university's administration, including the internal auditor. The current audit firm is Peterson & Sullivan headquartered in Seattle.

The Washington State auditor's office performs supplemental reviews and tests internal controls of Intercollegiate Athletics as part of the statewide single audit required by the Single Audit Act of 1984.

*Recommendation for Improvement:* The audit bid for the most recent five-year period ended with the 2000-01 fiscal year. In light of recent national accounting concerns and the end date of WSU's current audit bid, it was recommended that a new advertisement and request for proposal be sent out over a broader geographical area in the hopes of increasing the pool of qualified audit firms. Bid specifications emphasized the importance of timeliness, proper expertise and staffing for the job, and the provision of services that will be most beneficial for Intercollegiate Athletics.

*Financial Practices, Item 4: Describe the ways in which your institution approves expenditures for Intercollegiate Athletics, including a description of different procedures based on various sources of funding.*

Expenditures made by the university on behalf of the athletic department are subject to the same procedures and controls as those of other university expenditures, regardless of the source of funds.

Expenditure payment documents are processed through the WSU business services/controller's office and are audited for authorized approval and conformance with the university's business and policies procedures manual.

Those individuals in the athletic department who have been delegated expenditure approval authority by the president's office approve expenditures.

Some expenditure activity requires specific approval. Examples would include approval by the president's office for the director of athletics' expenses and the approval by the office of business affairs for athletic department contracts.

The president's office approves any staff expansion or creation of new positions by the WSU athletic department. After approval, the athletic department is required to comply with the university's policy and procedures when filling a position.

The university has specific guidelines and policies for the use of the contributed funds. Expenditure approval authority has been delegated by the president's office to the director of athletics and associate athletics directors. The director of athletics has delegated expenditure approval authority to individuals who oversee the job functions for equipment, payroll and game management/maintenance.

The athletic department at WSU has produced an internal policies and procedures manual dealing with specific issues pertaining directly to activities related to the function of Intercollegiate Athletics.

*Financial Practices, Item 5: Please attach copies of the management letters (or executive or management summaries) of the institution's three most recent external (those used to satisfy the annual independent financial audit requirement in constitution 6.2.3.1) and internal (if any) financial audits for Intercollegiate Athletics.*

See appendix A.

## **Operating Principle: Fiscal Management and Stability**

*Fiscal Management and Stability, Item 1: Explain the institution's philosophy with respect to the funding of the athletics program.*

The institutional philosophy with respect to funding of athletics is based on the following principles:

- The athletics program is an integral part of the activities of the university, which provides visibility and helps further the mission of the institution.
- Athletics provide important educational opportunities for the students who are involved either as student-athletes or as participants in associated activities.
- The WSU athletic department is treated as a budget unit of the university and as such is responsible for proposing a budget based on university priorities. The athletic department is a unit of the university and operates within the same budget framework as other units. The proposed budget includes all projected sources of revenue and expenditures and addresses future issues and the potential impacts of those issues. The budget is then approved by the budget council, which is chaired

by the president. Accountability is tied to performance and a budget that reflects approved activities. Expenditures beyond the approved budget level are not allowed.

- The institution recognizes funding obligations for certain components of the athletic program such as administration, compliance, academic services, and the faculty athletic representative's office to provide assurance that the essential needs of the various sports programs are met in an equitable manner
- The institution believes that the state shares its interest in and obligation to help foster gender equity in athletics; therefore, the institution actively seeks support from the legislature to fund gender equity in such areas as scholarships.
- The WSU athletic department contracts are processed through the Office of Business Affairs. Types of athletic department contracts include: game, hotel, travel, sponsorship and employment agreements.

*Fiscal Management and Stability, Item 2: Using the institution's established budgetary format, prepare a list of both projected and actual athletics revenues (by source) and expenditures (by budget category) for the three most recently completed fiscal years. In doing so, make sure that all athletics administrative costs are included. Provide any revenues and expenditures on a sport-by-sport basis.*

See appendix B, tables 1-4.

*Fiscal Management and Stability, Item 3: Describe the institutional procedures that are in place to address any deficit in the Intercollegiate Athletics budget incurred during any fiscal year(s).*

After annual budgets are set, Washington State University utilizes the budget system to monitor budgeted expenditures. To prevent budget imbalances, any university area (including athletics) needing budgeted expense or revenue adjustments during the fiscal year are required to present and justify adjustments to the university budget council before implementing any changes in spending. While deans and administrators are all expected to have balanced budgets, if deficits occur, units are required to have aggressive plans in place to retire any deficit. There exists a previous debt incurred by the athletics department and the university has a short-term arrangement to cover some of this, however, the plan calls for Athletics to be self-sufficient (as WSU defines it) beginning July 1, 2003. While the debt is being resolved, the athletics department budget officer interacts on a continuous basis with the Budget Office. This procedure applies to all colleges and departments in the university.

*Fiscal Management and Stability, Item 4: Outline the sources, uses and amounts of subsidization of the Intercollegiate Athletics program from non-athletics department and/or non-institutional sources.*

See appendix C.

*Fiscal Management and Stability, Item 5: Identify the sources, uses and amounts of athletics department surplus and/or reserve funds.*

Currently, the athletic department is retiring some debt incurred in a prior administration and is operating within a very tight plan. Any surplus funds from FY 2001 will be added to the FY 2002 budget. FY 2003 surplus funds will be used to offset the debt incurred from the prior administration.

*Fiscal Management and Stability, Item 6: Describe how the university will accommodate future financing needs of the Intercollegiate Athletics program or plans to respond to changing conditions based upon the institution's future financing projections.*

WSU projects that revenues will increase and that the athletic department can control expenditures to stay within planned budgets and avoid deficits. The athletic department will work towards establishing a reserve as revenues allow, thus protecting the university. As revenues increase, the athletic department will fill prioritized needs such as the addition of new sports. If revenues are not available, WSU will seek support for athletics through an overall budget/planning process that connects the budget to university priorities and plans. Additional subsidies gained through this process will depend on the status of other needs and the university budget.

As a strategy to increase revenues, one home football game will be scheduled in Seattle in 2002. In addition to the football game scheduled in Seattle, there will also be six home games played in Pullman.

Other strategies to accommodate future financing needs include: increasing resource acquisition or outside revenues; changing the spending culture within the athletic department; increasing football and basketball season ticket sales; decreasing reliance on ticket sales revenue; and increasing revenue through the conference office.

*Fiscal Management and Stability, Item 7: After reviewing the institution's Equity in Athletics Disclosure Act survey forms for the three most recent years for which the information is available, comment on the institution's provision of full and stable opportunities to student-athletes. In particular, provide comment, sport-by-sport, on per*



*diem, transportation, equipment, percentage of sport budget that has to be obtained via fundraising and other applicable comparisons. Analyze, explain and address any significant discrepancies.*

*The provision of full and stable opportunities to student-athletes:* WSU has made significant progress regarding the number of male and female students receiving athletic aid. In 1998-1999 25 more men received scholarships than did the women, while in 2000-2001 the number of male and female athletes receiving athletic aid was practically the same (see Table 1).

Year	Men	Women	Gap
1998 -1999	160	135	25
1999-2000	158	132	26
2000-2001	145	144	1

*Recruitment Expenditure:* The overall differential in recruitment expenditures is due to the expenditures required in recruiting student-athletes for the varsity sport of football (see Table 2).

Year	Men	Women	Gap
1998-1999	\$365,182	\$158,030	\$207,152
1999-2000	384,487	200,646	183,841
2000-2001	348,628	173,293	175,335

*Recruitment Expenditures for Sports Common to Men's and Women's Teams:* The recruitment expenditures for men's and women's common sports of basketball, golf, track and field, and cross-country are getting closer, but in the case of basketball the men's team is still spending approximately \$20,000 more than the women's team during the recruiting process (see Table 3). This is due to the

out-of-state travel required by the men's program because of the greater number of out-of-state athletes being recruited in this program. During FY 2001 the men's basketball program recruiting

Year	Men	Women	Gap
1998-1999	\$90,054	\$46,697	\$43,357
1999-2000	123,735	87,255	36,480
2000-2001	106,042	77,760	28,282

and professional travel expenditures totaled \$66,052 in comparison to \$47,534 for the women's. This \$18,518 difference accounts for the majority of the \$28,282 gap. Both the men's and women's programs are offered equal opportunities to recruit out-of-state-athletics.

*Per Diem, Transportation:* For the common sports of basketball, golf, cross-country, and track and field, team travel expenditures including lodging and meals were practically even in 2000-2001. This was an improvement from the previous two years (see Table 4).

Year	Men	Women	Gap
1998-1999	\$131,833	\$99,670	\$32,163
1999-2000	145,040	108,141	36,899
2000-2001	99,390	101,813	-2,423

*Equipment and Supplies:* In 2000-2001 women's basketball spent \$67,985 while men's basketball spent \$107,182. Similar data are noted for 1998-99 (see Table 5). The primary differences in the amount spent include:

Year	Men	Women	Gap
1998-1999	\$92,974	\$48,741	\$44,233
1999-2000	43,940	36,506	7,434
2000-2001	107,182	67,985	39,197

- Admission taxes that have to be paid to the City of Pullman for men’s basketball based upon ticket revenue (\$11,000).
- Scouting service subscriptions that are nationally available primarily for men’s basketball (\$3,600)
- Toll telephone calls (\$11,500) – Sport choice, calls are not limited
- Meals (\$7,000) – Men’s basketball was at home during semester break (whereas the women’s team was traveling) so more meals show up under this budget item for the men.
- Media guide order (\$6,400) – Sport choice – Men’s basketball chose to order more for their use.
- Equipment room – Men’s and women’s basketball expenditures almost identical (approximately \$200 differential).

Over the last three years, contributed funds have accounted for approximately 22 percent of the athletic department's sports' budgets. The athletic foundation office receives donations for general student-athlete scholarship support, capital improvements, support (as designated by the donor) for specific sports, and general program support. Funds designated for general scholarship support or general program support are allocated to the various sports along with other sources including institutional funding and operating revenues as part of the department's regular budgeting process. (See appendix D.)

Note: All sports are allowed to give the full NCAA maximum number of scholarships which are funded primarily from contributed funds.

*Fiscal Management and Stability, Item 8: Please attach a copy of part two of the institution's NCAA sports sponsorship report for the three most recent academic years.*

See appendix E.

## **Operating Principle: Established Fiscal Policies and Procedures**

*Established Fiscal Policies and Procedures, Item 1: Describe the policies and standard operating procedures that help to ensure that all expenditures for athletics are handled in accordance with NCAA, conference and institutional rules.*

Intercollegiate Athletics follows the most restrictive rules (NCAA, conference, or institutional) to ensure compliance within all areas.

Policies and procedures manuals are available to all employees: WSU's manual is available on the web at <http://www.wsu.edu/~forms/manuals.html>, Intercollegiate Athletics' is on the web at <http://www.athletics.wsu.edu/ppm/ppm.htm> and also as printed copies in the offices, NCAA and conference rules are available in annually printed and updated manuals (one for NCAA, one for Pac-10). Policy and procedure training is part of the new employee checklist, and is also provided for continuing employees. All coaches are given the NCAA Division I manual and receive compliance training. The individual head coaches in turn set and monitor recruiting policies and procedures for their assistants, and ensure that all coaches pass the annual recruiting test. A weekly "Scoop Sheet" containing policy, procedure, and compliance information is distributed to all Intercollegiate Athletics and appropriate WSU staff.

Good internal controls are evident in the written procedures, demonstrated by several positions being involved with each transaction both within Intercollegiate Athletics and through interactions with WSU's central processing offices (purchasing, accounts payable, scholarship services, etc.). The transactions are processed in the same manner as for all other WSU units. Expenditures involving student-athletes require prior approval from the compliance office. Goods and services outside the approved budget require prior approval from the area supervisor and the associate athletic director for internal operations.

Intercollegiate Athletics is subject to an annual external audit by a firm selected by WSU, currently Peterson Sullivan, and periodic internal audits.

*Established Fiscal Policies and Procedures, Item 2: Describe or attach a copy of the university's policies and standard operating procedures for ensuring that prospects do not receive recruiting inducements and enrolled student-athletes do not receive extra benefits contrary to NCAA, conference and institutional rules, including (a) identification of person(s) responsible for these areas, (b) means of monitoring compliance with these rules and, (c) means of ensuring that only institutional or athletics department funds are expended in these areas.*

This information is available in Intercollegiate Athletics' policies and procedures manual, sections six and 12. Those sections are attached as appendix F.

Again, good internal control procedures ensure compliance. Education of and responsibility for the procedures are shared among all participants. Recruits and student-athletes, coaching staff, Intercollegiate Athletics office staff and supervisors, and WSU's central processing office staff (registrar, admissions, financial aid and student accounts), are all required to learn appropriate and inappropriate expenditures and activities. Further, there is a university Compliance Committee that has people from athletics, registrar, admissions, and financial aid, and convened and chaired by the faculty athletic representative that meet on a quarterly basis to review policies and procedures.

## Evaluation and Plan For Improvement

<b>Financial Practices</b>				
	<b>Currently Yes</b>	<b>Found on Page(s)</b>	<b>Currently No</b>	<b>If Currently No or If Deficiencies Exist, Indicate Plan for Improvement Number</b>
Does the institution demonstrate that:				
a. All funds raised for and expended on athletics are subject to institutionally defined practices of documentation, review and oversight?	✓	168-172		
b. All expenditures from any source for athletics are approved by the institution?	✓	168-172		
c. Budget and audit procedures for athletics are consistent with those followed by the institution generally and with the provisions of NCAA constitution 6.2?	✓	168-172		
1. The institution's annual budget for athletics is approved by the institution's chief executive officer or designee from outside the athletics department?	✓	168-172		
2. An annual financial audit is performed by a qualified auditor who is not a staff member of the institution and who is selected by the chief executive officer or designee from outside the athletics department?	✓	168-172		

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 3.1 (Financial Practices)? **Yes**

<b>Fiscal Management and Stability</b>				
	<b>Currently Yes</b>	<b>Found on Page(s)</b>	<b>Currently No</b>	<b>If Currently No or If Deficiencies Exist, Indicate Plan for Improvement Number</b>
Does the institution provide evidence that the management and fiscal practices of the institution assure the financial stability necessary for providing all student-athletes with relatively full and stable opportunities for athletics participation?	✓	172-177		

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 3.2 (Fiscal Management and Stability)? **Yes**

<b>Established Fiscal Policies and Procedures</b>				
	<b>Currently Yes</b>	<b>Found on Page(s)</b>	<b>Currently No</b>	<b>If Currently No or If Deficiencies Exist, Indicate Plan for Improvement Number</b>
Does the institution demonstrate that it has in place fiscal policies and standard operating procedures to ensure that:				
a. Prospective student-athletes are not provided with impermissible recruiting inducements?	✓	177-178 and appendix F		
b. Enrolled student-athletes are not provided with benefits that are expressly prohibited by NCAA legislation?	✓	177-178 and appendix F		
c. All expenditures for athletics are handled consistently in accordance with NCAA, conference and institutional rules?	✓	177-178 and page 167		

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 3.3 (Established Fiscal Policies and Procedures)? **Yes**

Appendix A – Management Letters



COPY

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**Washington State Auditor  
Brian Sonntag**

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February 13, 2002

Board of Regents  
Washington State University  
Pullman, WA 99164

Management Letter

In planning and performing our audit of Washington State University for the period July 1, 2000 through June 30, 2001, we noted some areas in which the University's policies and procedures could be improved. While not included in our report, these items are presented on the following pages to assist you in improving the University's internal controls and compliance with state laws and regulations.

We will review the status of these comments during our next audit. We have already discussed many of these comments and made suggestions for improvements to University officials and personnel. We would be pleased to discuss them in further detail at your convenience, or to assist you in implementing the recommendations. If you have any questions, please contact Deborah Pennick at (509) 335-5868.

We would also like to take this opportunity to extend our appreciation to your staff for the cooperation and assistance given during the course of the audit.

Sincerely,

Deborah F. Pennick, CPA  
Audit Manager



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## Appendix A – Management Letters (cont.)

**Management Letter  
Washington State University  
February 13, 2002**

### 1. University-Wide Cash Handling Training

We performed unannounced cash counts at 14 decentralized receipting locations throughout the University. We noted audit concerns related to cash handling at six of these locations. For all locations where no concerns were noted, employees responsible for handling cash had participated in the University's cash handling training. Currently this training is recommended, but not mandatory.

We also observed that University departments or units with unique cash handling issues have developed their own cash handling training. This specialized training was not reviewed or approved by central University management. From the audit concerns noted, it appears this specialized training lacked certain components to ensure proper cash handling according to University policy.

We recommend the University require University cash handling training for all employees responsible for receipting activities. We further recommend that specialized cash handling training developed in University departments or units be reviewed and approved by central University management.

#### University Response

*WSU central administration will continue to announce the availability of cash handling training and will specifically focus on those audited departments where deficiencies were noted. At present, University policy does not require cash handling training, but employees are encouraged to attend. WSU administrators will develop and adopt a policy which requires that all employees who handle cash receive cash handling training.*

### 2. Department of Intercollegiate Athletics Summer Camp Receipting

We performed tests of revenue collection and receipting procedures for the Athletics Department Summer Sport Camps and noted several areas of concern. Review was performed for Football, Men's Basketball, Women's Basketball, and Volleyball camps. We noted the following areas where controls could be strengthened:

- Sports camp fees were not always deposited according to University policy.
  - ◆ Football Camp receipts totaling \$64,997 (\$9,066 in cash) from June 15 – June 29, 2001 were not deposited until August 27, 2001. University policy requires deposits at least weekly or daily when the amount is over \$100. During this two-month period, these receipts were secured in a safe, but still susceptible to theft.
  
- Receipts for camp fees collected were not always complete.
  - ◆ Receipts for Football, Volleyball, and Women's Basketball camps were not always complete. If the payment was made in cash, generally no payee was recorded on the receipt. Also, the name of the payee instead of the participant was recorded. Because some payees could not be tied to camp participants, there was no way to ensure that all participants paid the required admission fees.



## Appendix A – Management Letters (cont.)

- Some registrants were allowed to participate in camps when fees were not paid in full.
  - ◆ Four registration forms for Women's Basketball noted full camp fees were paid, but actual receipts were less than that amount. For these four participants, \$1,490 was noted as paid on the registration forms, and actual receipts totaled only \$450. The Department was not aware of the unpaid fees until our audit. There is no system in place to ensure that all admission fees are collected prior to participation at the camp.
- Duplicate refunds were made for some camp cancellations and not detected.
  - ◆ Three registrants in Football camp received admission refunds and then less than ten days later, received a duplicate refund for overpayment of admission fees. Review by the University determined that two of the three participants returned the duplicate payment. There is no system in place to monitor the accuracy of refunds related to camp cancellations.

We recommend the Department comply with University cash receipting policies and procedures. We further recommend the Department develop and implement controls to ensure the completeness of the collection of sports camp fees.

#### University Response

*Corrective action has been initiated to bring the Department's cash handling procedures into compliance with University policy. The Department is in the process of developing procedures and controls to ensure the adequate and complete recording of sports camp fees. As soon as the procedures are fully developed, they will be implemented.*

### 3. Department of Intercollegiate Athletics Sports Camp Admission Fee Waivers

Athletics Department policy allows for free or reduced camp admissions to children of camp staff members as long as the benefit is considered part of the coaches' compensation for the camp. It also provides for waivers to the children of athletics department staff members including volunteer coaches. During our review of the 23 camp admission waivers made for Football, Men's Basketball and Women's Basketball, we noted the following:

- None of the waivers to camp coaches or staff were included in compensation.
- Two waivers were provided to relatives who were not the children of Department staff.

In addition, we have concerns that the policy to provide free or reduced camp admissions to Athletics Department coaches and staff potentially violates ethics law provisions and the State Constitution. These laws prohibit securing special privileges, the use of persons and property for private gain, and the gift of public funds.

We recommend legal council review the Athletics Department policy related to free or reduced camp admissions to children of Department staff to determine compliance with state laws and regulations. We further recommend the Department adhere to the provisions of the policy.

#### University Response

*The Department will be furnished pertinent information on state laws and regulations regarding admission waivers. That information will be used to prepare a policy which will be implemented for all sports camps.*

## Appendix A – Management Letters (cont.)

February 15, 2001

Washington State University  
Pullman, WA 99164

### Management Letter

In planning and performing our audit of Washington State University for the period July 1, 1999 through June 30, 2000, we noted some areas in which the University's policies and procedures could be improved. While not included in our report, these items are presented on the following pages to assist you in improving the University's procedures related to procurement of public works projects and contracted services.

We will review the status of these comments during our next audit. We have already discussed many of these comments and made suggestions for improvements to University officials and personnel. We would be pleased to discuss them in further detail at your convenience, or to assist you in implementing the recommendations. If you have any questions, please contact Deborah Pennick at (509) 335-5868.

We would also like to take this opportunity to extend our appreciation to your staff for the cooperation and assistance given during the course of the audit.

Sincerely,

Deborah F. Pennick  
Audit Manager

## Appendix A – Management Letters (cont.)

**Management Letter**  
**Washington State University**  
**February 15, 2001**

### **Public Works Projects**

State law requires competitive solicitation for all building, construction, renovation, remodeling or demolition costs of \$25,000 or more, other than maintenance or repairs. There are also other regulations such as state civil service law that must be considered in the completion of projects. We reviewed the procurement process for ten projects and noted the following areas where controls could be strengthened:

- The University does not have written guidance to identify which projects are traditionally performed as maintenance and repairs.
- The University does not have written guidance to identify what constitutes building, construction, renovation, remodeling or demolition projects that should be evaluated for public bids.
- The preliminary estimate process does not always contain enough detail to adequately determine whether the cost of these projects would exceed \$25,000 and should be publicly bid.
- Project file documentation does not always contain adequate support of the judgements and justifications considered to identify a project as repair and maintenance or a project requiring public bid.

We recommend University officials develop and implement uniform guidance related to public works projects.

### **Procurement of Contracted Services**

Personal Services are professional or technical expertise provided by a consultant to accomplish a specific study, project or task, or other work statement. Purchased services are services provided by a vendor to accomplish routine, continuing, and necessary functions. We reviewed the procurement and competitive solicitation process for 50 personal and purchased service contracts and noted the following areas where the process could be improved:

- Personal service contracts of \$5,000 or more are required to be competitively solicited unless they meet an exception. One such exception is a "sole source" service where only one vendor could clearly perform the service. We noted instances where contract file documentation did not clearly identify the uniqueness of the services or the sole availability at the location as required.
- Sole source contracts for personal services of greater than \$20,000 are required to be advertised in a statewide or regional newspaper. We noted instances where these contracts were not advertised as required. It appears that this occurred because the University relied on an OFM directive that is inconsistent with the related regulations.
- The University does not have procedures in place to ensure longstanding contracts originally identified as sole source are subsequently considered for competitive solicitation on some routine basis.

## Appendix A – Management Letters (cont.)

- The procurement of contracted services requires a formal written contract with certain required elements including the period of performance and signatures and dates of the responsible parties. We noted instances where contracts could not be located. We also noted cases where services were provided prior to obtaining completed contracts.
- We recommend WSU officials ensure compliance with state regulations and University policies related to competitive solicitation and procurement of contracted services.

## Appendix A – Management Letters (cont.)

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February 10, 2000

Board of Regents  
Washington State University  
Pullman, WA 99163

Management Letter


In planning and performing our audit of Washington State University for the period July 1, 1998 through June 30, 1999, we noted certain matters involving internal control and legal compliance issues which are presented for your consideration. These recommendations, which are summarized in the attachment, are intended to improve the University's controls and compliance with applicable laws and regulations. While not included in our formal audit report, these items are presented to assist you in improving the University's internal control structure and operating efficiency.

This letter is intended solely for the use of the Board of Regents, management and others within the University, and should not be used for any other purpose or be considered a public document until our official audit report is issued.

We will review the status of these comments during our next audit. We have already discussed many of these comments and suggestions with the appropriate college personnel, and we would be pleased to discuss them in further detail at your convenience, or to assist you in implementing the recommendations.

We would also like to take this opportunity to extend our appreciation to your staff for their cooperation and assistance given during the course of the audit.

Sincerely,



Deborah Pennick, Audit Manager  
Audit Services

Washington State University

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Appendix A – Management Letters (cont.)

05/28/02 TUE 09:15 FAX 15083353714 WA STATE AUDITOR 002

Management Letter  
Washington State University  
February 10, 2000

**Property Inventory**

We noted internal control weaknesses and noncompliance with Washington State University policies and procedures during our audit of the property inventory system. Eight departments were judgmentally selected for review during the current audit.

We noted that University equipment moved off-campus was not accounted for properly. University policy requires departments to either directly update the online AIS Property application or complete an Inventory Control Report for a change in location. Six of the eight departments selected had property with off-campus locations. Five of the six departments failed to update property inventory records when property was moved to an off-campus location. WSU property located off-campus is subject to less direct control by the University and more susceptible to misuse or misappropriation. Policies related to University property moved to off-campus locations should be strictly enforced.

One department selected for review receives a significant amount of surplus personal property from other agencies. At times these items represent nonexpendable property that should be inventoried. A review of some of these property items evidenced that they were not accounted for on the property inventory system and WSU inventory tags were not issued. We also found that no procedures were in place to reconcile supporting documentation from the surplusing agency to the actual items received. This property was not subject to the normal "donated" property controls established by the department, and is therefore more susceptible to misuse or misappropriation.

We found University departments do not always complete inventory records accurately or update them promptly. Exceptions were noted in all eight departments reviewed. We selected 142 pieces of property for verification and found the following exceptions:

- 14 instances where the location in the system did not agree to the actual location
- 11 instances where the serial number in the system did not agree to the actual serial number
- 6 items that could not be located
- 2 item that was missing a WSU inventory tag
- 1 instance where the WSU tag number in the system did not agree to the actual tag number
- 2 items that had two WSU tags both in the system and on the actual asset

Additional procedures in the department that had tagged items twice, as mentioned above, revealed that approximately 50 items had two WSU tag numbers assigned and were reported twice in the property inventory system. The duplicated value of these 50 items was approximately \$160,000.

Weaknesses in the controls to safeguard property at WSU were reported in the last two audits.

Washington State University

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## Appendix A – Management Letters (cont.)

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WA STATE AUDITOR

003

We recommend departments:

- Complete and retain adequate documentation when assets are transferred to off-campus locations.
- Reconcile and record all surplus or donated property received to the supporting documentation from the surplus agency or donor.
- Accurately complete property inventory records for items added to the system.
- Promptly update the inventory system when errors or changes in status of the equipment are noted.
- Properly tag property inventory according to the University policy.

### University response

The specific recordation errors identified by the State Auditors are being addressed quickly and should be fully corrected in a short time. The Internal Audit Office is maintaining a follow-up on these items.

We are please that the majority of the discrepancies noted in the Management Letter represent recordation errors rather than material findings related to internal control or financial compliance situations.

University personnel have expended a great deal of effort in resolving problems related to property inventory. The results of the audit clearly show a marked improvement in that area.

The University will continue to emphasize property inventory as a high priority, particularly as it relates to the documentation of assets, as is recommended in the Management Letter.

### Financial Aid – America Reads Program

We noted that the University did not comply with the federal regulations with respect to allowable costs for the America Reads Program. America Reads is a part of the Federal Work-Study Program. Under the America Reads Program, the wages of University students employed as reading tutors for preschool and elementary school age children are supported by federal funding at 100 percent.

During our review we noted that wages for students employed as Lead Tutors and Program Coordinators (trainers and supervisors of tutors) were reported as allowable costs and supported by the grant at 100 percent. Students employed as trainers, supervisors and coordinators of America Reads' tutors only qualify for federal funding under the general Federal Work-Study Program guidelines at 75 percent. Since Lead Tutors also have direct tutoring responsibilities, and a portion of their wages would qualify for 100 percent funding, we were unable to determine the exact amount of questioned costs. Questioned costs would not exceed \$2,200 for fiscal year 1999. Current practices would result in additional questioned costs in subsequent audit periods.

Noncompliance with these federal regulations occurred because personnel at the Community Services and Learning Center interpreted the regulations in the Student Financial Aid Handbook

Washington State University

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N/S

Appendix A – Management Letters (cont.)

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to allow 100 percent federal funding of wages for a student employee who taught and supervised tutors if that individual was also a tutor.

We recommend the University:

- Implement procedures to ensure wages for employees participating in the America Reads program are funded at the allowable amount.
- Determine the amount of unallowable expenditures charged to the America Reads Program and reimburse the federal government accordingly.

University Response

Corrective action has been taken on this item. The wages that were erroneously charged to the America Reads program were adjusted on January 31, 2000. The Fiscal Operation Report and Application to Participate has been updated to show the corrected America Reads wages for FY99. The Community Service and Learning Center has taken action to ensure that only appropriate wages are charged to the America Reads program in FY 2000.

Washington State University

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Appendix B, Table 1 – Revenues by Source

Washington State University Athletics STATEMENT OF REVENUES FISCAL YEARS 2000-01, 1999-00, 1998-99						
	2000-01		1999-00		1998-99	
	BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET	ACTUAL
Football:						
Gate Receipts	1,560,000	1,695,219	1,925,000	1,499,772	2,060,000	1,782,246
Game Guarantees	820,000	817,915	1,111,100	1,068,617	765,000	753,724
NCAA/Conference	3,680,796	3,818,437	3,728,546	3,408,057	3,665,242	3,883,983
Basketball (M):						
Gate Receipts	240,000	211,907	263,935	230,833	337,500	200,352
Game Guarantees	250,000	175,489	225,000	181,340	225,000	210,271
NCAA/Conference	1,011,773	963,083	879,263	1,036,403	914,531	833,609
Olympic Sports:						
Gate Receipts	-	62,626	-	69,080	-	71,776
Student Tickets	575,000	610,146	710,000	577,885	600,000	715,960
University Support:						
General-Payroll	2,485,938	2,564,667	2,469,463	2,405,743	2,417,077	2,316,702
Tuition Waivers	825,000	850,450	860,000	846,411	845,000	852,225
Conference Dues	358,527	358,527	324,826	324,826	309,364	309,364
Supplemental	1,860,000	1,860,000	-	-	-	-
Contributed Funds	2,390,000	2,175,821	2,890,000	2,147,748	2,310,000	2,527,770
Sponsorships/Cougar Mania	1,220,000	1,210,116	1,075,000	1,591,734	500,000	566,017
Broadcasts Rights	575,000	353,619	630,000	194,208	600,000	481,358
S&A Fees	753,000	753,000	798,000	803,000	761,000	760,000
NCAA/Conference	429,347	564,328	430,164	579,176	430,414	487,871
Royalties/Concessions	295,000	186,979	365,000	279,298	365,000	369,683
Merchandising	100,000	80,176	100,000	29,156	100,000	101,104
Other	126,500	585,182	166,500	526,399	157,000	261,806
Totals	19,555,881	19,897,685	18,951,797	17,799,685	17,362,128	17,485,821
Camps (Non-Budgeted)	-	314,994	-	416,099	-	470,523

Appendix B, Table 2 – Expenditures by Source for Fiscal Year 2000-01

Washington State University STATEMENT OF EXPENDITURES FISCAL YEAR 2000-01											
	Payroll		GOODS		TRAVEL		FINANCIAL AID		TOTAL		
	Budget	ACTUAL	BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET	ACTUAL	
Football *	1,459,743	1,419,964	1,295,692	1,449,496	565,870	604,725	1,387,410	1,241,615	4,708,705	4,715,800	
Basketball (M) *	492,415	480,553	362,177	288,507	231,456	168,393	230,310	191,632	1,316,358	1,129,085	
Basketball (W)	365,262	365,089	61,535	68,690	162,178	149,347	253,467	235,139	842,442	818,265	
Baseball	218,280	212,744	53,076	60,932	189,644	172,460	166,242	160,318	627,242	606,454	
Volleyball	293,326	293,065	48,704	51,368	103,677	83,473	219,729	191,486	665,436	619,392	
Track (W)	193,104	196,195	52,005	46,569	148,432	109,971	309,269	252,058	702,810	604,793	
Crew	149,128	150,712	81,580	68,936	143,627	128,316	283,755	231,084	668,090	579,048	
Track (M)	155,202	155,615	49,109	49,615	145,087	117,588	207,101	129,127	556,499	451,945	
Swimming	102,888	105,418	15,145	26,389	83,925	86,742	240,050	222,606	442,008	441,155	
Soccer (W)	127,992	127,654	30,756	30,833	97,944	107,622	112,253	111,024	368,945	377,133	
Golf (M/W)	117,225	114,997	44,282	51,466	91,227	82,602	169,317	137,390	422,051	385,555	
Tennis (W)	106,837	109,476	57,302	27,283	17,375	55,688	141,100	136,874	322,614	329,321	
Cross Country (M/W)			14,028	19,623	27,180	20,106			41,208	39,729	
Training Room	341,622	332,542	182,172	85,922	18,646	16,819	32,377	33,517	574,817	468,800	
Weight Room	226,591	218,608	81,770	65,826	1,961	2,834		1,621	310,322	288,889	
Equipment Room	163,238	171,576	30,503	25,601	4,620	8,409	77,728	76,243	276,069	281,829	
Sports Video	157,570	158,059	22,948	26,349	1,312	422	20,422	24,207	202,252	209,037	
Academic Support	463,014	461,239	61,815	107,306	5,220	8,350	320,414	374,060	850,463	950,995	
Medical Expense			174,731	223,682		244			174,731	223,926	
Game Management	334,590	304,863	713,841	664,507	2,100	9,685	400	400	1,050,931	979,455	
Marketing	221,583	289,151	301,301	296,967	7,118	19,206	2,500	3,500	532,502	608,824	
Cougar Foundation	550,514	408,539	119,403	230,959	35,053	55,042			704,970	694,540	
Sports Information	228,380	241,812	108,145	119,191	11,545	9,663	14,702	5,200	362,772	375,866	
Administrative Offices	856,665	864,708	93,141	199,937	37,639	57,995	6,000	6,265	993,445	1,128,905	
Ticket Office	265,779	234,057	35,315	60,148	2,020	457			303,114	294,682	
Capital Projects	21,530		83,022	487,588					104,562	487,588	
Computer Systems	92,385	90,834	98,869	82,738	2,440	2,440			193,694	173,562	
Student Groups	23,202	27,936	22,516	17,397	28,214	29,265	4,050	4,124	77,982	78,722	
Admin Svc Fee			575,000	500,642					575,000	500,642	
Conference Dues			358,527	358,527					358,527	358,527	
Other		9,697	127,205	448,821	72,375	166,286		14,339	199,580	639,143	
Totals	7,728,065	7,544,223	5,355,605	6,241,805	2,237,885	2,271,710	4,198,596	3,793,849	19,520,151	19,841,587	
Camps (Non-Budgeted)				239,876		1,812				392,834	

\* Includes Game Guarantees

Appendix B, Table 3 – Expenditures by Source for Fiscal Year 1999-00

	PAYROLL		GOODS		TRAVEL		FINANCIAL AID		TOTAL	
	BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET	ACTUAL
Football *	1,483,462	1,349,947	1,413,183	1,503,146	523,448	734,671	1,270,000	1,224,146	4,690,093	4,851,910
Basketball (M) *	452,157	436,876	292,000	31,822	202,322	237,711	217,332	189,027	1,163,721	1,185,436
Basketball (W)	358,090	332,778	70,057	78,189	175,460	162,248	251,901	206,339	855,508	779,554
Baseball	171,630	173,011	56,425	81,104	197,418	187,366	155,000	154,285	580,473	595,766
Volleyball	252,837	248,484	47,411	51,983	113,984	111,058	184,000	175,904	598,232	587,429
Track (W)	182,186	180,271	67,786	43,919	155,243	127,909	254,000	246,559	659,215	598,658
Crew	143,185	139,403	93,157	95,309	169,711	189,105	210,000	213,454	616,053	637,271
Track (M)	151,559	149,507	65,928	47,410	157,787	127,183	183,289	160,173	558,563	484,273
Swimming	108,050	89,613	26,197	28,110	90,881	69,326	165,000	139,167	390,128	326,216
Soccer (W)	125,143	121,382	30,836	32,398	81,138	84,709	135,000	102,829	372,217	341,318
Golf (MW)	119,322	108,956	46,159	56,102	93,563	85,307	152,000	144,829	411,044	395,194
Tennis (W)	104,635	101,578	30,759	30,153	68,480	79,148	137,616	141,630	341,540	352,509
Cross Country (MW)			12,798	14,408	31,982	24,442	1,600	1,600	44,780	40,451
Training Room	400,191	332,088	153,083	143,666	96,709	21,675	35,000	32,892	624,983	530,321
Weight Room	200,376	202,239	93,046	89,429	5,759	1,729		1,844	289,183	285,241
Equipment Room	161,689	167,420	22,017	55,607	11,201	8,359	74,032	71,451	289,149	303,037
Sports Video	173,082	151,553	32,778	26,174	2,500	1,384	20,702	16,645	229,082	195,736
Academic Support	449,768	445,079	81,371	107,497	10,126	12,751	385,000	360,463	925,790	925,790
Medical Expense	2,750	488	231,040	144,626	2,250				236,040	145,114
Game Management	305,280	304,820	631,290	601,818	1,400	8,226			937,970	914,864
Marketing	214,578	213,030	410,650	299,546	9,244	13,614	6,000	4,265	640,472	530,455
Cougar Foundation	415,109	401,424	194,190	313,681	22,250	38,456		3,582	631,549	757,143
Sports Information	228,458	217,543	105,984	122,154	13,322	11,868	9,400	8,400	357,164	359,965
Administrative Offices	613,014	862,855	190,492	159,547	50,171	55,434		15,010	853,677	1,092,846
Ticket Office	259,123	240,827	49,778	61,728	1,500	2,739			310,401	305,294
Capital Projects	21,530		546,500	1,363,905					568,030	1,363,905
Computer Systems	103,214	61,535	130,300	115,423	5,000				238,514	176,958
Student Groups	21,191	28,594	17,418	23,713	28,545	19,636	4,050	4,070	71,204	76,013
Admin. Svc Fee			550,000	406,483					550,000	406,483
Conference Dues			324,826	324,826					324,826	324,826
Other		1,441	233,205	332,508	77,504	81,056		14,061	310,709	429,066
Totals	7,221,819	7,062,742	6,250,806	7,116,565	2,536,818	2,497,090	3,852,322	3,632,625	19,663,765	20,309,042
Camps (Non-Budgeted)		178,088		298,400		2,798				479,286

\* Includes Game Guarantees

Appendix B, Table 4 – Expenditures by Source for Fiscal Year 1998-99

	PAYROLL		GOODS		TRAVEL		FINANCIAL AID		TOTAL	
	BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET	ACTUAL
	1,438,967	1,296,270	1,432,000	1,414,130	645,000	604,811	1,242,186	1,255,304	4,718,153	4,570,515
Football *										
Basketball (M) *	446,161	702,656	283,767	13,606	200,000	196,749	200,000	220,081	1,148,928	1,133,092
Basketball (W)	294,405	343,104	69,977	57,605	166,266	129,240	206,215	213,773	736,883	743,722
Baseball	160,251	156,381	29,634	54,172	119,440	200,350	145,000	160,691	454,325	570,994
Volleyball	242,705	241,096	47,672	49,144	114,383	108,419	166,630	143,629	571,390	540,488
Track (M)	170,087	164,135	37,061	37,381	152,246	114,263	225,000	248,682	684,394	563,861
Crew	131,396	130,514	80,984	86,275	165,535	147,562	217,110	218,974	592,025	585,269
Track (M)	136,824	140,669	36,386	44,153	148,225	112,166	176,682	173,885	498,227	470,673
Swimming	101,040	86,527	15,466	19,966	62,103	76,569	165,000	157,867	343,609	352,969
Soccer (W)	119,131	123,032	28,481	38,108	79,699	84,556	137,112	142,012	364,623	387,708
Golf (MW)	113,039	99,415	30,486	41,737	76,944	87,590	133,000	134,656	363,588	363,588
Tennis (W)	94,164	93,413	22,002	31,124	59,511	60,090	136,628	134,920	312,505	319,547
Cross Country (MW)			1,500	6,393	30,828	24,533			32,328	30,926
Training Room	320,078	353,451	133,525	97,138	20,413	16,077		23,225	474,016	489,891
Weight Room	175,373	196,483	95,400	84,364	2,500	4,731	1,527	6,137	274,800	291,715
Equipment Room	187,225	141,499	46,241	56,217	3,000	6,389	86,000	128,803	322,466	332,908
Sports Video	152,511	145,013	31,878	33,636	2,500	1,953	15,000	9,993	201,889	190,595
Academic Support	404,970	387,943	65,442	119,574	8,300	10,014		1,419	478,712	518,950
Medical Expense	2,675	285	215,600	199,987	2,250				220,525	200,272
Game Management	469,062	256,266	393,245	552,631		8,103		446	862,307	817,446
Marketing	239,064	202,841	84,535	149,376	15,000	7,351		18,654	338,599	378,222
Cougar Foundation	373,420	319,396	192,002	252,804	50,300	38,028		212	615,722	610,440
Sports Information	191,050	194,652	95,884	112,462	8,300	10,109	13,600	7,400	308,634	324,623
Administrative Offices	594,413	609,670	151,336	156,370	37,200	73,271		98,044	782,949	937,355
Ticket Office	232,035	234,905	54,369	90,049	2,100				288,504	324,954
Capital Projects		980	218,923	418,971					218,923	419,951
Computer Systems	76,726	61,835	117,685	149,512	5,960			294	73,529	69,721
Student Svcs	17,488	21,428	27,441	9,402	28,600	38,597			525,000	592,580
Admin Svc Fee			525,000	592,580					309,364	309,364
Conference Dues			309,364	309,364					66,000	1,309,195
Other		13,566	25,000	1,141,007	15,000	136,256		18,366		
Totals	6,884,360	6,729,825	4,957,286	6,421,258	2,118,823	2,295,719	3,312,900	3,516,287	17,273,369	18,963,089
Camps (Non-Budgeted)		169,420		299,045		3,874				472,359

\* Includes Game Guarantees

**Appendix C – Sources and Uses of Non-athletic and Non-institutional Subsidization of WSU Athletes**

SOURCES	AMOUNT			USES/COMMENTS
	2000-01	1999-00	1998-99	
<b>INSTITUTIONAL:</b>				
Tuition Waivers *	850,450	846,411	852,225	Tuition waivers in support of gender equity
Student & Activity Fees *	753,000	803,000	760,000	Student & activity fees to support department operations
WSU - Program Support *	2,901,605	2,730,569	2,626,066	Support for salaries/benefits and Pac-10 Conference dues
WSU - Institutional Support	499,027	329,934	324,054	Utilities, custodial and maintenance for facilities NOTE: Facilities are also used for non-athletic department events.
<b>NONINSTITUTIONAL:</b>				
Contributions/Endowment Distributions *	2,175,821	2,147,748	2,527,770	To support scholarships, capital improvements, and general operations
In-Kind Support	399,916	499,730	471,615	Goods and services from sponsorship agreements, Cougar Mania, and donors for support of athletic programs

\* These items were included in the Statements of Revenues and Expenditures (Fiscal Integrity Operating Principle 3.2, Self-Study Item #2).

Appendix D – Fundraising Support by Sport

WSU Athletics Fundraising Support by Sport AVERAGES FOR FISCAL YEARS 1998-1999, 1999-2000 and 2000-2001			
Varsity Sport	Average Annual Expenditures	Average Annual Fundraising Support *	Average Percentage from Fundraising
Football	4,712,742	1,214,796	25.8%
Basketball (M)	1,149,204	219,164	19.1%
Basketball (W)	780,514	105,766	13.6%
Baseball	591,071	168,566	28.5%
Volleyball	582,437	81,112	13.8%
Track (W)	589,104	103,999	17.6%
Crew	600,528	94,615	15.8%
Track (M)	469,032	153,663	32.7%
Swimming	373,446	83,565	22.0%
Soccer (W)	368,720	49,255	13.5%
Golf	381,449	87,826	23.0%
Tennis (W)	333,792	65,302	19.6%
Cross Country	37,036	605	1.5%
Totals for All Sports	10,969,075	2,428,233	22.1%

\* Based on WSU Athletics Contributed Fund expenditures.

Appendix E – Sports Sponsorship Report

Attachment B

Overnight Mail Address 1: Health & Wellness Services  
 Address 2: PO Box 642302  
 City, State\_Zip Code: Pullman, WA 99164-2302  
 Office Telephone: 509/335-6165  
 Fax: 509/335-6223  
 E-Mail Address: djgar@wsu.edu  
 Gender: Male  
 Ethnicity: Hispanic

Part II

2000-01 Report

**DIVISION I MEMBERSHIP REQUIREMENTS:  
 MINIMUM FINANCIAL AID AWARDS**

This form requires each Division I institution to attest annually to the institution's compliance with the Division I minimum financial aid expenditure requirement.

A. Our institution  has  has not satisfied the Division I minimum financial aid requirement set forth in NCAA Bylaw 20.9.1.2 for 1999-00.

B. Check one of the three available options below used to meet the minimum financial aid requirement and the level of financial aid expenditures for 1999-00 that corresponds to that option: [Note: An institution may meet all three, but only one is required.]

Bylaw 20.9.1.2-(a)

% of maximum allowable grants for men's sports.

% of maximum allowable grants for women's sports.

Bylaw 20.9.1.2-(b)

expended in men's sports (other than football and men's basketball), with the equivalent value of  full grants in these sports.

expended in women's sports (other than women's basketball), with the equivalent value of  full grants in these sports.

Bylaw 20.9.1.2-(c)

Equivalent of  full grants in men's sports (other than football and men's basketball).

Equivalent of  full grants in women's sports (other than women's basketball).

[Note:  Yes  No, Our institution received notification from the NCAA last fall that it qualified for the exception to the minimums per 20.9.1.2-(d). Therefore, our institution needs to satisfy only one half of the requirements outlined in 20.9.1.2-(a), (b), or (c) as reflected in our institutions's figures above.]

C. By submitting this form, you certify that your institution met the Division I minimum financial aid requirement during 1999-00. (If your institution failed to meet the minimum financial aid criteria, contact the NCAA office promptly in writing.)

[https://goomer.nca.../www\\_inst\\_dem\\_pkg.show\\_form\\_inst\\_demo?p\\_orignum=754&p\\_finished= 7/7/00](https://goomer.nca.../www_inst_dem_pkg.show_form_inst_demo?p_orignum=754&p_finished=7/7/00)

Appendix E – Sports Sponsorship Report (cont.)

NO. 451 P. 8/8  
Attachment **B**

Institution: Washington State University

**PART II** 1999-00 Report  
**FOR DIVISION I INSTITUTIONS ONLY**

**DIVISION I MEMBERSHIP REQUIREMENTS: MINIMUM FINANCIAL AID AWARDS**

This form requires each Division I institution to attest annually to the institution's compliance with the Division I minimum financial aid expenditure requirement.

Please complete items A, B and C below and return this form to the NCAA national office with Part I of Form 99-7.

A. Our institution  **has**  **has not** satisfied the Division I minimum financial aid requirement set forth in NCAA Bylaw 20.9.1.2 for 1998-99.

B. Indicated below by a check mark is one of the three available options our institution used to meet the requirement and the level of our Institution's financial aid for 1998-99 that corresponds to that option: (Note: An institution may meet all three, but only one is required.)

Bylaw 20.9.1.2-(a)  
91 % of maximum allowable grants for men's sports.  
89 % of maximum allowable grants for women's sports.

Bylaw 20.9.1.2-(b)  
 \$ \_\_\_\_\_ expended in men's sports (other than football and men's basketball), with the equivalent value of \_\_\_\_\_ full grants in these sports.  
 \$ \_\_\_\_\_ expended in women's sports (other than women's basketball), with the equivalent value of \_\_\_\_\_ full grants in these sports.

Bylaw 20.9.1.2-(c)  
 Equivalent of \_\_\_\_\_ full grants in men's sports (other than football and men's basketball).  
 Equivalent of \_\_\_\_\_ full grants in women's sports (other than women's basketball).

[Note:  **Yes**  **No** Our institution received notification from the NCAA last fall that it qualified for the exception to the minimums per 20.9.1.2-(d). Therefore, our institution needs to satisfy only one-half of the requirements outlined in 20.9.1.2-(a), (b) or (c) as reflected in our institution's figures above.]

C. By signing this form, you certify that your institution met the Division I minimum financial aid requirement during 1998-99. (If your institution failed to meet the minimum financial aid criteria, contact the NCAA office promptly in writing.)

Signed: Leeland R. Zeller Telephone: 509-335-0210  
Individual Completing Form (Please Print)

Signed: Ruth Anderson Date: July 20, 1999  
Director of Athletics

[Note: If your institution has two separate athletics departments and directors of athletics, one for men's programs and one for women's, both must sign this form.]

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Director of Athletics (M)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Director of Athletics (W)

NCAA 13581-0/99



Appendix E – Sports Sponsorship Report (cont.)

1998-99 Attachment **DE**

**PART II**  
**FOR DIVISION I INSTITUTIONS ONLY**

**DIVISION I MEMBERSHIP REQUIREMENTS: MINIMUM FINANCIAL AID AWARDS**

This form requires each Division I institution to attest annually to the institution's compliance with the Division I minimum financial aid expenditure requirement.

Please complete items A, B and C below and return this form to the NCAA national office with Part I of Form 98-7.

A. Our institution  *has*  *has not* satisfied the Division I minimum financial aid requirement set forth in NCAA Bylaw 20.8.1.2 for 1997-98.

B. Indicated below by a check mark is one of the three available options our institution used to meet the requirement and the level of our institution's financial aid for 1997-98 that corresponds to that option: [Note: An institution may meet all three, but only one is required.]

Bylaw 20.8.1.2-(a)  
 \_\_\_\_\_% of maximum allowable grants for men's sports.  
 \_\_\_\_\_% of maximum allowable grants for women's sports.

Bylaw 20.8.1.2-(b)  
 \$ 384,1022.22 expended in men's sports (other than football and men's basketball), with the equivalent value of 28.53 full grants in these sports.  
 \$ 1,062,234.40 expended in women's sports (other than women's basketball), with the equivalent value of 77.2 full grants in these sports.

Bylaw 20.8.1.2-(c)  
 Equivalent of 28.5 full grants in men's sports (other than football and men's basketball).  
 Equivalent of 77.2 full grants in women's sports (other than women's basketball).

[Note:  *Yes*  *No* Our institution received notification from the NCAA last September that it qualified for the exception to the minimums per 20.8.1.2-(d). Therefore, our institution needs to satisfy only one-half of the requirements outlined in 20.8.1.2-(a), (b) or (c) as reflected in our institution's figures above.]

C. By signing this form, you certify that your institution met the Division I minimum financial aid requirement during 1997-98. (If your institution failed to meet the minimum financial aid criteria, contact the NCAA office promptly in writing.)

Signed: \_\_\_\_\_ Telephone: 509-335-0333  
Individual Completing Form

Signed: Rita Dickson Date: July 29, 1998  
Director of Athletics

[Note: If your institution has two separate athletics departments and directors of athletics, one for men's programs and one for women's, both must sign this form.]

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Director of Athletics (M)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Director of Athletics (W)

## Appendix F – Recruiting Procedures

COMPLIANCE  
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Page 6.7

### **SUBJECT: RECRUITING PROCEDURES—IDENTIFICATION, EVALUATION AND CONTACT**

#### RESPONSIBILITY

##### **Coach**

1. Identify prospective student-athletes via:
  - a. Summer camps.
  - b. Scouting or recruiting services.
  - c. Junior college or high school coaches.
  - d. Media accounts.
  - e. Unsolicited correspondence from boosters, alumni, and prospects.
  - f. Club programs and all-star games.
2. Contact identified prospects through questionnaires. Coaches maintain list of prospects that were sent questionnaires. Prospects return completed questionnaires to coaches with pertinent academic and athletic information (e.g., transcripts, videotape).
3. Log returned questionnaires and create prospect file.
4. Make preliminary academic and athletics evaluation of prospects based upon unofficial transcripts, test scores, and athletics ability.
5. Submit off-campus evaluation itineraries to compliance office.
6. Evaluate prospects off-campus, log evaluation in prospects file, and determine whether to continue recruitment.
7. Submit list of prospects to compliance office and update list as needed. Complete NCAA Clearinghouse "Institutional Request" form.
8. Contact prospects by phone or mail and record nature of contact in prospect's file and on log sheet.
9. Record off campus contacts on weekly contact summary and in prospect's file.
10. Submit lists of permissible recruiters and evaluators per Bylaw 13.1.2.6.1 to compliance office prior to the beginning of any evaluation or contact period.

##### **Compliance Office**

1. Review itinerary for evaluation restrictions (e.g., periods, limitations on number).
2. Forward prospect list to admissions office.
3. Provide coaches an initial evaluation of **prospective student-athlete transcript**.

## Appendix F – Recruiting Procedures (cont.)

COMPLIANCE

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### SUBJECT: RECRUITING PROCEDURES—OFFICIAL AND UNOFFICIAL VISITS

Bylaw 13.7 pertains to official (paid) visits that an institution provides to a prospective student-athlete. WSU may only finance one visit to its campus for each prospect. Bylaw 13.7.1.1. In Divisions I and II, a prospect may take a maximum of five expense-paid officials, regardless of the number of sports in which the prospect is being recruited. Bylaw 13.7.1.2. A prospect may not be provided an expense-paid visit earlier than the opening day of classes of the prospect's senior year in high school. Prospects must receive written notification of the five-visit limit prior to the visit beginning. Bylaw 13.7.1.2.1. Sample versions of the five-visit limit letter are attached to this section.

A prospect must present the appropriate academic credentials prior to being provided with an official visit. Bylaws 13.7.1.2.3. The credentials required vary depending on whether the prospect is being recruited by a sport which has an early NLI signing period (and the prospect is being provided with a visit prior to the early signing period) or whether the prospect is being recruited by a sport with the single, traditional NLI signing period.

For sports with the single, traditional signing period (**no** early signing period), a prospect must demonstrate proof that they have previously taken the requisite standardized test (SAT, ACT, PSAT, PLAN or PACT) by presenting a test score **and** a transcript. The test score must be in writing through an official high school or testing agency document, but it does not have to be received directly from the testing agency. The test score does **not** have to be at a level such as to make the prospect a qualifier.

For sports with an early signing period **and** where the official visit will occur prior to the early signing period, the prospect must present a minimum SAT score of 820 or ACT score of 63 **and** also present a minimum 2.00 g.p.a. in at least seven core courses. The prospect's fulfillment of these academic requirements must be certified by the NCAA Initial-Eligibility Clearinghouse.

Bylaw 13.8 contains the regulations regarding unofficial (non-paid) visits. A prospect may visit an institution at his or her own expense an unlimited number of times. A prospect may make unofficial visits before his or her senior year in high school. Bylaw 13.8.1.

### RESPONSIBILITY

#### **Coach**

1. Submit academic information (transcripts, test scores) to compliance office for review **prior** to extending an invitation for **official visit** to WSU.
2. Invite prospect for official visit and send **Official Visit Limit** letter. Forward letter to compliance office.
3. Complete **official visit** itinerary. Forward copies to compliance office, parents and prospect.
4. Submit Request For Check Form (see section 4) for student-host funds to business office.
5. Select student-host for **official visit**. Have student-host read the Student Host Instructions and sign the Student Host Expense Report/Receipt Form to acknowledge receipt of funds. Submit original to compliance office and copy to business office (see pages 6.17, 6.18).
6. Submit Complimentary Ticket Request Form (see section 13), with **official or unofficial** visit designated, to the compliance office.

## Appendix F – Recruiting Procedures (cont.)

COMPLIANCE  
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7. At end of **official visit**, complete Prospect Official Visit Record form and Part I of Recruiting Declaration form (with prospective student-athlete's signature) and submit to compliance office.
8. Log **unofficial visits** in prospect's file, complete unofficial visit summary, and forward copy to compliance office.

### **Prospective Student-Athlete**

1. Sign Official Visit Limit letter and return to coach.
2. Sign Official Visit Prospect Record form.
3. Sign transportation reimbursement receipt (if applicable).

### **Student Host**

1. Before hosting a prospective student-athlete, read the Student Host Instructions and sign the Student Host Report/Receipt Form to receive student host money and return to coach. (see pages 6.17, 6.18)

### **Business Office**

1. Receive authorization for visit from compliance office.
2. Receive and process Request for Check Form (see section 4) from coach for host money and meal money.
3. Receive copy of Student Host Expense Report/Receipt Form from coach and file. Receive unused money, if applicable.

### **Ticket Office**

1. Compile pass list for visiting prospects from the comp ticket request.

### **Compliance Office**

1. Receive Student Host Expense Report/Receipt Form from coach and provide authorization for visit to business office and travel agent.

Appendix F – Recruiting Procedures (cont.)

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Sport: \_\_\_\_\_ Year: \_\_\_\_\_

**RECRUITING  
COUGAR ATHLETICS**  
Official Visit Request Form

(full name)	(dates of visit)
(address)	(applicable dead period)
(city/state/zip)	(recruiting coach)
(phone)	Test Scores attached/compliance/to follow Transcript attached/compliance/to follow
(full name)	(dates of visit)
(address)	(applicable dead period)
(city/state/zip)	(recruiting coach)
(phone)	Test Scores attached/compliance/to follow Transcript attached/compliance/to follow
(full name)	(dates of visit)
(address)	(applicable dead period)
(city/state/zip)	(recruiting coach)
(phone)	Test Scores attached/compliance/to follow Transcript attached/compliance/to follow
(full name)	(dates of visit)
(address)	(applicable dead period)
(city/state/zip)	(recruiting coach)
(phone)	Test Scores attached/compliance/to follow Transcript attached/compliance/to follow

Appendix F – Recruiting Procedures (cont.)

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OFFICIAL VISIT LIMIT LETTER – FRESHMEN

«Date»

«FirstName» «LastName»  
«Address1»  
«Address2»  
«City», «State» «PostalCode»  
«Country»

Dear «FirstName»,

It is my pleasure to invite you to visit Washington State University as a guest of the Cougars for your official NCAA visit to the campus. The «Sport» coaches and I are excited about your interest in WSU. Cougar athletics has a proud tradition of academic excellence and athletic endeavor. We would be very proud to have you join the Cougar family!

As you probably know, NCAA rules require that I remind you that only five (5) such expense-paid visits can be taken by you. Therefore, we are pleased that you have decided to visit WSU on «VisitDate».

While this letter serves as a welcome to WSU, I also need to make certain that you understand all of the NCAA academic requirements for freshmen (see 14.3.1 of the NCAA Bylaws). In order to qualify for practice, competition, and athletic aid during your freshman year you must be certified by the NCAA Initial-Eligibility Clearinghouse. The Clearinghouse will certify that you:

- a. have graduated from high school;
- b. have completed 13 core courses as listed on your high school's 48-H form; **and**
- c. have the required grade point average in the 13 core courses and have achieved the required SAT or ACT test score according to the NCAA Bylaw 14.3.1.1 (see chart on back). The SAT or ACT must have been taken on a national testing date.

Further, you must also satisfy WSU's admission requirements in order to be eligible. These requirements include completing fifteen (15) course units and having a satisfactory Admissions Index Number (AIN). Your AIN will be derived from your high school g.p.a. and your SAT or ACT test score.

If you have any questions about your status in any of these academic requirements please contact Coach «Coach» at (509) «Phone» and «heshe» will be happy to explain the requirements to you in greater detail. We are asking that you sign the bottom of this letter and return it in the enclosed envelope before your official visit. We suggest that your parents or guardian also read this letter so that they will understand the NCAA's requirements.

Finally, please note that all incoming freshmen must be academically certified by the NCAA Initial-Eligibility Clearinghouse. In order for this to occur, you must complete a "Student Release Form" published by the Clearinghouse.

We appreciate your interest in Washington State University and hope you enjoy your upcoming official visit.

Sincerely,

Jon Oliver  
Assistant Athletic Director for Business and Compliance

I, «FirstName» «LastName», have read and understand the academic requirements listed above. I understand that if I fail to meet any one of these requirements that I will render myself ineligible for practice, competition or athletically-related financial aid. Further, I understand the NCAA limits on official expense-paid visits and attest that I have not had more than five such visits, including my visit to WSU.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix F – Recruiting Procedures (cont.)

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### OFFICIAL VISIT LIMIT LETTER - TRANSFERS

«Date»

«FirstName» «LastName»

«Address1»

«City», «State» «PostalCode»

Dear «FirstName»,

It is my pleasure to invite you to visit Washington State University as a guest of the Cougars for your official visit to the campus on «Visitdate». The Cougar «Sport» coaches and I are excited about your interest in WSU. Cougar Athletics has a proud tradition of academic excellence and athletic endeavor. We would be very proud to have you join the Cougar family!

As a prospective student-athlete, you need to be aware that you are allowed to take a maximum of five official visits from the period beginning October 15, following your completion of high school. If you were a non-qualifier out of high school, WSU cannot provide an expense paid visit until you have completed an academic year at the junior college. Furthermore, WSU may finance only one official visit for you.

We welcome you and want to make certain that you understand all of the necessary information regarding NCAA academic requirements for transfer students. In order to qualify for practice, competition, and athletically related financial aid during your first year, you must meet all of the transfer regulations by the NCAA.

I know that your coach has talked to you about these academic requirements, but if you have any questions about your eligibility, please contact Pam Bradetich in Academic Services at (509) 335-0285. She will be glad to discuss with you exactly what requirements you must meet as set forth by the NCAA.

We are asking that you sign the bottom of this letter and return it to the Cougar «Sport» office in the enclosed envelope before your official visit. We suggest that your parents or guardians read this letter as well, so that they will also understand the importance of these NCAA requirements.

We appreciate your interest in Washington State University and look forward to having you join us!

Sincerely,

Jon Oliver  
Assistant Athletic Director for Business and Compliance

I, «FirstName» «LastName», understand that I must meet all of the academic transfer regulations required by the NCAA and must meet Washington State University Admissions requirements in order to be eligible for athletically related financial aid, practice or competition. Further, I affirm that this is one of five official visits I am allowed after October 15, following competition of high school.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix F – Recruiting Procedures (cont.)

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WASHINGTON STATE UNIVERSITY  
COUGAR ATHLETICS

Official Visit Record

PROSPECT: \_\_\_\_\_ SPORT: \_\_\_\_\_

Arrival Date: \_\_\_\_\_ Time: \_\_\_\_\_ Departure Date: \_\_\_\_\_ Time: \_\_\_\_\_

Applicable Dead Period Dates for Sport: \_\_\_\_\_

Method of Travel: \_\_\_\_\_ Air \_\_\_\_\_ Auto \_\_\_\_\_ Train/Bus \_\_\_\_\_ Other  
\_\_\_\_\_ \$ \_\_\_\_\_ \$ \_\_\_\_\_ \$ \_\_\_\_\_ \$

Lodging:  
Off Campus \_\_\_\_\_ \$ \_\_\_\_\_  
On Campus \_\_\_\_\_ \$ \_\_\_\_\_

Accompanied by Other(s): Yes \_\_\_\_\_ No \_\_\_\_\_

If yes: Name: \_\_\_\_\_ Relationship: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Meals:	Location:	Persons served (names):	Cost:
Day 1 Breakfast:	_____	_____	\$ _____
Lunch:	_____	_____	\$ _____
Dinner:	_____	_____	\$ _____
Activities:	_____		

Day 2 Breakfast:	_____	_____	\$ _____
Lunch:	_____	_____	\$ _____
Dinner :	_____	_____	\$ _____
Activities:	_____		

Day 3 Breakfast:	_____	_____	\$ _____
Lunch:	_____	_____	\$ _____
Dinner :	_____	_____	\$ _____
Activities:	_____		

Student Host(s): \_\_\_\_\_  
Transportation used by host prospect (make of vehicle & owner): \_\_\_\_\_

Complimentary admission:  
Date: \_\_\_\_\_ Event: \_\_\_\_\_ Persons: \_\_\_\_\_  
Date: \_\_\_\_\_ Event: \_\_\_\_\_ Persons: \_\_\_\_\_

Signature of Prospect: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Coach: \_\_\_\_\_ Date: \_\_\_\_\_



Appendix F – Recruiting Procedures (cont.)

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Washington State University  
Cougar Athletics  
Recruiting Declaration Form

Part I of this form should be completed by prospects at the conclusion of official paid visits. Part II of the form should be completed by the prospect upon enrollment at the university and during the eligibility process. Following the review of the information, the form should be filed with other recruiting records of the prospect.

**Part I**

I, \_\_\_\_\_, declare/affirm that, with respect to the official visit I have just completed on the following dates, \_\_\_\_\_, I have **NOT**:

1. Received transportation to and from the campus in excess of my actual round-trip transportation costs on a direct route between my home (or site of my athletics competition or educational institution) and the institution's campus for an official visit.
2. Received cash for entertainment purposes during the official visit.
3. Received souvenirs (e.g., T-shirts or other institutional mementos) purchased by a student host or other individuals entertaining me.
4. Received at reduced or not cost athletics gear during the official visit.
5. Received an automobile for use by myself or my student host during the official visit.
6. Had in-person contacts with athletics boosters during the official visit (on or off campus).
7. Received or been entertained outside 30 miles of the institution's campus during the official visit.
8. Received paid expenses for my return trip home after remaining in the institution's locale after the 48-hour visit expired.
9. Received hard tickets to the institution's athletics contest during the visit.
10. Received complimentary or reduced-cost admissions from the institution for an NCAA championship (all rounds) or a post-season football game.
11. Received reimbursement of my travel expenses (automobile mileage, airfare, parking, meals or lodging) to and from the campus that were excessive in nature.
12. Any knowledge that my friends or relatives received reimbursement or cost-free transportation or travel expenses for the visit.
13. Signed an institutional or conference financial aid agreement or a letter of intent or National Letter of Intent (NLI) prior to the initial signing date of the NLI.
14. Been in the presence of the head football coach at an off-campus site utilized to obtain my signature on the National Letter of Intent or signed acceptance of the institution's financial aid offer (Division I-A football only).

**I understand that my refusal to furnish this information or knowingly providing false or misleading information may jeopardize my eligibility for participation.**

\_\_\_\_\_  
Prospect Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Recruiting Coach Signature

\_\_\_\_\_  
Date

Appendix F – Recruiting Procedures (cont.)

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**Recruiting**  
Unofficial Visit Record

Prospect's Name \_\_\_\_\_ Sport: \_\_\_\_\_

Date of Visit \_\_\_\_\_ to \_\_\_\_\_

Accompanied by	Relationship to prospect
_____	_____
_____	_____

1. Did the prospect receive complimentary admission(s)? \_\_\_\_ Yes \_\_\_\_ No

a. If yes,

Event	Date	Guest(s)
_____	_____	_____
_____	_____	_____
_____	_____	_____

b. Was the prospect's presence on campus unrelated to recruitment (e.g., part of a group tour)?  
\_\_\_\_ Yes \_\_\_\_ No

If yes, explain briefly. \_\_\_\_\_  
\_\_\_\_\_

2. Did the prospect eat meals with other prospects on campus for official visits or enrolled student-athletes?

\_\_\_\_ Yes \_\_\_\_ No

If yes, did the prospect pay the actual cost of such meals? \_\_\_\_ Yes \_\_\_\_ No

\* If the prospect did not pay for the meal, the visit shall then be counted as an "official" visit.

3. Did the prospect stay in institutional housing? \_\_\_\_ Yes \_\_\_\_ No

If yes, did the prospect pay the regular institutional rate? \_\_\_\_ Yes \_\_\_\_ No

\* If the prospect did not pay for lodging, the visit shall then be counted as an "official" visit.

## Appendix F – Recruiting Procedures (cont.)

## COMPLIANCE

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4. Was the prospect provided with transportation to view off-campus practice and competition sites or other institutional facilities?  Yes  No

If yes, as required by NCAA legislation:

- a. Was the competition/practice site in the prospect's sport?  Yes  No
- b. Was the site viewed within a 30-mile radius of campus?  Yes  No
5. Was the prospect provided transportation to attend a home contest?  Yes  No

\* If yes, the visit shall then be counted as an "official" visit.

[Note: The activities described in Nos. 1-4 above are permissible under NCAA legislation, but it should be kept in mind that a prospect who is the subject of any or all of those activities shall be considered to have been "recruited." However, an exception is made for prospects who receive a complimentary admission while visiting as part of a group tour. Such a situation does not constitute recruitment.]

\_\_\_\_\_  
Signature

Appendix F – Recruiting Procedures (cont.)

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**Washington State University  
Host Information**

Prospect Name \_\_\_\_\_

Coach Name \_\_\_\_\_

Coach Phone # \_\_\_\_\_

**Washington State University  
Department of Athletics  
Prospective Student-Athlete Information**

Your Student Host is \_\_\_\_\_

Your Student Host's Phone # is \_\_\_\_\_

**Student-Athlete Host Information**

If you are a student-athlete host, WSU can provide you with \$30 per day for hosting a prospective student-athlete. This is to cover the actual necessary expenses you incur. If you entertain more than one student-athlete on that day, you may receive an additional \$15 per day for each additional prospect.

If complimentary admissions are to be part of the entertainment package, your coach will explain the procedures for obtaining admission for both you and the prospective student-athlete. If you should accompany the prospective student-athlete to the event during the prospect's visit to campus, admission to the game will be through the player's will call or pass gate, the entrance that normally handles complimentary admissions. You must sit where general seating is located.

Be aware! You should not allow recruiting conversation to occur on or off campus grounds between the prospect and boosters. If an unplanned meeting occurs with a booster, only an exchange of greetings is permissible. Also, prospects are not permitted to be interviewed during broadcast or telecast at the University athletic event, on or off campus.

When entertaining, you must stay within a 30-mile radius of the University. You may not use a vehicle provided or arranged by any athletic department staff member or booster. When provided with entertainment money, you may not use it to purchase souvenirs or t-shirts.

Appropriate conduct is required of you by the University, the Pacific-10 Conference, and the NCAA.

Entertain only yourself, the prospect, the prospect's parents or legal guardian, and spouse with the money provided. Other students may assist with hosting the prospect but shall pay for their own entertainment.

**Important Reminders**

- Treat your prospective student-athlete as you would want to be treated in an unfamiliar environment.
- Be certain that the prospect knows how and where to reach you should you become separated.
- Do not supply the prospect alcohol or illegal drugs.
- If you have been assigned to host a specific prospect for an overnight, you are obligated to make sure that the prospect spends the night in a previously designated location approved by the coach.

**You may not:**

Allow the prospect to participate in any athletic activity involved or related to this sport for which a prospect is being recruited, if it is arranged or observed by a coaching staff member.

If chosen to be a host you will be asked to sign the information below by your coach.

I certify that I have read the above instructions and hereby acknowledge the receipt of \$ \_\_\_\_\_ for the purpose of hosting the prospect(s) named below on the dates of \_\_\_\_\_.

Host's Signature \_\_\_\_\_

Prospect's Name \_\_\_\_\_

Coach's Signature \_\_\_\_\_

Date \_\_\_\_\_

Sport \_\_\_\_\_

Appendix F – Recruiting Procedures (cont.)

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**Washington State University  
Important Phone Numbers**

**Public Safety** ..... 335-8548  
**Athletic Department**..... 335-0320  
**Campus Security Escort Service**..... 335-6830  
**General Emergency**.....911  
**Coach** \_\_\_\_\_  
**Coach Phone #** \_\_\_\_\_  
**Your Hotel Name** \_\_\_\_\_  
**Hotel Phone #** \_\_\_\_\_

**Washington State University Host  
Important Reminders**

- Treat your prospective student-athlete as you would want to be treated in an unfamiliar environment.
- Be certain that the prospect always knows how and where to reach you should you become separated.
- Do not supply the prospect alcohol or illegal drugs.
- If you have been assigned to host a specific prospect for an overnight, you are obligated to make sure that the prospect spends the night in a previously designated location approved by the coach.

## Appendix F – Recruiting Procedures (cont.)

STUDENT-ATHLETE

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**SUBJECT: ALLOWABLE BENEFITS**

The NCAA considers the following benefits incidental to intercollegiate athletic participation at WSU. See NCAA Manual, Bylaw, Article 16 - Awards, Benefits and Expenses for Enrolled Student-athletes for a complete list of allowable benefits. This is permissible legislation that an institution may finance. Only academic counseling and tutoring are required to be provided. Included in benefits a student-athlete may receive are the following:

- Complimentary admission to any WSU regular season home athletic contest;
- A maximum of four complimentary admissions to the event in which the student-athlete competes;
- Expenses for tutoring, on-campus student development and career counseling utilizing outside resources, and career counseling related to future professional athletics from a WSU panel. (Note: WSU does not have such panel);
- The use of computers and typewriters;
- Cost of a field trip, provided it is required for all students in a course and the fee is specified in the university catalog;
- Cost of legitimate and normal expenses for a student-athlete related to participation in approved promotional, educational, charitable or nonprofit activities provided that participation occurs within the state or, if outside of the state, within a 100-mile radius of the institution's campus;
- Cost of actual and necessary transportation expenses for local media appearances within a 30-mile radius of the institution's campus if the student-athlete's appearance is related to athletics ability or prestige;
- Expenses for drug rehabilitation programs and counseling expenses related to the treatment of eating disorders;
- Actual and necessary expenses to attend proceedings conducted by WSU, the Pacific-10 Conference, or the NCAA related to the student-athlete's eligibility to participate in intercollegiate athletics, or legal proceedings that result from student-athlete's involvement in athletics practice or competition;
- Death and dismemberment insurance for travel connected with intercollegiate athletics competition and practice;
- Medical benefits including athletics medical insurance, contact lenses, glasses, or protective gear required for athletics participation;
- The cost of transportation and related expenses for travel to the location of medical treatment;
- Special individual expenses resulting from a permanent disability that prevents further athletics participation. The injury or illness that caused the disability must have occurred while the student-athlete was enrolled at WSU or while on an official paid visit to WSU as a prospective student-athlete;
- Medical examinations at any time and medical treatment for any athletically related injury;
- Any medication and physical therapy necessary to participate in intercollegiate athletics, regardless of how the illness or injury was caused;
- Surgical expenses related to an injury incurred during the academic year while participating in voluntary physical activities that will prepare the student-athlete for competition;

## Appendix F – Recruiting Procedures (cont.)

### STUDENT-ATHLETE

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- Cost of transportation, housing and meal expenses for parents (or legal guardians) and the spouse of a student-athlete and the student-athlete's teammates to be present in situations in which a student-athlete suffers a life-threatening injury or illness, or, in the event of a student-athlete's death, to provide these expenses in conjunction with funeral arrangements;
- Cost of transportation, housing and meal expenses for a student-athlete and the student-athlete's teammates to be present, within a 100-mile radius of the institution's campus, in situations in which an immediate family member of the student-athlete (i.e. spouse, parent and legal guardian, sister, brother) suffers a life-threatening injury or illness or, in the event of an immediate family member's death, to provide the student-athlete and the student-athlete's teammates with expenses in conjunction with funeral arrangements;
- Meals and housing when dormitories are closed during WSU's vacation periods and student-athlete's are required to remain on campus to practice or compete. (Meals and housing provided to those living on-campus and meals only provided to student-athletes who live off-campus);
- The cost of room and board for pre-season practice prior to start of the academic year, provided student-athlete has been accepted for admission;
- Actual and necessary expenses for off-campus practices and competition. Practices must be associated with a contest held away from home, or held at an in-state site, or take place no more than 100 miles from WSU. Expenses include transportation, lodging, and meals. Student-athletes must be eligible for intercollegiate competition to travel with the team to off-campus contests;
- Actual and necessary expenses to represent WSU at established national championship events, goodwill tours, Olympic, Pan American and World University Games qualifying competitions, USOC Olympic Festival basketball and volleyball tryouts, international competition approved by the Council, and non-collegiate open amateur competitions;
- Reasonable local transportation on an occasional basis;
- An occasional family home meal from an institutional staff member or representative of WSU athletics interests. The meal must be at an individual's home and must be restricted to infrequent and special occasions (e.g. Christmas, Thanksgiving). Transportation to the meal may be provided by WSU staff members or the representative of WSU's athletic interests in whose home the meal is taking place;
- On campus expenses (meals, lodging) to attend WSU's orientation conducted for all students;
- Athletic apparel items (**not** equipment) at the end of the individual's collegiate participation;
- Institutional athletic equipment to use during the summer vacation period;
- Additional financial aid from the NCAA Special Assistance Fund provided the student-athlete meets criteria and aid is approved by the compliance office;
- Incidental expense waivers. Under unusual circumstances special requests may be made for approval of additional expenses related to participation in intercollegiate athletics. WSU must make the special request and provide information that the expenses are warranted, do not create an unfair competitive advantage, and do not compromise NCAA regulations. The request goes to the NCAA Council or its designated committee, which reviews the case and may approve or reject the request.
- Awards for recognition of intercollegiate athletics participation may be presented each year by a member institution. In addition, the institution may present senior awards and awards in recognition of special attainments or contributions to a team's competitive season;
- Awards banquets to commemorate the athletics and/or academic accomplishments of its student-athletes (e.g. booster club recognition banquet, established regional, national, or international awards, president or state legislative body, and conference awards);





# EQUITY, WELFARE, AND SPORTSMANSHIP

## Previous Certification Self-Study

**1. List all the “corrective actions,” “conditions for certification” or “strategies for improvement” imposed by the NCAA Division 1 Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to equity and welfare issues.**

*Previous Certification Self-Study Item: Further delineate in the institution’s plan to address minority opportunities in the intercollegiate athletics program the offices or individuals who will be responsible for implementing the specific actions outlined in the plan.*

Specific offices or individuals responsible for each action item were listed in the 1996-97 diversity plan. A point-by-point review of the plan can be found at the end of this section.

**2. Report on the implementation of the plan to address gender-equity issues developed by the institution during its first-cycle certification process. Include plans for improvement or other recommendations developed during the interim report process, if any.**

*Previous Certification Self-Study Item: Whereas the subcommittee believes that the athletic department conforms to the operating principles regarding gender equity, it nevertheless recommends that the department develop for inclusion in the student-athlete handbook a statement(s) describing the department’s goals and expectations for gender equity and diversity. (See page 149 of the previous study.)*

As a result of the last certification process, the athletic department reviewed and formulated a new mission statement that was approved by the athletic council in October 2002. Input was gathered from the university faculty and senate, the university community, and the athletic council members, in addition to student-athletes, coaches, and staff. The mission statement, which incorporates the department’s expectations for gender equity and diversity, is included in the student-athlete handbook. Additional references to gender equity and diversity are included in the section titled “Standards of Conduct.”

*Previous Certification Self-Study Item: Whereas the subcommittee believes that the department is making a significant effort in addressing past inequities in recruiting*

*budgets for men’s and women’s sports, discrepancies continue to exist. It is recommended that the department make every effort to balance the recruiting budgets for comparable men’s and women’s sports. (See page 149 of the previous study.)*

As Table 1 shows, from 1999 to 2001, the total recruiting budget for women’s teams increased by 14.3 percent, comparable to the increase in the men’s budget. However, the women’s actual expenditures showed a 10 percent increase while the men’s decreased overall by 0.4 percent. While progress has been made, the total recruiting budget for women’s teams is still 36.1 percent less than the recruiting budget for men’s teams, due primarily to the large number of prospects recruited in football. (For a complete discussion of recruiting budgets, please refer to the fiscal integrity section of this self-study.)

	<b>1999</b>	<b>2001</b>	<b>Percent Change</b>
Women’s Budgeted	\$736,883	\$842,442	14.3 percent
Women’s Expended	\$743,722	\$818,265	10.0 percent
Men’s Budgeted	\$1,148,929	\$1,316,358	14.6 percent
Men’s Expended	\$1,133,092	\$1,129,085	-0.4 percent

*Previous Certification Self-Study Item: Whereas the department has been historically responsive to addressing the recommendations of the Gender Equity Committee, it is suggested that the director of athletics provide the Gender Equity Committee with a written response to their recommendations when and if they are advanced by the committee. (See page 149 of the previous study.)*

The Gender Equity Committee created by the Blair decision has ceased to exist. It was not reconstituted after the former committee chair left the university. The role and structure of the committee is currently being reviewed, including equity monitoring as a function of a subcommittee of the university’s athletic council, a major standing presidential committee.

*Previous Certification Self-Study Item: The athletic department should conduct a comparison study of coaching salaries as well as policies, regarding salaries with other peer institutions. (See page 150 of the previous study.)*

The athletic department utilizes salary comparison information provided by private firms and by surveys of Division 1-A athletic directors. In addition, every two years, the Pac-10 does a salary survey of its members. As a conference member, Washington State University provides information and has access to the survey results.

**3. Report on the implementation of the plan to address minority issues developed by the institution during its first-cycle certification process. Include plans for improvement or other recommendations developed during the interim report process, if any.**

The 1996-97 minority opportunities plan was reviewed for this self-study. Below is a list of recommendations made in the previous plan and describes whether each item was fully implemented, modified, or not yet carried out. Responses are based on interviews with executive staff in athletics and from interviews with staff and students.

**Goal 1: Administrative Structure**

Provide leadership and an administrative structure that creates systems of accountability. Promote, coordinate, monitor and enhance diversity efforts in all areas of the university.

**Strategy A:** Provide an administrative structure that promotes, coordinates and monitors the athletic department's efforts to diversify its faculty, staff, and student-athletes.

**Action Item 1:** The director of Intercollegiate Athletics and/or his/her designee will ensure that diversity is a component of all relevant communications by departmental leadership.

Action Item 1 has been implemented through the creation of the new mission statement, by distribution of the statement during its creation to all members of the department, by inclusion in the student-athlete handbook, by distribution in *Butch's Beat* (an athletics magazine distributed to alumni and supporters), posted in key offices and conference rooms, and on the athletic department's web site.

**Action Item 2:** The director of Intercollegiate Athletics and/or his/her designee will ensure that discussions of contributions to diversity are an important part of each administrator's annual review process.

This is not being done at this time. However, executive staff, lead by the associate athletic director for student and staff development, will revise the annual review process to be used in the next annual review cycle.

From interviews conducted with multicultural members of the coaching and administrative staffs, it appears that annual reviews by the athletic director have not been routinely conducted. Routine annual reviews provide the director with an opportunity to discuss departmental goals and policies (e.g., diversity goals and individual contributions). They would also provide minority and non-minority administrative and

coaching staffs an opportunity to promote their contributions to the entire athletic program.

**Action Item 3:** The director of Intercollegiate Athletics and/or his/her designee will ensure that each administrator successfully completed the diversity education certificate program.

This has been modified to fit changes within the university's Human Relations and Diversity (HRD) department. There is no longer a diversity education certificate program offered through HRD, although some of the courses offered as part of the old certificate program are still offered as stand-alone classes. Athletic department administrative staff employed fall 2000, and new hires since, have participated in a leadership-training program that includes a major diversity component. Human Resource Services (HRS) training database queries (limited to those returning course evaluation forms), verify that many current athletic department staff have attended an equity issues class since 1998 (included in recommendations for 2001-02 diversity plan in revised form).

**Action Item 4:** The director of Intercollegiate Athletics and/or his/her designee will ensure that each unit within the Intercollegiate Athletics department produces an annual report, monitoring their progress toward diversity goals, in a timely fashion.

Partially implemented, periodically but not annually. During the prior review period, WSU policy required periodic, but not annual, reporting. In November 1999, then Assistant Athletics Director Abby Woods filed an affirmative action report with the university's Center for Human Rights.

**Action Item 5:** The director of Intercollegiate Athletics will serve on the WSU Affirmative Action Advisory Committee.

This has been modified, but not implemented as stated since the former athletic director did not attend AAAC meetings. However, since 1998-99 the AAAC has been inactive. As stated earlier, athletics had an EEO representative in the discussion of institutional-level activities.

**Strategy B:** Utilize the resources that are available to support diversity.

**Action Item 1:** The athletic administrator responsible for overseeing personnel and student-athlete orientations will ensure that all area personnel and student-athletes are aware of the services available through the Division of Human Relations and Resources and the Office of Student Affairs.

This has been implemented. Student-athletes are made aware of university services through the student-athlete handbook, fall orientations, the PROWL (Providing Responsible Options With Live Skills) seminars, by athletic academic counselors, and by the program director for student development. Staff is made aware, at university and departmental levels, through electronic announcements, various printed mediums and departmental channels. (See academic integrity section for further details.)

**Action Item 2:** Athletic department administrative staff members (athletic director, senior women's administrator, associate athletic directors and assistant athletic directors) will ensure that all area personnel attend diversity training sessions annually.

This has been partially implemented. Training generally occurs once, not on an annual basis. The diversity education program conducted training for all athletic staff in 1997-98. Since then, training for new hires has been conducted as a part of fall staff orientation through Human Resource Services programs. Diversity training is currently available through the human relations and educational services unit within Human Relations and Diversity.

**Goal II: Work and Learning Environments/Climates**

Provide avenues for individual, institutional, and community change that will enhance the academic, residential and employment environments by advocating for the well being and success of all individuals in the university.

**Strategy:** Departmental staff will ensure a climate that is supportive of all members of WSU's pluralistic community.

**Action Item 1:** The director of Intercollegiate Athletics will distribute the statement of principles developed by the Office of the Vice Provost for Human Relations and Resources (prior name of the current HRD unit) to all unit employees.

Implemented when the statement became available during the prior period through announcements (electronic WSU announcements, and postings on various WSU web sites), the student-athlete handbook, and the campus wide *WSU Today* newspaper. Climate issues are addressed in the new strategic plan and published in WSU policies and procedures manuals.

**Action Item 2:** The director of Intercollegiate Athletics and all other administrators will endorse the application of those principles by all area personnel to all interactions in the workplace.

Implemented. During the period under review, WSU has had two athletic directors. Jim Sterk, the current director, endorses the university's principles of diversity and will continue to incorporate them through informal and formal processes in the athletic department (e.g., the annual review process will be modified, and the department's evolving strategic plan).

**Action Item 3:** Athletic department administrative staff, unit directors and head coaches will require all staff members to attend diversity education training.

Implemented. The diversity education program conducted training for all athletic staff in 1997-98. Since then, training for new hires has been conducted as a part of fall staff orientation. Diversity training is currently available through the human relations and educational services unit within Human Relations and Diversity.

**Action Item 4:** The director of Intercollegiate Athletics will require all supervisory employees to attend the HRS supervisory training.

Implemented. Athletic department administrative staff employed fall 2000, and new hires since have participated in a leadership-training program that includes a major diversity component. Human Resource Services verifies that at least 16 current staff have completed, or are enrolled in, the leadership development series. New staff members are expected to fulfill this requirement.

**Action Item 5:** Athletic department administrators and head coaches will increase staff awareness of, and encourage attendance at, special campus presentations and events that demonstrate and educate the community on the value of diversity.

Implemented on a continual basis by the athletic director, senior women's administrator, and other supervisors in such outlets as all staff meetings, directors' meetings, announcements, and postings.

**Goal III: Student Enrollment, Retention, and Degree Completion**

Provide structures for academic success and increased access to higher education for a diversified student body, evidenced through recruitment, retention, and degree completion rates comparable across all subgroups of the student population.

**Strategy:** Provide services to students in a manner that will fortify institutional efforts to enroll, retain and graduate a diversified student body.

**Action Item 1:** The director of academics/compliance (or its successor position) will monitor the student participation in the athletic department and student affairs academic assistance programs and produce an annual report showing participation rates by race, ethnicity, and gender.

Implemented. Academic and career services (a unit in athletics) produces a variety of regular reports that track student-athletes, including a report on participation in various academic assistance programs. Reports, broken down by race, ethnicity, and gender, are shared with athletic executive staff, coaches, the athletic council, the university Faculty Senate and others upon request.

**Action Item 2:** Coaches will provide written comments about the information included each year in the NCAA graduation report for their team.

The athletic department's diversity plan progress report for 1995-97 stated, "all head coaches and student services directors receive a copy of the NCAA graduation rate report." Instead of coaches providing written comments, the associate athletic director for student and staff development analyzes the graduation reports and develops summary reports that are discussed with all coaches and sent to all recruits, and are used for developmental reporting.

**Action Item 3:** The faculty athletic representative will make all faculty and staff in the athletic department aware of the graduation rate of athletes by sport as well as the overall graduation rate of the WSU student body.

Implemented. Academic services produces and/or distributes these reports.

**Goal IV: Faculty/Staff Recruitment, Employment, and Retention**

Provide structures to recruit, employ, develop and retain a diversified workforce that includes all underrepresented groups but is not limited to those classes protected by federal and state law.

**Strategy:** Recruit and employ a staff, at all levels, reflective of the diversity of the population of student-athletes.

**Action Item 1:** When conducting searches, the unit or sport supervisor will encourage staff to be proactive in the identification of qualified candidates who are persons of color, persons with disabilities, and women.

Partially implemented. The department is proactive in searches; however, there is no process in place that facilitates input from current staff. It may not be enough to encourage staff to participate in the development of an applicant pool. To fulfill the intent of this strategy it may be necessary to formally ask staff for their recommendations when a new position is open.

**Action Item 2:** The unit or sport supervisor will involve Center for Human Rights (CHR) and Human Resource Services staff in the recruitment process to ensure that all avenues are explored in the identification of qualified candidates.

Partially implemented. The CHR is involved in most search processes in the athletic department. The athletic department EEO/AA representative monitors individual search committee processes.

Exceptions to the WSU hiring process do occur, generally with coach searches. These searches do not follow the WSU hiring process and the center for human rights recently has not reviewed athletic department documentation on coach applicant pools or the process used to make the hiring decisions. The most recent exception is the newly hired women's swimming coach in June 2002.

It may be argued that the regular hiring process does not work well for coach hires, especially when coaching staff changes and student recruitment cycles coincide. Long advertising periods may not be necessary. With nationwide media attention given to the hires and terminations of coaches, a large applicant pool can be developed within a few days (with no search-advertising required on the part of WSU). And, if the applicant pool adequately represents members of protected groups then the intent of a longer search timeframe (to develop a diverse applicant pool) has been satisfied.

Assistant coach hires are exceptions to the regular hiring procedure as well. Assistants are not usually recruited by separate searches because their positions are temporary, they frequently need to be filled during the student recruitment sessions, and they are contingent on the appointment and employment of the coach.

For coach hires, there seems to be a missing link on two of the first review points: accountability and the written commitment (above) to gather applicant pool input from current staff. Regardless of the outcome (whether a women or a minority is hired), when hires are conducted totally outside of the regular hiring process, it is impossible to ensure



that this goal is fully implemented without a full Center for Human Rights review of pools and the decision making processes.

**Action Item 3:** Unit or sport supervisors will evaluate managers annually on steps taken to achieve increased diversity within their units and to support the diversity goals established by the institution.

Institutional diversity goals are currently being developed and will be implemented as part of the university's 2000-2005 strategic plan. The athletic department will comply with these goals.

**Action Item 4:** Steps taken to enhance the institutional climate will also help recruitment and retention of a diverse workforce.

Implementation of the university's strategic plan, which includes a specific charge regarding diversity, is one example of a major step toward enhancing institutional climate. Student recruitment efforts resulted in the Fall 2001 freshman class having the highest proportion of minorities in the school's history.

**Summary of 1996-97 Diversity Plan Items.** All but two items were either fully or partially implemented; two were implemented with modification to fit institutional changes. The two items that were not implemented related to revising the annual review process and to have manager evaluations include a review of contributions relating to diversity.

**4. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process in the student-athlete welfare area. Also, describe any additional plans for improvement/recommendations developed by the institution since the Committee on Athletic Certification rendered the first-cycle certification decision.**

*Previous Certification Self-Study Item: In the 1994-1995 exit interviews, 96 percent of students responded that they intended to graduate from WSU with at least an undergraduate degree, yet only 48 percent responded they had completely achieved their academic goals. Consequently, the Athletic Department should establish a system for determining entering students' academic goals. The exit interview/survey should be modified to probe student responses in order to determine which academic goals had not been met by students. Information from students' academic goals upon entry and from exit interview/survey responses should then be used to inform program implementation and monitoring systems. (See page 157 of the previous study.)*

To assist in their goal setting, during the athletic department's new student-athlete orientation, the athletic academic staff discusses academic expectations (e.g., department expectation of 2.5 or higher cumulative GPA, required academic meetings and study sessions in their freshmen year). This discussion of expectations continues during the PROWL new student-athlete seminar during their first semester on campus. They have access to goal setting information and exercises in their PROWL seminar textbook *A Student-Athlete's Guide To College Success*.

All new student-athletes are required to attend a weekly academic meeting with an athletic academic counselor. During this meeting, goal setting is discussed and goals are noted on their weekly report, and then re-evaluated as the semester progresses. Appendix A contains a sample weekly report, which demonstrates that goal setting is included in the academic planning process.

Athletic academic staff have weekly meetings with returning student-athletes until they earn 2.3 or higher cumulative GPA. During those meetings, goals are discussed (especially related to reinstatement conditions if they have been deficient). Each semester the staff meet with all freshmen and sophomore student-athletes who have not certified in their major. Academic and career goals are discussed in these pre-advising (academic planning) meetings. Also covered is how to meet goals through course selection, successful completion of those courses, and major selection.

To ensure they are on track to complete the requirements to meet their specific academic goals, the associate athletic director for student-athlete development and the program director for retention and graduation meet with each student-athlete prior to the summer session of their senior year and/or during the fall semester of their senior year to complete their graduation planning. Staff review the DARS degree audits and assist students with their specific course selection by term for their final terms of enrollment.

*Previous Certification Self-Study Item: Twenty-one percent of students responding report that coaches are sensitive to demands on student time. Forty-eight percent report somewhat sensitive, and 27 percent somewhat insensitive. Students also report some conflict in attending class with travel, competition, and practice. Although some conflict would be expected, it is recommended that coaches and the Athletic Department continue to be vigilant to keep such conflict at minimum. (See page 157 of the previous study.)*

In the earlier study student-athletes reported some conflict in attending class with travel, competition, and practice. As noted then, although some conflict would be expected, it

was recommended that coaches and the athletic department continue to be vigilant to keep such conflict at minimum. Since that study, the academic staff and the sport supervisors have monitored these issues, and academic staff work with student-athletes on their class scheduling. With the ability now to take laptops on team trips, and with the ability to communicate electronically with peers and professors, students are better able to keep up with their class work when they are on the road. Coaches are sensitive to genuine conflicts. When the conflict occurs because the student-athlete has not managed his or her time effectively, coaches and the academic staff work with the student-athlete to address this issue.

*Previous Certification Self-Study Item: The Athletic Department should consider a review of each team's allocation for meals and revise the policy accordingly to assure fair and equitable treatment of all athletes. (See page 158 of the previous study.)*

The athletic department reviewed each team's allocation for meals and revised the policy accordingly to assure fair and equitable treatment of all athletes.

## **Operating Principle: Gender Issues**

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

**Higher Education Coordinating Board (HECB):** The Higher Education Coordinating Board (HECB) was established by the Washington State Legislature in 1986 to provide planning, coordination monitoring, and policy analysis for higher education in the state of Washington. The Legislature intended that the HECB represent “the broad public interest above the interests of the individual colleges and universities.” In addition to developing a master plan for higher education in Washington, the HECB has been assigned other significant policy studies by the Legislature, among them gender equity at institutions, including gender equity in athletics.

In 1989 the Legislature adopted two bills designed to achieve gender equity in education: the gender equity statute and the gender equity in athletic tuition waivers. The gender equity statute “prohibits discrimination on the basis of gender against any student in institutions of higher education in Washington.” In particular, the law forbids discrimination in student services and support, academic programs, and athletics. The second law focused more narrowly on gender equity in athletics. The law authorized the

use of tuition and fee waivers to achieve gender equity in intercollegiate athletics beginning in the 1991-1992 academic year.

The HECB mandated that each institution prepare a periodic progress report addressing gender equity issues. In 2002, the HECB prepared an athletics report from Equity in Athletics Disclosure Act (EADA) data for each of the state's institutions. Upon review of the reports the HECB prepared a summary state report which concluded that "the requirements of our state's gender equity laws have been met in nearly every respect — in student services and support, in academic programs, and by and large, in athletics." The next state report on gender equity in higher education will be submitted to the legislature in 2004.

**The President's Commission on the Status of Women:** Former Washington State University President Glenn Terrell appointed the President's Commission on the Status of Women in 1971. As outlined by President Terrell, the functions of the commission are: to collect information on the status of women at WSU and to make recommendations to the university president for improving the status of women faculty, staff, and students; to act as an information agency in developing within the WSU community a sensitivity to and awareness of attitudes and practices that constitute overt and covert discrimination; and to recognize those striving to achieve gender equity.

Early commission studies focused on faculty women. These studies included the 1972 *Report on the Status of Faculty Women*, the 1973-1975 *Salary Equity Study*, the 1976 *Title IX Self-Evaluation*, and the 1979 *Salary Equity Study*. In 1985, the commission released the 1983-1985 task force report that addressed the overall status of women at WSU. At that time, it was determined that future reports would be prepared at five-year intervals. These reports would be used to measure progress in achieving equity for women on campus. Subsequent commission five-year reports were published in 1990, 1996, and 2001. The 2001 report focuses on the 1995-2000 time period.

**Center for Human Rights:** The Center for Human Rights (CHR) seeks to integrate principles of equal employment opportunity, affirmative action, fairness and equality into all academic and employment activities and practices throughout Washington State University. To meet that objective CHR does the following:

- Provides human rights education for WSU students, faculty and staff.
- Seeks to ensure all WSU employment and recruitment practices comply with state and federal equal employment opportunity and affirmative action mandates.

- Assesses, develops and implements WSU’s affirmative action plan in compliance with state and federal regulation.
- Reviews and investigates all complaints of discrimination and sexual harassment and advises faculty, staff, and students on the appropriate management of such issues.
- Aims to enhance WSU’s academic and organizational effectiveness through proactive assessment of workplace and classroom climate issues, development and implementation of action plans, and climate monitoring.

CHR works closely with professionals in the fields of law, human resources and conflict resolution to address individual and university concerns and acts as an information resource for state and federal agencies.

*Gender Issues, Item 2: For the three most recent academic years for which the information is available, attach a copy of the institution’s completed Equity in Athletics Disclosure Act survey form and worksheets. Analyze, explain and address discrepancies in the data between male and female student-athletes. Comment on any trends or significant changes.*

Appendix B contains the three most recent Equity in Athletics Disclosure Act (EADA) reports. In analyzing the data, the following points were noted in relationship to gender:

**Athletic Participation:** In its statewide gender equity report, the Higher Education Coordinating Board concluded “the primary challenge facing our state institutions in the near future (in terms of gender equity) lies in achieving the rates of athletic participation by women that are required by the tuition waiver statute.” The statute requires that intercollegiate athletic programs be within 5 percent of the proportion of undergraduate women students at their institution by 2003-2004. As of the 2000-2001 academic year, the proportion of the women in the intercollegiate athletic program at Washington State University (48.6 percent) was within 1.1 percent of the proportion of undergraduate women students enrolled at the university (49.7 percent). Washington State University’s efforts in this area are commendable, particularly in relationship to other institutions within the state.

However, the HECB further concluded “if the trend towards greater female enrollments continues, we should expect that roughly 56 percent of our students in 2003-2004 would be women. Hence, the law is likely to require that the state’s universities aim on average,

for a minimum 51 percent participation rate for women athletes.” This is an issue to be continually addressed by the university administration.

**Head Coach Assignments:** During the 1999-2000 academic year, a female head coach was appointed to coach the women’s basketball team. The previous coach was a male. In 2002 a female replaced a male as head women’s swimming coach. This increased the total number of female head coaches coaching women’s teams to five. There are three male head coaches of women’s teams, the soccer coach and the women’s track and field and golf coaches, who also coach the men’s teams.

**Assistant Coach Assignments:** Male and female assistant coaches are assigned to coach men’s and women’s teams. This provides student-athletes the opportunity to interact with coaches of both genders. Recently, a white male has replaced an Asian male as assistant track coach and cross-country coordinator for men and women. An African American male and white male have replaced two women on the women’s basketball staff.

**Operating Expenses:** Over the three-year period, the total per capita expense for men’s teams increased by 39.8 percent to \$6,588 per student-athlete. During the same period, the per capita expense for women’s teams increased by 22.4 percent to \$4,176 per student-athlete. The per capita expense is directly related to the type of equipment that is required for the sport. For example, football (a men’s sport) requires a large amount of protective equipment, versus swimming (a women’s sport) that requires a very small amount of equipment. In addition, other factors such as the large travel squad and the cost of officials in football skew the per capita costs.

**Recruiting Expenditures:** Over the three-year period, the recruiting expenditures for women’s teams increased by 9.6 percent, while the expenditures for men’s teams increased by 4.5 percent. Women’s teams now account for 33.2 percent of the recruiting expenditures, while men’s teams account for 66.8 percent of the expenditures. As a sport, football has the greatest number of athletes on scholarship and subsequently a larger number of prospects are recruited from out of state than with any other sport.

**Athletically Related Student Aid:** Over the three-year period, athletically related student aid for female student-athletes increased by \$207,759 (15.1 percent), while aid for male student-athletes increased by \$20,249 (1.1 percent). Aid awarded to female

student-athletes now accounts for 45.1 percent of the athletically related aid awarded. This is an increase of 3.1 percent over the three-year period.

**Revenues:** Over the three-year period, the total revenue attributable to women's teams increased by \$57,876 (5.6 percent), while the total revenue attributable to men's teams increased by \$380,924 (4.6 percent). Women's teams currently generate 11.3 percent of the total revenue, while men's teams generate 88.7 percent of the total revenue.

**Head Coach Salaries:** The average salary of the head coaches of women's teams has increased by 11.6 percent over the three-year period to \$65,077. The average head coach salary of men's teams decreased by \$29,879 (15.9 percent) to \$157,030. The average salary of the head coaches of women's teams is currently \$91,953 less than the average salary of the head coaches of men's teams. In setting coaches salaries, the department evaluates the experience and achievements of the coach and the market place (Division I, I-A, and Pac-10)

**Assistant Coach Salaries:** The average salary of the assistant coaches of women's teams increased by \$2,491 (10.4 percent) over the three-year period to \$26,285. The average salary of the assistant coaches of the men's teams has increased by \$2,261 (5.5 percent) to \$42,756. The average salary of the assistant coaches of women's teams is currently \$16,471 less than the average salary of the assistant coaches of men's teams. As with the head coach, the market demands for any given sport drive the salaries of the assistant coaches. Football salaries tend to skew the salary averages overall.

**Overall Revenues and Expenses:** Of the sport-specific expenses, men's teams account for 43.5 percent of the total revenue and 41.5 percent of the total expenses. Women's teams account for 5.5 percent of the total revenue and 23.3 percent of the total expenses. These percentages have remained consistent over the three-year period.

*Gender Issues, Item 3: Using the program area checklist for gender issues, provided as Attachment No. 2 [of the self-study instrument], please: (a) describe how the institution has ensured a complete study of each of these areas, (b) provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas, and (c) explain how the institution's future plan for gender issues addresses each of these areas.*

Each of the items included in Attachment No. 2 is discussed below. During the course of this self-study, information was gathered through existing reports and handbooks, as well as personal interviews.

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

The percentage of athletically related student aid awarded to female athletes has steadily increased over the last three years. For 2000-2001, the percentage of student aid for each gender was within 3.5 percent of their respective rate of participation. All sports have the same opportunities to recruit out-of-state scholarship student-athletes. In any given year, the proportion of male/female out-of-state athletes can create an imbalance in the male/female scholarship allocations. Head coaches have full discretion to determine who they will recruit.

**2. Accommodation of Interests and Abilities:** Participation proportionate to enrollment; or, history and continuing practice of program expansion for underrepresented sex; or, fully and effectively accommodate underrepresented sex; equivalent levels of competition.

Over the last three years, the average rate of athletic participation has been within 2.9 percent of enrollment rates. For the most recent year, the participation rate is within 1.1 percent of enrollment rates.

WSU offers a total of 17 men's and women's sports, all of which compete in the Pac-10 Conference. Men's teams compete in football, basketball, baseball, indoor and outdoor track, cross-country and golf. Women compete in basketball, indoor and outdoor track, cross-country, volleyball, soccer, swimming, rowing, golf and tennis. Both men's and women's teams have participated in postseason play over the last several years.

Washington State University was one of the first institutions to bring men's and women's sports into parity following passage of the Title IX legislation in 1972 and the Blair decision in a state suit in 1982, and continues to be a leader in this area.

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



The budgets for equipment and supplies are established at the administrative level through the business operations office. Head coaches have input in the budget process. Intercollegiate Athletics has a contract with Nike for all teams that provides “Nike dollars” to spend as they choose. As part of a special agreement, two teams, track/field and volleyball, are provided free uniforms by Nike. (For a complete discussion of equipment and supplies, please refer to the fiscal integrity section of this self-study.)

The equipment operations unit coordinates the ordering, maintenance, and replacement of equipment. The director of equipment operations works in consultation with each coach to order the team’s equipment within the parameters of the established budget. According to the director, the equipment needs of all teams have been met, with the quality, amount, suitability, and availability being appropriate for the sport and comparable for both men’s and women’s teams.

The 2001-2002 student-athlete handbook includes basic information and procedures for all student-athletes, regardless of gender. The availability of equipment and supplies, as well as maintenance and replacement, is addressed in the handbook. The following information describing equipment room services is provided on pages 62-63 of the handbook:

*Equipment Room Hours:* The Athletic equipment room will be open Monday-Friday from 8:00 a.m. to 6:00 p.m. during the fall and spring semesters. If equipment room services are needed outside of the scheduled hours, prior arrangements must be made with the equipment room staff.

*Equipment Issue:* Student-athletes will not receive any equipment or clothing until authorized by the compliance office. Equipment and clothing will be issued only to those student-athletes cleared for participation as noted on the daily eligibility report. Each student-athlete will be issued the necessary clothing and equipment in order to practice and compete for Washington State University. In addition, each student-athlete will be furnished with a copy of the athletic equipment room policies as well as a retail value list for each item issued to him/her. Each student-athlete is required to pick-up and sign for all of his/her own clothing and equipment. It is the responsibility of the student-athlete to obtain a receipt from the equipment room for all clothing and equipment issued to them. Equipment and clothing issued by Washington State University cannot be exchanged at a retail outlet for merchandise or credit and items cannot be sold. To do so is a violation of institutional and NCAA rules and will render a student-athlete ineligible for competition.

*Equipment Return:* All clothing and equipment must be returned to the equipment room upon request. It is the responsibility of the student-athlete to obtain a receipt from the equipment room for all clothing and equipment returned by them. If a student-athlete quits a team, is cut from a team, or is no longer on a team for any reason, all clothing and equipment must be returned to the equipment room within one week from the date of separation from the team. Student-athletes must return all equipment from road trips the first day back on campus. Failure to return clothing and equipment in a timely manner will result in the retail value of each non-returned item being billed to the student-athlete's account. In addition, clothing or equipment that is returned damaged, by means other than normal wear and tear, will be billed to the student-athletes account at retail value. Once the student-athlete's account is billed, the clothing or equipment becomes the property of the student-athlete and may not be returned to the equipment room for a refund.

*Equipment Responsibility:* Each student-athlete is responsible for all clothing and equipment issued to him/her. Return all damaged equipment to the equipment room for a replacement. All issued equipment must be kept locked in each student-athlete's locker.

*Laundry:* Each student-athlete is issued one laundry bag marked for identity. Workout gear must be turned in for laundry after each use. The equipment room will not loan gear to student-athletes if they forget their gear for that day. Only gear issued by the athletic department will be washed. Daily laundry will be ready for pick-up at 9:00 a.m. the day after you drop off your laundry. Each student-athlete will get the same laundry bag and workout sweats back each day. Each student-athlete will be issued a locker in their team locker room and an individual laundry box for laundry pick-up. The laundry box will allow all student-athletes to access their laundry without having the equipment room open. It is the responsibility of the student-athlete to keep their locker and laundry box locked.

**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.

The conference and the NCAA determine the number of games played, as well as preseason and postseason opportunities. The athletic department compliance office provides oversight in the scheduling process. The athletic director schedules football games. The coaches of other sports submit their schedules to the athletic director or senior associate athletic director, whose staff then administers the contracts.

Practice times and facilities are coordinated centrally with input provided by individual coaches. Team access to practice facilities and times is prioritized based upon whether the sport is in season, in its championship segment, or a voluntary activity or workout. The same process is utilized for men's and women's sports.

**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.

The travel budgets are established at the administrative level through the business operations office. Head coaches have input in both the budget process and in determining the mode of transportation, type of housing, length of stay and dining arrangements for their teams. Travel budgets are in accordance with the standard university per diem allowance. The same budget process and procedures are utilized for both men's and women's teams. (For a complete discussion of travel budgets, please refer to the fiscal integrity section of the self-study.)

**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.

Tutors are hired by the Student Advising and Learning Center and the Writing Lab based upon predetermined qualifications, training, and experience. The pay rate for tutors working with student-athletes coincides with general university guidelines, with the market value for math and science tutors driving a higher salary. Training on academic integrity issues is required for all tutors. Student-athletes have the opportunity to interact with tutors of both genders.

The 2001-2002 student-athlete handbook includes basic information and procedures for all student-athletes, regardless of gender. The availability of tutors, as well as the procedures and criteria for obtaining assistance is addressed in the handbook. The following information describing the tutorial services available is provided on pages 45-46 of the handbook:

*Individual Tutoring and Group Tutorials:* Student-athletes are encouraged to take advantage of tutoring services to maximize their academic success. Individual tutoring is provided through the peer tutoring program at the Student Advising and Learning Center (SALC) in the Lighty Student Services building on campus. Tutoring expenses are paid by the athletic department for all student-athletes on team rosters. Student-athletes meet with their tutors at the SALC or at the Academic Resource Center (located in the athletic department) during the guided study hall hours Sunday through Thursday evenings. There are also many tutoring opportunities available throughout campus for students to access. Academic counselors work closely with professors and the SALC to help students identify tutoring opportunities. Group tutorials are also offered by the athletic

department each semester for many general education classes and also at student request.

*Study Teams/Guided Study:* Trained study skills facilitators provide monitored, structured study sessions for small targeted groups of student-athletes organized by academic subject or specific course. Study teams provide a weekly, focused time of study review as well as provide an opportunity to develop and reinforce study skills with special emphasis placed on practical application of those skills to the specific subject matter of the individual study team. These study teams meet weekly at assigned times, typically in the evenings at the academic resource center. In addition to study teams, facilitators serve as “learning strategy tutors” and help all student-athletes with study skills in specific content areas. The facilitators are junior/senior level students who have been trained in study skill instruction. The study sessions take place in the academic resource center, allowing students to access technology for their writing and research needs. Targeted student-athletes may be required to attend facilitated study sessions. Attendance is open and optional to all other student-athletes. Monitoring forms are available daily for use by the athletic academic counselors. Student-athletes contact their team academic counselor to sign up for guided study.

(For additional information on tutors refer to the academic integrity section of the self-study.)

**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.

There are currently eight full-time head coaches, six of whom coach a single team and two who coach both men’s and women’s teams. At Washington State University, women represent 62.5 percent of the head coaches of women’s teams. This exceeds the national statistics that shows the percentage of women’s teams with a female head coach as being at 44 percent, the lowest in history.

There are 10 full-time female assistant coaches of women’s teams, seven who coach for a single team and three who coach for two teams. There are seven full-time male coaches for women’s teams, four who coach only a single team and three who coach two teams. Women represent 70 percent of the assistant coaches of women’s teams.

The average head coach salary of women’s teams has increased by 11.6 percent over the last three years to \$65,077. The average head coach salary of the of men’s teams

decreased by \$29,879 (15.9 percent) to \$157,030. The average head coach salary of women's teams is currently \$91,953 less than the average salary of the head coaches of men's teams.

The average salary of an assistant coach of women's teams increased by \$2,491 (10.4 percent) over the three-year period to \$26,285. The average salary of an assistant coach of the men's teams increased by \$2,261 (5.5 percent) to \$42,756. The average salary of an assistant coach of women's teams is currently \$16,471 less than the average salary of an assistant coaches of men's teams. Factors such as internal equity, market competitiveness, individual experience, qualifications, and accomplishments are considered when making salary decisions. The department reviews each of these criteria in determining salaries for new coaches and increases for current coaches.

It is also recommended that the athletic department review the contract parameters, buyout clauses, communicated expectations, etc. of the coaches of men's and women's teams to ensure consistency and equity.

**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.

Since 1995, improvements have been made in the athletic facilities for women's sports. Bleachers with 1,000 seats have been added to the lower soccer field. The drainage and irrigation systems have been improved and new fencing and landscaping have been added to the south side of the soccer field. Outdoor tennis courts have been rebuilt and a new fence has been added. Crew docks have been rebuilt for launching and coaching needs.

The planning and redesign for Bohler gym was completed. Construction began in 1995 and was completed in 2000. This renovation enlarged all areas of student support services and added individual locker rooms for all women's teams.

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

There are eight certified athletic trainers (CAT), three physicians and 26 student trainers available to student-athletes. Certified athletic trainers must pass the CAT board tests based upon an accredited curriculum recognized by the American Medical Association.

In addition to board certification, Washington State University requires that athletic trainers have a master's degree and 1,200 hours of experience.

Certified athletic trainers and student trainers rotate their team assignments. This provides the opportunity for all student-athletes to interact with trainers of both genders and enables trainers to enhance their career development by having exposure to a variety of teams.

The 2001-2002 student-athlete handbook includes basic information and procedures for all student-athletes, regardless of gender. The availability of medical personnel, insurance coverage, and weight training and conditioning facilities are addressed in the handbook. The following information describing the medical and physical development services available is provided on pages 70-77 and 80-84 of the handbook:

*Athletic Medicine Registration:* An athletic medicine registration packet is sent to each student-athlete or their parents in the spring of each year. Various forms are included in this mailing along with information about the staff and procedures of the athletic medicine department. Practice or competition will be denied until these forms are completed and on file.

*Physicals:* All student-athletes must pass a physical examination from a WSU team physician before practicing or checking out equipment. The initial physical exam for first-time WSU athletes focuses on the cardiovascular system as well as orthopedics. Physical exams in following years will be update exams directed by the certified athletic trainers and/or, where necessary, team physicians.

Certified athletic trainers make physical examination arrangements for all student-athletes. Appointment schedules are distributed to each head coach. Student-athletes contact their coach to confirm their physical exam date. Any student-athlete missing the physical exam date set will be required to obtain a physical with the team physician as scheduled at athletic medicine's earliest convenience. Student-athletes cannot participate in practice, lifting or conditioning, individual workouts, or competition until they have a current physical exam form on file with athletic medicine.

*WSU Athletic Medical Authorization:* Upon completion of the physical examination, student-athletes are issued athletic medical authorization to obtain services outside of the athletic medicine training room by referral. A referral by a certified athletic trainer is required to obtain prescription medicine, x-ray, and lab work or to see an outside physician. Medical procedures performed outside of WSU athletic medicine facilities must be specifically referred by the certified athletic trainer or the team physician and are subject to approval by the head athletic trainer and/or the coordinator of athletic medicine. Certified athletic

trainers may also refer student-athletes to appropriate resources for specific health issues (e.g. a physician, women's clinic, sport psychology services, other counseling services).

*Exit Medical Examinations:* All student-athletes leaving WSU meet with the certified athletic trainer assigned to their team for an exit interview. Injuries and/or illness as a result of participation in athletics are discussed at this time. Any unresolved medical issues are also dealt with. The student-athlete completes an athletic medicine exit evaluation and is advised of the proper course of action for further medical attention. Care is provided for a period of one-year following the injury date or the date the student-athlete was declared unable to compete by a team physician or completion of competition from WSU.

*Insurance Coverage:* All student-athletes are covered by medical insurance in the form of the parent's primary group medical insurance and secondary excess insurance policies purchased by the athletic department. If the student-athlete is covered by any medical insurance plan, all claims incurred by the student-athlete will be filed with that insurance company. After all benefits have been paid by any available parent or student-athlete primary insurance, WSU Athletics will pay the remaining balance, first from WSU's secondary policy then from WSU direct. In case of no insurance, WSU's contracted insurance company will provide primary coverage. The athletic department insurance policies will cover the expenses for sport-related, non-surgical injuries occurring during the season. Any expenses incurred due to illness are the responsibility of the student-athlete except for illnesses that can be directly related to athletic participation, in season, and at the discretion of the certified athletic trainer.

The university does make available a student medical insurance program, which may be obtained at minimal cost at the time of class registration. This plan is designed to help pay a large part of those expenses (hospital, medical, surgical, drugs) that are not covered by the student health service or WSU athletic department. The student medical insurance program has a specific exclusion for injuries or illness received as a result of participation in intercollegiate athletics. The policy will not cover medical expenses for injuries received while competing in any intercollegiate sport but does cover illnesses and injuries that are not related to athletic participation.

*Weight Training and Conditioning Facilities:* The mission of physical development services is to provide the best possible facility, environment and overall program for the physical development of WSU student-athletes. The varsity weight room is open Monday- Friday, 6:00 a.m. to 6:30 p.m.

The state-of-the-art 14,000 square foot, fully equipped weight room is one of the largest on the entire West Coast, and is staffed with three full-time strength coaches and two interns who assist all student-athletes in every aspect of strength and conditioning. Physical development services provides strength and

conditioning, training, testing, and nutrition education for both team and individual athlete's physical development.

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

The 2001-2002 student-athlete handbook includes basic information and procedures for all student-athletes, regardless of gender. The following information describing the housing and dining services available is provided on pages 135-136 of the handbook:

*Student-Athletes Living On-Campus:* The Student Financial Aid Office coordinates the processing of room and board scholarships with Housing and Dining Services for student-athletes living on campus. The athletics financial aid coordinator processes the required funds for those student-athletes receiving a full room and board scholarship. Student-athletes receiving a partial room and board scholarship are responsible for the remaining balance of their housing/dining charges.

Student-athletes on a full scholarship participate in the 10-meal Cougar Fitness Buffet Program and supplemental account plan. Student-athletes receiving a partial room and board scholarship are not required to participate in the Cougar Fitness Buffet Program. They have a choice of three dining account levels to choose from. If the student-athlete wishes to participate in the Cougar Fitness Buffet Program they may do so.

*Student-Athletes Living Off-Campus:* Those student-athletes residing off-campus with a room and board scholarship receive a monthly stipend. The stipend amount depends on the dollar amount of the room and board scholarship. Student-athletes living off-campus are responsible for the payment of rent. Student-athletes living in university apartments have the option of allowing Housing Services to deduct the entire semester housing rent from their room and board scholarship. Monthly stipends are adjusted to reflect the housing rent claimed.

Student-athletes receiving a full room and board scholarship participate in the 5-meal Cougar Fitness Buffet Program. The cost of the program is automatically deducted from the student-athlete's room and board scholarship. Student-athletes receiving a partial room and board scholarship are not required to participate in the 5-meal Cougar Fitness Buffet Program.

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



Marketing plans and budgets are prepared for all sports. The marketing director works with the coaches of individual teams to gather input for the plans. Budgets are established at the administrative level through the business operations office. The revenue generating sports are allocated the largest portion of the advertising budget because of the potential return on initial investment due to ticket sales. For example, for football, there is heavy advertising and promotion within a two and a half hour (driving time) radius. For all other sports, marketing is limited to the Pullman/Moscow and Lewiston/Clarkston areas.

Techniques to enhance the spectator experience are utilized for all sports. Posters, contests, and giveaways are utilized, along with the cheer squad and “Butch,” the mascot. The band participates for football, volleyball, and men’s and women’s basketball, and randomly at other sports events. Historically, these sports have had the greatest potential for spectator participation.

Attendance at games fluctuates, dependent largely upon the success of a particular team’s season. Recently, the football and volleyball teams have experienced success and this is reflected in ticket sales. The men’s and women’s basketball programs have been struggling and spectator participation at games has been diminishing.

It is recommended that athletic department administration review the feasibility of relocating women’s basketball games to Bohler gym from the current facility, Beasley Coliseum. It is also recommended that the athletic department identify and cultivate ways to enhance public awareness and interest in women’s sports. Suggestions include:

- Promoting women’s contributions to athletics throughout the year, but especially during Women’s History Month.
- Reviewing the current selection process for the WSU Athletic Hall of Fame to insure that women are equitably represented on the selection committee and in the honorees.
- Developing relationships with local schools to promote girl’s participation in sports.

It is proposed that the Gender Equity Committee assume on-going responsibility in this area. The above recommendations will be considered for inclusion in the new gender equity plan.

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

Support services and office space are provided for all men's and women's teams. At the present time, support staff is allocated based upon whether or not the sport is one of the four required (football, volleyball, men's and women's basketball) for Pac-10 membership. Gender does not appear to be a factor in the allocation of staff. However, there appears to be some imbalance in the number of support staff allocated in relationship to the number of student-athletes and coaches served. For example: Volleyball, women's basketball and men's basketball, each have a secretary assigned to their programs. Each of these programs serves approximately 15 student-athletes. On the other hand, baseball, tennis, swimming, men's golf and women's golf share one secretary and serve approximately 80 student-athletes. Recently one secretarial position was eliminated and services reallocated as follows: Track and field and men's basketball – one secretary; Volleyball and soccer – one secretary; women's basketball and rowing – one secretary; golf, swimming, baseball, and tennis – one secretary; and football – two secretaries.

**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.

Between 1999 and 2001 the total amount budgeted for recruiting for women's teams increased by 14.3 percent. The budgeted amount for men's increased by almost the same amount. However, the actual amount expended for recruiting for women's teams grew by 10 percent over that same period, while the men's actual amount fell by almost a half percent. While progress has been made, the total recruiting budget for women's teams is 36.1 percent less than the recruiting budget for men's teams. (For a complete discussion of recruiting budgets, please refer to the fiscal integrity section of this self-study.)

	<b>1999</b>	<b>2001</b>	<b>Percent Change</b>
Women's Budgeted	\$736,883	\$842,442	14.3 percent
Women's Expended	\$743,722	\$818,265	10.0 percent
Men's Budgeted	\$1,148,929	\$1,316,358	14.6 percent
Men's Expended	\$1,133,092	\$1,129,085	-0.4 percent

*Gender Issues, Item 4: Please provide a written, stand-alone institutional plan for addressing gender equity for the future in the intercollegiate athletics program. The plan*

*shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible, and timetables.*

(See appendix C for complete gender equity plan.)

Whereas the subcommittee believes that the intercollegiate athletics program conforms to the operating principles regarding gender equity and that Intercollegiate Athletics is committed to the fair and equitable treatment of men and women, it recommends that the department consider the following recommendations for adoption in the five-year plan:

- Reactivate the Gender Equity Committee; align the committee as a sub-committee of the university athletic council, a standing presidential committee.
- Incorporate into the plan state projections that the enrollment of women undergraduates will reach 56 percent by 2003-2004, and that the resulting compliance participation requirement for women athletes will be 51 percent; consider an additional women's sport.
- Continue to address gender in the hiring of head coaches for women's teams through aggressive recruitment efforts.
- Continue to address salary equity issues for head and assistant coaches.
- Review the contract parameters, buy-out clauses, communicated expectations, etc., of the coaches of men's and women's teams to ensure consistency and equity.
- Review the feasibility and marketing advantages of relocating women's basketball games to Bohler gym.
- Identify and cultivate ways to enhance public awareness and interest in women's sports: (a) promote women's contributions to athletics throughout the year, but especially during Women's History Month; (b) continue to review the recently revamped selection process for the WSU Athletic Hall of Fame to insure that women are equitably represented on the selection committee and in the honorees.

Other Non-Gender Specific Recommendations Resulting from the Self-Study:

- Conduct an internal assessment of employment practices, conditions and workloads to ensure equity and fairness within the department and conformity with overall university policies, procedures, and employment classifications.

## Operating Principle: Minority Issues

*Minority Issues, 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.*

Washington State University continues to take an aggressive and broad approach to diversity. As noted in previous self-study report, that approach encompasses not only ethnicity and race, but also gender, age, disability, culture, sexual orientation, and socioeconomic differences. The university's Center for Human Rights is the administrative center for planning, training, and monitoring diversity efforts (e.g., academics, athletics, employment). The center's mission statement clearly outlines its functions, which include monitoring and evaluation:

“The Center for Human Rights (CHR) seeks to integrate principles of equal employment opportunity, affirmative action, fairness and equality into all academic and employment activities and practices throughout Washington State University (WSU.)

To meet that objective, CHR (1) enhances the human rights education of all WSU students, faculty and staff, and by developing innovative and interdisciplinary programs, trainings and activities; (2) seeks to ensure all WSU employment and recruitment practices comply with state and federal equal employment opportunity and affirmative action mandates; (3) assesses, develops and implements WSU's affirmative action plan in compliance with state and federal regulations; (4) reviews and investigates all complaints of discrimination and sexual harassment, and advises faculty, staff and students on appropriate management of such issues; and (5) aims to enhance WSU's academic and organizational effectiveness through proactive assessment of workplace and classroom climate issues, development and implementation of action plans, and climate monitoring.

CHR works closely with professionals in the fields of law, human resources, and conflict resolution to address individual and university concerns, and acts as an information resource for state and federal agencies.”

In 1996, the center's Affirmative Action Advisory Committee was replaced by a university-wide structure of EEO representatives. Although units are not required to have a representative, the athletic department has one. EEO representatives assist their area/unit administrator in developing and implementing an affirmative action program.

(A copy of an equal opportunity representative's duties and responsibilities can be found in appendix D).

In February 2000, V. Lane Rawlins was appointed president of Washington State University. In October of the same year he created the Strategic Planning Oversight Committee that began a university-wide planning process. Subcommittees, with representatives of employees and students from throughout the institution, worked to invite broad participation through public forums.

As a result, WSU has a highly visible strategic plan that includes diversity. As the plan states, "Washington State University is guided by a commitment to excellence embodied in a set of core values." The diversity value is as follows:

"We are committed to a culture of learning that challenges, inspires, liberates, and ultimately transforms the hearts, minds, and actions of individuals, eliminating prejudice. Our differences are expressed in many ways, including race, sex, age, physical and mental ability, sexual orientation, religion, class, philosophy, and culture. Respect for all persons and their contributions is essential to achieving our mission."

In February 2002, the Board of Regents approved the strategic plan. An implementation plan was also approved to ensure that the plan is incorporated across colleges and departments. All university units are in the process of developing plans that state their mission and goals for the next five years. These individual unit plans are to be consistent with the mission and values of the university. As a result, diversity goals will be formally (and uniformly) incorporated at all levels throughout the organization.

With respect to recruitment and retention, multicultural students are recruited and supported through a variety of offices at Washington State University. Multicultural services are offered through the following:

- Office of Multicultural Student Services
- Chicana/o Latina/o Student Center
- Office of Multicultural Student Retention Services
- African American Student Center
- Asian American & Pacific Islander Student Center
- Native American Student Center

Multicultural Student Services (MSS) recruitment efforts include:

- College Knowledge for the Mind – about 12 half-day programs are offered primarily in the Seattle/Tacoma area. The programs consist of a keynote address, career workshops, and entertainment.
- High School Networking – MSS recruiters visit with high school counselors and teachers and conduct application workshops.
- Community Networking – community leaders are invited to get involved (e.g., give a presentation during College Knowledge for the Mind programs, organize a “phonathon”, or contact students).
- Campus Visits – while cost is a limiting factor to the number of campus visitations that can be sponsored, MSS attempts to partner with various organizations in order to share the cost of bring prospective students to campus.
- Events – WSU and the Bon Marché department store sponsor a reception at the downtown Seattle store for multicultural students, their families, students who have been offered admission but are undecided, WSU alumni, school personnel, and community contacts. The event celebrates the different people connected with WSU, expresses solidarity, and provides for community-network development.

The Office of Multicultural Student Retention Services conducts outreach efforts for improving the retention rate of all students of color. To this end, student mentors help multicultural students adjust to the university’s academic and social environment. Mentors share information about university services and encourage new students to utilize these resources. Mentors also model cross-cultural communication, cooperation, understanding, and interaction by:

- promoting student understanding of the general purpose of higher education;
- assisting in the development of an identity and relationship with the institution, peers, staff, community, and ethnicity;
- identifying costs (monetary and personal commitment);
- providing information that enables students to make reasoned and well-informed choices;
- providing information concerning academic policies, procedures and programs;
- promoting an awareness of non-classroom opportunities;
- providing qualified advising;
- developing student familiarity with the physical surroundings;

- and providing information about, and exposure to, available school services.

Multicultural student services has a multi-year plan that delineates a university-wide approach to increase the retention and graduation rates of multicultural students. The 1997-2002 plan was included in materials submitted during the 1996-97 self-study. As of fall 2002, WSU Pullman's multicultural enrollment represented 13.1 percent of the total. Ethnic enrollment on the main campus has been between 12.7 percent and 13.2 percent since 1997. Foreign national students of color are not included in the count.

Retention is being addressed on several fronts — through mentoring, orientation programs, tutoring, advising and counseling, leadership development, and crisis management. Through persistence, the mentoring program reached all but 5 percent of the first year and transfer multicultural students in the spring of 2001. Mentors are encouraged to contact their mentees no fewer than six times each semester. In spring of 2001, this amounted to almost 5,000 contacts.

Multicultural student evaluations include the non-returning student survey conducted by multicultural student services. Results reported in September 2001 showed that 169 students of color who enrolled between fall 1999 and fall 2000, but left WSU by spring 2001, were interviewed by phone regarding their decision to leave. Of these, 33 percent participated in the survey. Reasons the students gave for leaving included, financial constraints, academic difficulties and challenges generally related to climate (e.g., desire to be at another institution, feeling isolated, geographical distance from home). Almost 64 percent of those interviewed were attending another college or university.

Other retention data show that for full-time freshman and transfer students entering WSU from 2000 to 2001, multicultural students were retained at rates very similar to white students (83 percent multicultural and 84 percent white).

In addition to recruitment and retention efforts conducted at the university level, colleges conduct a wide variety of diversity-related efforts at the undergraduate and graduate levels. The College of Liberal Arts (CLA) formed a diversity task force that over 1995-97 developed a diversity plan, which has been since followed, implemented, and expanded. Goal three of the plan addresses student enrollment, retention, and degree completion. In addition to liberal arts education offered by the college, about 80 percent of WSU's general education courses are offered within the college, which includes the majority of American diversity courses.

Hiring and retaining faculty of color has been a priority with CLA department chairs and the dean, and the numbers and percentages of diverse faculty have steadily increased. In 1999 the college introduced the position of academic coordinator who directs college recruiting efforts at the dean's level. In 2000-01 the college employed an African American student as a recruiting assistant.

CLA representatives consistently participate in College Knowledge of the Mind events, Pah-Loots-Pu (pow-wow), Native American programs, and attend numerous other activities sponsored by multicultural student services and students clubs and associations. The college contributes to the financial support of many such events and programs and publishes the *Western Journal of Black Studies*. College faculty, staff, and students have been recognized with Martin Luther King, Jr. awards and plaques from branch offices of multicultural student services. History Department Professor Susan Armitage chaired the diversity task force during the 2001 university-wide strategic planning effort.

At the graduate level, the College of Liberal Arts has a strong record of recruiting and retaining multicultural students who complete their advanced degrees and go on to professional employment. Tuition waivers, teaching assistantships, and scholarships are used to attract and support minority graduate students. Advanced graduate students are also employed as research assistants, graders, and instructors.

Since 1998 the College of Liberal Arts has supported the graduate school's summer doctoral fellows program, which brings to the campus future faculty of color. Graduate Students Colloquia in American Studies, Comparative American Cultures, English, History, and other departments afford students an opportunity to present their research and receive feedback and suggestions for conference presentation and publishing. They receive mentoring from faculty and staff advisors and department faculty and chairs. Several department chairs in the College of Liberal Arts are members of ethnic minorities. Fully 50 percent of the graduate students in the American studies program and 20 percent of the history department are students of color. The school of communication has 18 percent minority students in the undergraduate program and 25 percent in the graduate program.

The college's general studies program enrolls many athletes and multicultural students. The School of Music and Theater Arts and the Edward R. Murrow School of Communication have dedicated minority scholarships and use their summer camps and



recruiting newsletters to attract minority applicants. Many departments have shared their best practices in recruitment, retention, and curriculum design to enhance diversity in college units. The college has a recruitment and retention committee as well as a scholarship committee. The College of Liberal Arts brochure has been translated into Spanish.

Departments use several resources to identify, recruit, support, and mentor students of color and from underrepresented groups, e.g.,

- Upward Bound
- Western Name Exchange, a consortium of 25 western doctoral granting universities
- McNair Scholars Program, a program designed to increase the number of low-income, first-generation college students and underrepresented minority students in doctoral programs

College development efforts are planned to increase availability of funds in support of diversity programs and students. In 2001 the College of Liberal Arts initiated a new scholarship program designed to encourage students of color to train as secondary school teachers. College faculty and the dean's office are represented on the provost's Native American Advisory Board. As of fall 2002 the college offers an undergraduate certificate in American Indian studies.

The College of Agricultural and Home Economics offers another specific example of college-level diversity efforts. Washington State University, Colorado State University, Florida A&M University, and Southern University A&M College are collaborating on a summer intern program, called the university enrichment program. The program seeks to create an innovative way to help minority youth complete terminal degrees preparing them for meaningful work in research and teaching in agricultural, natural resources, and family and consumer sciences. The program also provides a vehicle for introducing Caucasian students to historically black land-grant institutions ("1890 institutions"). The program includes an exchange program component that takes advantage of strong graduate program offerings at all four universities and increases the interaction among students at the four institutions through shared internship experiences.

The athletic department's commitment to diversity is stated in its mission statement (below). The institution is organized at the athletic department level to further its efforts related to the minority-issues operating principle.

It is the mission of the Athletic Department to create and foster an environment which provides opportunities for all student-athletes to enrich their collegiate experience through participation on athletic teams which are competitive at the conference and national level. In concert with the mission and values of Washington State University, the department is dedicated to providing opportunities, which will enhance the intellectual, physical, social, moral and cultural development of the whole person. The Athletic Department values gender and ethnic diversity and is committed to providing equitable opportunities for all students and staff. The department will pursue its mission while upholding the values, purposes and policies of Washington State University, the Pacific 10 Conference, and the National Collegiate Athletic Association.

*Minority Issues, Item 2: For the three most recent academic years, provide the racial or ethnic composition for full-time senior administrative athletics department staff members; other full- and part-time professional athletics department staff members; full- and part-time head coaches; full- and part-time assistant coaches; faculty-based athletics board or committee members, and other advisory or policy-making group members (if any).*

Full-time senior administrative athletic department staff detailed on Attachment No.1, Part A (see appendix E, table 1), shows two senior staff with a multicultural background in both 1998 and 1999, and one in 2000. This compares to four, three, and five Caucasian senior staff in 1998, 1999, and 2000 respectively. There were senior staff members not reporting an ethnic/racial background in 2000. While the number of multicultural senior staff declined by one in 2000, these numbers show an increase since the 1996 self-study when all senior staff members were Caucasian. There are no part time senior staff members to report.

For the three years under review, the “other professional” group had four, four, and six full-time multicultural staff compared to 33, 33, and 35 Caucasians. There was one non-reported in each year for 1999 and 2000. These latest years show an increase in multicultural “other professional” staff compared to the numbers reported in 1994-95, 1995-96, and 1996-97 when four, three, and two staff were reported, respectively. All of the part-time staff members in this category were Caucasians (three in each year).

WSU had 11 full-time head coaches in 1998, 1999, and 2000. In each year, nine were Caucasian and two (18 percent) reported a multicultural background (one African American, one Hispanic). For the respective years reported in the 1996-97 Study, WSU reported 12, 13, and 13 head coaches, with one, two, and two reporting a multicultural

background. In terms of percentages, WSU now has a higher percentage of head coaches who are multicultural than in the previous period (18 percent now versus 8 percent to 15 percent between 1994 and 1997).

*Minority Issues, 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.*

In other areas of this study, the years 2000, 1999, and 1998 are being reviewed. However, since we have Fall 2001 athlete data, we are able to examine four years of data. In Fall 2001, the student body was 13 percent minority (Pullman — 13.1 percent, all campuses combined — 12.7 percent) compared to 11 percent in 1994. In Fall 2001, 29.9 percent of the student-athletes were minority — up one full percentage point since 2000 when minority athletes constituted 28.9 percent of all athletes on aid.

In 1994, 57 of the 69 (82.6 percent) minority athletes were African American. In 2001, 60 of the 81 (74.1 percent) minority athletes were African American. Since the over-all percent of minority athletes has gone up, this means that a greater proportion of student-athletes on aid are from racial/ethnic backgrounds other than African American. The chart (see appendix E, table 2) shows the increase has occurred in the Asian/PI group — 13 athletes represent 16 percent of minority athletes in Fall 2001 compared to 9 (13 percent of minority athletes) in 1998 and 5 (8 percent of minority athletes) in 1999.

The total number of minority students on aid has increased from 69 (of 274 total) in 1994 to 81 (of 271 total) in 2001. This represents a 4.7 percent increase in the period.

*Minority Issues, Item 4: 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.*

Table 4 in appendix E shows men's and women's sports teams by minority status. These numbers and percentages show how the mix of minority athletes has changed over the past four years (percentage of minority subtotal columns). They also display the percentage of minority athletes relative to all athletes.

Data show that the overall percentage of minority athletes has increased from 26 percent in 1998 to almost 30 percent in 2001, after a dip in 1999. Across the various sports, the

number of minority athletes varies slightly from year-to-year resulting in some team percentages going up and others down. However, the sub-total of minority athletes has increased by 10, from 71 in 1998 to 81 in 2001. During the same period white athletes have decreased from 160 in 1998 to 152 in 2000 and to 148 in 2001. The number of “Others” (non-reported domestic athletes and all international athletes) has remained fairly stable – 39, 38, 40 and 42 for 1998, 1999, 2000, and 2001, respectively.

*Minority Issues, Item 5: Using the program area checklist for minority issues, provided as Attachment No. 3, 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, and (c) explain how the institution’s future plan for minority issues addresses each of the areas.*

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

Several written statements are referred to in this section’s self-study item No. 1. While WSU has incorporated diversity statements into many of its publications, there seems to be room for improvement in the dissemination of these goals and objectives. Interviews with minority head coaches, administrative professionals, and the athletic director revealed that none had been given a copy of the *Intercollegiate Athletic Department Diversity Plan 1996-1997*. New hires that were interviewed reported that they had not received a copy of the diversity plan either.

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

In 1997, the athletic department provided a written update on progress made on items included in the 1996-97 diversity plan. The EEO representative for the department at the time provided the Center for Human Rights an affirmative action report in November 1999. Efforts toward evaluation seem to be conducted by the athletic department’s administrative staff since interviewees reported that they, personally, did not know of any periodic reviews conducted in the athletic department to evaluate progress made toward departmental diversity goals.

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

A prime example of an organized activity designed to enhance minority opportunities is the PROWL (Providing Responsible Options With Live Skills) seminar for freshman. The athletic department had strong participation in the first and second annual university commitment to diversity celebrations. Also, WSU policies and procedures, the administrative organization of the institution (e.g., Center for Human Rights, EEO representatives, etc.) and the athletic department have been addressed in this section's self-study item No. 1.

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

Institutional goals for minorities and minority student-athletes are currently being developed as part of the implementation of the university's 2000-2005 strategic plan. Of significance is the trend that shows that in recent years WSU's overall minority enrollment as well as the enrollment of minority athletes has increased. See responses to this section's self-study items No. 3 and 4 for details, and the charts in appendix E for supporting data.

**5. Comparisons and Populations:** Examination of the student population and comparison of the percentage of minority student-athletes in all sports, by sport, to the institution's minority student population.

Washington State University's overall minority enrollment, as well as the enrollment of minority athletes, has increased. See responses to this section's self-study items No. 3 and 4 for details, and the charts in appendix E for supporting data.

**6. Graduation Rates:** Establishment of desired graduation rates for minority student-athletes and steps taken to facilitate achievement of those rates.

Graduation rates are available on the athletic department's website (<http://wsucougars.fansonly.com/genrel/a-c-ncaa-grad-report.html>). The departmental goal regarding graduation rates for all student-athletes is published on this page:

“Washington State University is pleased to provide you with the results of the official National Collegiate Athletic Association's (NCAA) Graduation Reports. Washington State University's goal is to graduate student-athletes at or above the university's all-student graduation rate. From this year's NCAA Graduation Report, you will see that WSU continues to move closer to achieving this goal. Coaches, faculty, and support staff continue to be dedicated and committed to

assisting students prepare for productive lives and professional careers after graduating from WSU.”

Six-year graduation rates for cohorts of entering freshman that are scholarship athletes compared to the entire cohort reveal that student-athletes have tended to have graduation rates that are similar to their respective all-freshman cohort: 60 percent student-athletes versus 63 percent overall in 1991-92, 48 percent versus 59 percent in 1992-93, 60 percent versus 59 percent in 1993-94, and 62 percent versus 57 percent in 1994-95. In the two most recent of four years, student-athletes had a higher 6-year rate. The athletic department has the same general goal for minority student-athletes.

Because the student numbers within individual ethnic groups are often small, the subcommittee examined freshman cohort data for all minority student-athletes (MS-A) combined and all minority students (MS) combined. This was done by aggregating the race/ethnic data provided on the WSU NCAA graduation rate website (<http://wsucougars.fansonly.com/genrel/a-c-ncaa-grad-report.html>).

When comparing minority student-athletes with all minority students we find that graduation rates are somewhat lower for the minority student-athlete group for cohort years 1993-94 and 1994-95 (47 percent for minority student-athletes in both cohorts versus 51 percent and 48 percent for all minority students, respectively). This 1 percent to 4 percent difference is smaller than the difference seen for the 1990-91 and 1991-92 freshman cohorts. During that period minority student-athletes had an average graduation rate of 45 percent and 44 percent respectively, compared to overall minority student average rates of 57 percent and 50 percent (a difference of 12 percent and 6 percent, respectively). Since 1995-96 freshman cohort data show minority student-athletes rates even with overall minority students, at 47 percent each.

Comparing minority student-athletes to white student-athletes shows that minority student-athletes graduation rates have varied from 18 percent to 20 percent lower than the white student-athlete rates from 1990 to 1994. (The subcommittee for equity, welfare, and sportsmanship chose not to include data from the 1992-93 cohort since the overall rate was inexplicably lower than in all of the other years – e.g., 20 percent.)

*Summary Regarding Graduation Rate To Date:* The athletic department reorganized the academic unit in the summer of 1994 (called academics and compliance in 1994 and academic and career services in 2002). Academic and career services has grown to a staff of eight: associate athletic director for student-athlete development, program

director – retention and graduation, program director – academic and career services, program director – personal development, senior academic counselor, minority student-athlete mentoring coordinator, academic resource center coordinator, and learning services coordinator

A good description of specific services was provided in the 1996-97 self-study. The unit focuses primarily on academic profiles for each student-athlete. Retention programs are directed to serve selected students based on entering academic records, current WSU academic performance, and available testing information.

Graduation rates are reported for six-year cohorts. Therefore the latest NCAA data is for the 1994-95 freshman cohort (also available are 1995-96 results that will be reported to the NCAA during their regular collection cycle). Since the athletic department's enhanced academic support program began in fall 1995 (services and reports provided to student-athletes, coaches, administration, the faculty athletic representative, and others) – that is the first cohort to receive six years of service. When we examine six freshman cohorts (from 1990 to 1995) the data show that the graduation rate for student-athletes in the freshman 1995-96 cohort is slightly higher than the rate reported in four of the previous cohorts (61.7 percent compared to 57.8 percent, 60 percent, 48.1 percent, and 59.7 percent respectively), but slightly lower than the 1994-95 cohort with a 62 percent rate. The differences are so small that they suggest no significant change has occurred.

**7. Participation in Governance and Decision-Making:** Involvement of minority student-athletes in the governance and decision-making processes of the athletics department.

The minority subcommittee asked the athletic director questions directed to the climate for shared governance and decision-making. When asked about including others in a hiring decision, the director said the WSU hiring process did not formally include a process for gathering input from those other than the hiring committee. However, he added that he likes to involve students when hiring a head coach (not other positions) to get their feedback.

The minority student-athletes interviewed reported feeling generally included in the governance process. And while the minority coaches interviewed also reported feeling generally included, most would like to participate more (e.g., in hiring processes). However, coaches allowed that there was little room in their tight schedules for an increased role in departmental governance.

**8. Employment Opportunities:** Establishment of goals for minority employment opportunities in the athletics department and the encouragement of promotion and hiring of minority coaches and administrators.

The athletic director was asked if there was a specific departmental goal for increasing the number of minority staff (administrators, coaches and staff). He said the department did not have a specific goal since departmental hiring goals are defined in the annual EEO report published by the Center for Human Rights. Affirmative action goals are reviewed during each search.

When asked about using current minority staff as a source for referrals and information relevant to filling department vacancies the athletic director stated that while he had not asked current minority employees for suggestions regarding the filling of vacancies he thought it was a good idea to include in the new diversity plan. This seems to fit well with a role the minority coaching staff would like to play (as well as being an identified action item in the 1996-97 diversity plan).

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

The need for a full-time mentoring program seems to be a recurring theme. The importance of mentoring programs was outlined in the 1997 *Report to NCAA Committee on Athletics Certification Regarding Graduation Rates of Black and Transfer Student-athletes*. It came up again in conversations with minority coaches in 2002. It was suggested that a well-rounded mentoring program should address both current and future issues related to student-athletes success. However, previous efforts to implement a mentoring program haven't had much success due to a lack of consistent leadership and other issues. The recent restructuring of student services includes the creation of a position of minority student-athlete mentoring coordinator to develop and implement an effective minority mentoring program.

While many, if not all, issues relating to current student academic success are being addressed by services offered through the Office of Multicultural Student Services, the athletic department offers additional support to the student-athlete – life skills training, student mentoring, career services and academic services (e.g., assessment, counseling, monitoring, study skills, tutoring, study sessions, etc.).



The WSU life-skills program PROWL covers five key areas: academic excellence, athletic excellence, career development, personal development, and community service. PROWL is a mandatory semester-long class that is designed to help new students successfully transition to the role of student-athlete. Topics include media management, substance abuse, sports medicine, athletic training, nutrition, money management, leadership, relationships, and diversity.

A counseling psychologist was hired in 1986 to provide drug and alcohol education and counseling. This position was terminated at the end of the 2000-01 academic year and a more comprehensive student-athlete development program has been instituted. A student-athlete peer mentor program, TEAM CARE, was initiated in 1992 and continues as a community outreach leadership group. The program is the WSU student-athletes' community service organization established to provide all student-athletes with a resource to facilitate maximum involvement with community and campus service opportunities. Student-athletes from each sport are encouraged to join the program early in the fall semester and commit a portion of their time to at least one community service activity each semester.

Other student-athlete services include:

- Periodic discussions with teams regarding topics that might be unique to that team
- Coaches workshops to improve working relationships with student-athletes
- Widely circulated career portfolios for graduating student-athletes
- Enhanced computer labs for student-athlete use
- Community outreach activities (local, campus, and athletic communities)

The athletic department also has a mentoring program within its academic unit. The program recruits current junior- and senior-level student-athletes to assist new student-athletes by meeting weekly with them during their first semester of enrollment. First semester transition issues, time management, goal setting, accessing resources are addressed. Help is offered toward adjusting to Division I-level expectations — in the classroom and in their sport. In fall 2001, the program had approximately 15 peer academic counselors, each serving two to three students.

*Minority Issues, Item 6: Please provide a written, stand-alone institutional plan for addressing minority opportunities for the future in the intercollegiate athletics program. The plan shall include measurable goals the institution intends to achieve, steps the*

*institution will take to achieve those goals, persons responsible, timetables and means for funding implementation of the plan.*

See appendix F for the minorities opportunity plan.

The minority issues subcommittee has three suggestions:

- The athletic department review the merits of developing a mentoring program specifically to help coaches, assistant coaches, administrators, and staff develop the skills necessary to move into higher positions within the WSU athletic department (and beyond). The model would be based on mentoring programs in academic departments at WSU that provide new assistant professors with guidance through the tenure process.
- The athletic department appoint a permanent (not acting) EEO representative.
- That a rigorous process to track the implementation of the plans submitted to the NCAA should be set up. We submit that the WSU athletic council be charged with this oversight role. This charge fits with general oversight functions the athletic council already performs. Formal tracking could accomplish several things:
  - Ensure that plans were implemented in the time-frame suggested
  - Track any plan modifications
  - Streamline the effort required to collect follow-up materials for subsequent reports to the NCAA

## **Operating Principle: Student-Athlete Welfare**

*Student-Athlete Welfare, Item 1: Explain how the institution is organized to further its efforts related to the student-athlete welfare operation principle above and provide evidence that matters concerning student-athlete welfare are monitored, evaluated, and addressed on a continuing basis.*

Washington State University and the athletic department collectively provide a range of services designed to monitor, evaluate, and address student and student-athlete matters. All institutional services are available to every WSU student and student-athletes. These services include academic and career services, student counseling and testing services,

women's resource center, women's transit, health and wellness, multicultural student services, student advising and learning center, the writing center, and the ombudsman office.

Specific to the student-athlete are services provided by the athletic department. These are listed in the student-athlete handbook, which provides a range of information about student-athletes' rights, responsibilities, resources, and services. Included is information on academic and career services, life skills services, medical services, physical development services, nutrition, media relations services, and equipment room services. All resources and services within the athletic department are specifically designed to protect and enhance the physical and educational welfare of student-athletes.

Consistent with athletic department policies and procedures, each of these resources and services is regularly monitored by departmental staff, evaluated by department and executive level staff, and adjusted on a continuing basis to guard and enhance the welfare and fair treatment of student-athletes. This is done through student services meetings, use of the NCAA sports medicine handbook, evaluation of PROWL, exit interviews, and the bimonthly meetings of the Student-Athlete Advisory Committee.

Issues related to student welfare may be addressed at any department, coaches, or all-staff meetings, but are a particular focus of attention at student services meetings, which occur twice monthly and include representatives from academic services, athletic medicine, compliance, equipment, strength and conditioning, student-athlete development, and for the student-athlete advisory council itself, which also meets twice monthly. (Appendix G contains sample agendas from student services meetings .)

While there are a number of indirect avenues for student-athlete feedback (e.g., the athletic director, the senior associate athletic director/senior women's administrator, the faculty athletic representative), the exit interview process is the most formal institutionalized mechanism (see the responses to self-study item #3 later in this section).

Athletic department academic services provides a very specific example of support provided to student-athletes to protect and enhance their welfare. Specifically addressing fair treatment of student-athletes particularly in their role as students, academic services collaborates closely with institutional resources to ensure fair treatment and promote the greatest likelihood for academic success. Academic services provides a proactive, highly structured program that standardizes academic expectations for all sports to ensure clarity

of expectations and equitable treatment for all athletes in their role as students. Academic services initially identifies academic needs, matches these needs to institutional and athletic department support services, and then systematically monitors student-athlete academic performance (e.g., regular meetings with academic counselors), adjusting the match of resources to needs as appropriate.

Additionally, academic services provides and houses the academic resource center (ARC) computer lab, which is staffed by trained learning facilitators who provide academic assistance with learning technology while reinforcing a positive and disciplined learning environment. Finally, student-athletes have ready access to university academic counselors and/or peer counselors who provide academic support and regularly monitor student academic performance.

*Student-Athlete Welfare, Item 2: 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 Number 1-E]; nonacademic components of the life skills program) available to student-athletes. Describe practices/procedures in place to encourage and assure student-athletes access to these programs.*

Institutional educational enhancement programs, which are available to all students, are clearly delineated in the student handbook and calendar (SHC). The SHC is updated annually and provided free of charge to all students and is available to student-athletes in the academic services office as well as other campus outlets. A complete listing of these programs may be found in the SHC, but the most significant are outlined below.

**Career Guidance Counseling:** Career services offers assistance with choosing a major and academic planning, relating major to career options and graduate studies, internship development and planning, and developing job search skills/strategies, resumes, and interviewing skills. Career counseling is available to all student-athletes.

In addition to institutional career services, the athletic department offers numerous programs for athletes throughout their careers. Through two full-time liaisons, the athletic department works with career services to help student-athletes plan for their careers. Career planning is introduced to all new student-athletes (freshmen, transfers) through the PROWL (Providing Responsible Options With Life skills) class. Here, students learn basic career planning and where to locate additional resources both in WSU career services and in athletic department academic services.

Several programs are offered specifically for students at various stages of their academic careers. For freshman, a majors fair allows them to interact with various faculty members and learn more about different areas of study. Juniors attend a career luncheon, in which faculty discuss various career paths. Seniors attend two meetings. They learn about resume building and the job search process. This is presented to them both in an interactive lecture and in a notebook for future reference. Seniors also meet with a career intern from the career services to get personal assistance with their resumes and cover letters. Two representatives of actual corporations also attend the second meeting. These representatives tell students what employers expect and give other career advice. Finally, academic services helps each senior athlete compile a resume; these are combined to produce the professional development portfolio. This portfolio is professionally printed and distributed to numerous potential employers.

**Personal Counseling:** Counseling and testing services (CTS) offers confidential counseling and consultation; support groups; and outreach programs and workshops, as well as learning and career-related testing (appendix H contains copies of CTS brochures). All of these services are introduced to the athletes through the PROWL class, as well as in team meetings and through referrals by coaches. CTS is discussed with every freshman during orientation and is also cited in the student-athlete handbook and student handbook and calendar.

**Health and Safety:** WSU offers many programs in health and safety. Health and Wellness Services, located in Pullman Memorial Hospital (on campus), offers a full range of medical services provided by board-certified physicians and other practitioners. The services include medical treatment for illness and injury, walk-in urgent care, full-service pharmacy, health education (substance abuse, disordered eating, sexuality, general health and fitness), laboratory services (tests, injections, x-rays, MRI), personal fitness training programs and information, and optional medical insurance. Health and Wellness Services is available to all students who wish to speak to a doctor. The basic fee, sans medication and tests, is paid for through the mandatory health fee. This is explained to every incoming freshman during orientation and is in the student handbook. In addition, the athletic department has an extensive athletic training staff available to student-athletes. This staff is comprised of two team physicians, certified athletic trainers, and qualified graduate and undergraduate student athletic trainers (under the direct supervision of certified trainers). Athletes may independently consult with either team physician or

athletic training services and may be referred to this service by their coaches when the need arises.

Additional health and safety services, as well as alcohol and other drug education resources, are provided by various campus organizations including the Sexual Information and Referral Center (SIRC), Cougars Encouraging Alcohol Knowledge (CEAK), and the Health and Wellness Services branch office located in the new student recreation center. The recreation center is a nationally recognized fitness facility completed in 2001 that offers fitness programs, a relaxation (stress management) center, a nutrition clinic, smoking cessation programs, and health assessments to all students. Periodic events/speakers sponsored by these various agencies are widely advertised and open to all students. Both campus and local city police departments also take an active role in providing programming to students.

**Nonacademic Components of Life Skills:** Institutional resources addressing nonacademic components of life skills include:

- Center For Human Rights (human rights education, investigation of discrimination and sexual harassment)
- Childcare Resource and Referral
- Coalition For Women Students (activities, leadership skill development, networking)
- Community Service Learning Center (opportunities for students to connect with a greater Pullman community through service learning and committee service experiences)
- Disability Resource Center (provision of accommodations)
- Gay, Lesbian, Bisexual, and Allies program (educational programs, cultural events, resources, library)
- The Honors College (enriched courses, smaller classes, special opportunities for internship, education abroad, opportunity for graduation with distinction)
- Human Relations Services (confidential conflict resolution services and diversity education services)
- Office of Multicultural Student Services (academic advising, personal/career/financial aid counseling, orientation/retention programs, student mentoring, employment/internship/scholarship information, leadership development, cultural program/events)

- Ombudsman Office (independent, impartial, confidential assistance with problems or grievances not responsive to normal channels)
- Outdoor Recreation Center (activities, equipment rental, club membership),
- Psychology Clinic (mental health agency staffed by doctoral level student therapists in the clinical psychology doctorate program providing therapy services to adults, children, couples, families on a sliding fee scale ranging from \$5 - \$50 per session)
- Student Advising and Learning Center (academic advising and adviser training, peer advising, learning support programs, the freshman seminar-semester long introduction to learning at a college-level)
- Women's Resource Center (programming, services, advising)

Additionally, the athletic department offers the NCAA CHAMPS/Life Skills program specifically to student-athletes, which addresses nonacademic components of career, personal growth, community service, and sport. The program includes the PROWL class for new student-athletes, TEAM CARE (a community service organization), and periodic mandatory programming (e.g., attending a presentation on alcohol abuse prevention).

The PROWL class is a one credit seminar that meets weekly to address non-academic concerns, including media management, relationship development, nutrition, interaction with law enforcement, major choice and career development, budgeting, substance abuse prevention, athletic injury, and sportsmanship.

TEAM CARE provides multiple and diverse opportunities for student-athletes to pursue personal growth through community service. For example, TEAM CARE recently sponsored events for disadvantaged youth, conducted substance abuse prevention programming for the high school student body, and visits to senior care centers (e.g., Christmas caroling). TEAM CARE also retains a component of peer mentoring. TEAM CARE was initially a peer mentoring organization based on the natural helper model. It was open only to a select number of student-athletes, but has evolved into an inclusive community service organization open to all interested student-athletes.

*Student-Athlete Welfare, Item 3: 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. Attach written materials (e.g., forms) used to document student-athlete exit interviews.*

Student-athlete exit interview materials are in appendix I.

The purpose of the exit interview process is to assess how student-athletes feel about their experience at WSU, determine the strengths of the programs, and assess areas of concern. The exit interview consists of two elements that are conducted sequentially. The first is a survey mailed to each departing student-athlete and the second is a confidential face-to-face interview between the athlete and the athletic director, senior associate athletic director, and/or the faculty athletic representative. Approximately half of all departing student-athletes complete an exit survey and interview. The senior associate athletic director conducts almost two-thirds of the interviews.

The athletic director and the senior associate athletic director survey and interview the student-athletes for those sports that report directly to them (see the athletic department organizational chart in the governance section, appendix A, page 34). The faculty athletic representative typically joins either the athletic director or the senior associate athletic director in some of the confidential face-to-face interviews, though does not conduct these alone. The exit interview survey is used as the basis for the face-to-face interview. Methods for gathering exit interview data and producing a final summary report have changed over the years (e.g., telephone interviews are no longer conducted).

Until three years ago results from surveys and interviews were combined into an annual report and provided patterns and trends based on student-athlete feedback. This report was produced either internally or by an outside research agency for production. Both methods of data analysis were time consuming and resulted in more historical rather than timely data. For the past three years, no report has been produced. In the absence of a formal report, the athletic director and senior associate athletic director read every completed survey from athletes in the sports that report to them (the faculty athletic representative reads all reports), and then implement appropriate measures to address the information extracted from the surveys and interviews. Issues identified for change are informally tracked over time by the directors, although they are not specifically documented or measured. Trends related to a specific sport are addressed by the director to whom that sport reports. Trends related to all sports are addressed by the athletic director, with discussion with the faculty athletic representative. Thus, exit interview information is used to identify trends/concerns/successes over time and to guide appropriate adjustments to resources and/or services available to student-athletes.



Currently, exiting student-athletes are identified by academic services and reported to the office of the athletic director, who sends the departing athlete an exit interview survey and invites him/her to schedule a face-to-face exit interview. Both the athletic director and the senior associate athletic director affirm that the exit interview process is an extremely important and valuable information gathering process. Each athletic director attempts to obtain as many documented exit interviews as possible and each consistently meets with any student-athlete seeking a face-to-face exit interview. Non-responsive student-athletes are sent reminders in an attempt to increase the response rate for both documented and face-to-face interviews. Both athletic directors confirm conducting between 20 and 24 face-to-face interviews with departing student-athletes each year.

Please see appendix I for a copy of the exit interview questionnaire for the specific content assessed with this instrument; a page from the student-athlete handbook that contains a description of the exit survey and interview process; and copies of the last documented exit interview summary report (1997).

Several other avenues exist for student-athletes to provide input to the athletic department. These include institutional avenues open to all WSU students (see self-study item No.1 above, and as listed in the student handbook and calendar) and both formal and informal avenues specific to student-athletes.

Less formal avenues of providing feedback include speaking directly with coaches or appropriate athletic department staff. More formal avenues for feedback include making an appointment to speak directly to the athletic director, senior associate athletic director, or the faculty athletic representative. Additionally, student-athletes may take their concerns to the Student-Athlete Advisory Committee (SAAC), which is staffed by student-athlete officers elected by their peers and charged with serving an advocacy role for student-athletes or teams.

Hoping to gain additional information about student-athlete awareness of feedback avenues, as well as other general awareness of and satisfaction with resources and services, subcommittee members conducted an informal poll of student-athletes. The results suggest that student-athletes are generally aware of the various feedback channels, with the possible exception of the faculty athletic representative. The results also showed that in some cases the student-athletes are hesitant to use them, especially if they wish to communicate dissatisfactions. They reported being concerned that they would receive

unsupportive responses, that coaches would recognize who had complained and would retaliate, or that their input would not result in change.

Based on this informal verbal input, subcommittee members constructed a written survey form (see appendix J for questionnaire items) with the goal of obtaining more formal data about student-athlete awareness of, use of, and satisfaction with feedback avenues. The survey was placed in the academic resource center computer lab available for daily use by all student-athletes in the hopes of obtaining a fairly representative sample of student-athletes. Participation was voluntary. There were 28 total respondents, approximately 5 percent of the total student-athlete population, from eight sports (football, soccer, rowing, track, swimming, volleyball, tennis, baseball). There were 18 female and 10 male respondents, including five freshman, eight sophomores, 10 juniors, and five seniors. Only basic trends are discernible given the small sample size and lack of statistical analysis, and the results are displayed in attached tables for convenient reference.

Generally, the survey showed the following:

- Over three-fourths of student-athletes who picked up and completed the questionnaire had copies of both the institutional and athletic department handbooks.
- Eighty-two percent of student-athletes had a copy of the student handbook and calendar.
- Ninety-three percent of student-athletes had a copy of the student-athlete handbook.
- Sixty-one percent of student-athletes were aware of the Student-Athlete Advisory Committee purpose, although only 37 percent could identify its president.
- Eighteen percent of student-athletes were aware of the senior women's administrator role and representation.
- Fourteen percent of student-athletes were aware of the faculty athletic representative role and representation.
- Fifty-four percent of student-athletes were aware of the exit interview process, although only 14 percent had any idea how information from exit interviews is used.
- Freshman and sophomore student-athletes had the least knowledge of feedback avenues.
- Juniors were most aware of feedback avenues.

Thus, while a large majority of surveyed athletes possess copies of the student handbook and calendar and the student-athlete handbook, they are generally unaware of feedback avenues (i.e., roles and who fills them). When asked who they would talk to if they had a concern about fair treatment of a student-athlete, coach was mentioned by 20 of the 28 respondents, athletic director was mentioned by five, Student-Athlete Advisory Committee representative by four, academic counselor and sport psychologist by three.

Regarding resources available to student-athletes, including academic advising, career counseling, personal counseling, alcohol and drug awareness, and athletic training, the survey results showed:

- Most student-athletes learn of academic advising from their coach, followed by PROWL Life Skills class, and then orientation.
- Most student-athletes learn about career counseling from the PROWL Life Skills class or orientation.
- Most student-athletes learn about personal counseling from the PROWL Life Skills class.
- Most student-athletes learn about alcohol and drug awareness from the PROWL Life Skills class.
- Most student-athletes learn about athletic training from their coach, followed by their teammates.
- Most student-athletes are satisfied with these services.
- Most student-athletes are satisfied that their privacy is respected by service providers.

Overall, coaches and the PROWL Life Skills class appear to be the most important sources of information about available resources, with orientation also a valuable source. Neither the student handbook and calendar nor the student-athlete handbook were mentioned as sources of information about available resources. Further, some student-athletes do not possess, or are not aware that they possess, a student handbook and calendar or the student-athlete handbook. Thus, while valuable information about resources is documented in these handbooks, it appears that this format is not widely used as a resource by student-athletes.

*Student-Athlete Welfare, Item 4: Describe and attach a copy of institution's grievance or appeals procedures available to student-athletes.*

The institution's grievance and appeals procedures depend upon the nature of the grievance or appeal (e.g., academic, interpersonal) and are delineated by topical area in the student handbook and calendar. For example, human rights concerns such as discrimination and sexual harassment are addressed by the Center for Human Rights; interpersonal conflicts are addressed by Human Relations Services or the Office of Student Affairs; and grievances unresolved through normal channels are addressed by the ombudsman office. These grievance and appeal procedures are available to all students.

Grievance and appeal procedures specific to student-athletes are generally delineated by topical area of concern. For example, the student-athlete handbook describes the role of the faculty athletic representative as "assisting the student-athlete in achieving the best experience possible, academically and athletically, as an informal ombudsperson, often helping the student in his/her relationship with teachers, coaches, staff, administration, etc. on a confidential basis." The handbook also describes the role of the Student-Athlete Advisory Committee as advocating for the concerns of individuals and/or team concerns "to enhance the communication, to increase cooperation with all persons concerned, to maintain and preserve individual rights." Academic complaint procedures (p. 33), medical payment appeal procedure (p. 67), role of university ombudspersons (p. 91), drug testing appeal procedures (p. 96 and 108), and financial appeals (p. 123) are also addressed in the student-athlete handbook.

The student-athlete handbook also emphasizes the necessity for informed consent regarding NCAA requirements (e.g., drug testing), which are excerpted from the NCAA manual and duplicated in the handbook. The handbook also delineates standards of conduct and NCAA compliance to which student-athletes must adhere, and specifies the penalties for failing to adhere to these standards.

*Student-Athlete Welfare, Item 5: Identify the administrator who is responsible for institutional awareness of health, safety 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.*

The senior associate athletic director is the administrator who holds the overall responsibility for the institutional awareness of health, safety, and sports medicine policies, including revision and distribution of policy and procedure manuals and the student-athlete handbook. Other staff members are responsible for specific areas of health

and safety. The director of athletic training, the certified athletic trainers, and the team physician are responsible for sports medicine. Risk management duties are divided between the safety committee, team physicians (under student health and wellness), and the event management/facility operations department. As policies are added or revised, information is disseminated by e-mail and through various meeting forums (all staff, coaches, Student-Athlete Advisory Committee, student services, etc.)

Emergency medical plans for home and away events are outlined in the athletic department policies and procedures manual. Overall, each department is responsible for updating policies specific to their area and specific duties. Members of the athletic department are notified of minor changes through memos or e-mails. Major changes (those involving financing, legal issues, or medical issues) are reviewed first by athletic department administration and are then sent to the attorney general's office for review. Upon approval, major changes are implemented through appropriate personnel and documented in the policies and procedures manual or e-mails for reference by staff.

*Student-Athlete Welfare, Item 6: Attach a copy of the institution's emergency medical plan for practices and games, including its written emergency plan for the Athletics program and specific coverage for out of season practices, strength training and skills sessions.*

The emergency medical plan materials are in appendix K.

Recently, emergency medical procedures have been updated to reflect procedures by venue, including use of newly acquired portable defibrillators. Additionally, department staff members have also recently been trained or re-certified in CPR and first aid to ensure adequate emergency medical coverage at each athletic event. These procedures are included in attached materials for reference and will be incorporated in the next revision of the policies and procedures manual. (The policies and procedures manual is now online for easy reference by staff.)

*Student-Athlete Welfare, Item 7: Using the program area checklist for student-athlete welfare issues, provided as Attachment No. 4, please: a) Describe how the institution studies these topics as they apply to all student-athletes; b) Provide data demonstrating 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.*

**Evaluation:** Formal evaluations of the athletic department mission and policies and procedures are conducted by the athletic director, administrative staff, and the athletic

council on an annual basis. Issues related to student welfare are addressed at student services group meetings and the student-athlete advisory committee meetings, which occur twice monthly. (See this section's self-study item No. 1 for details.)

**Organization and Structure:** Student-athlete welfare is primary to the mission and organizational structure of the athletic department, just as student welfare in general is central to the institution as a whole. (See this section's self-study item No. 1 for details.)

**Participation in Governance and Decision Making:** The primary vehicle for direct student-athlete involvement in the governance and decision-making process of the athletic department is the student-athlete advisory council. A primary purpose of the council is to communicate the concerns of the student-athletes to athletic department administrators in order to foster a more cooperative and successful athletic department. The Student-Athlete Advisory Committee meets twice a month during fall and spring semesters, and, in addition to its student members, includes participation by the athletic director, the senior associate athletic director, the assistant athletic director, the faculty athletic representative, the compliance coordinator, and other staff as issues dictate.

**Programs and Activities:** A wide range of educational enhancement programs are available to student-athletes, including academic and career services, counseling services, life skills programs, nutrition counseling, substance abuse programs and services, and medical services. (See this section's self-study item No. 2 for details.)

*Student-Athlete Welfare, Item 8: Please attach a copy of the institution's student-athlete handbook (SAH).*

Please see the student-athlete handbook that has been included with this report.

## **Operating Principle: Sportsmanship and Ethical Conduct**

*Sportsmanship and Ethical Conduct, Item 1: Explain how the institution is organized to further its efforts related to the sportsmanship and ethical operating principles and provide evidence that matters concerning sportsmanship and ethical conduct are monitored, evaluated and addressed on a continuing basis.*

The strategic plan of the university addresses ethical considerations, values and character development. The mission statement of the athletic department refers to the social, moral and cultural development of the whole person and includes the goal of conducting all

activities with honesty and integrity in accordance with the principles of good sportsmanship and ethical conduct.

Ethical conduct issues are addressed in a variety of forums — coaches' contracts, the university policy and procedures manual, student-athlete handbook, and student handbook and calendar, periodic information distributed by the university and/or athletic administrators via meetings and e-mails, and the NCAA handbook and Pac-10 Conference manual.

Sportsmanship and ethical conduct are high priorities of the NCAA, the Pac-10, and Washington State University. The constitution of the NCAA includes sixteen principles for the conduct of intercollegiate athletics including principle 2.4 the principle of sportsmanship and ethical conduct. The NCAA manual is explicit and comprehensive in defining the expectations the membership must subscribe to as an obligation of membership. These expectations and policies are set forth in articles 10 and 11 of the operating bylaws. In addition, chapters four and five of the Pac-10 handbook address the conference's expectations regarding sportsmanship. This section was crafted with input from the presidents, athletic directors, senior woman administrator's and faculty representatives from the membership and reflects the commitment as an institution to these values, requisite for membership.

In addition, the rules of the game in each sport address breaches of sportsmanship and ethical conduct and are enforced by game officials, the conference and the NCAA. Washington State takes seriously its obligations regarding sportsmanship and ethical conduct and monitors adherence through the compliance office, internal operations/business office, sports supervisors, Student-Athlete Advisory Committee, coaches and other staff as needed. Breaches of these standards are addressed departmentally as well as through the Pac-10 and the NCAA.

Apparent violations of ethical conduct and sportsmanship may be evaluated and addressed in a number of ways, depending on the circumstances. For example, if a coach violates the conduct standards during a competition, the officials would file a report with the conference office. The conference office would investigate and impose a penalty as warranted. The sport supervisor would receive the report from the conference, discuss the issue with the coaches involved, and determine whether the conference penalty is sufficient or if an additional institutional penalty should be levied. The conference and the NCAA also have investigation and penalty assessment procedures involving student-

athlete conduct. Again, after receiving the appropriate report, the sport supervisor and head coach would determine what further actions should be taken. In some situations, the NCAA or conference penalty is immediate and results in immediate suspension.

All athletic staff are highly encouraged to report suspected violations of NCAA rules or conference rules to the compliance office, faculty athletic representative, athletic director or one of the associate athletic directors and do so on a regular basis. The athletic compliance office investigates the situation and files a report with the conference office including any corrective actions taken by the institution. The conference Compliance and Enforcement Committee review all reports and may impose additional corrective actions.

*Sportsmanship and Ethical Conduct, Item 2: Describe and attach a copy of the institution's written policies and procedures on sportsmanship and ethical conduct, including sanctions that may be levied for inappropriate behavior.*

WSU has not developed separate written policies from those mentioned above as they are comprehensive and have been determined to be sufficient.

*Sportsmanship and Ethical Conduct, Item 3: Describe the institution's educational activities/programs in the area of violence, abuse and harassment [available to] student-athletes.*

All educational activities in the areas of violence, abuse and harassment provided by Washington State University are available to all students including student-athletes. Most of the educational programs available for students are sponsored by WSU Health and Wellness, Counseling Services, PROWL, Personal Development, Office of Multicultural Students Services, and the Women's Center. The Office of Student Affairs coordinates other groups related to this topic, for example, For Men by Men is a group that helps men understand their role in violence against women and how they can assist women when they find themselves in compromising situations.

The student handbook and calendar includes information on the various organizations, clubs, and groups available at Washington State University that deal with these issues. The student-athlete handbook specifically addresses sexual harassment and conduct.

*Sportsmanship and Ethical Conduct, Item 4: Describe educational activities related to sportsmanship and ethical conduct for student-athletes, coaches, support groups (e.g., alumni, cheerleaders) and all others associated with the intercollegiate athletics program.*



## Sportsmanship

*Student-athletes:* At the beginning of every school year, WSU athletic teams meet individually with the compliance office staff. Through this meeting, student-athletes are made aware of WSU, Pac-10, and NCAA policies, including those regarding sportsmanship and ethical conduct. This is done through review of the WSU student-athlete handbook. The athletic director and senior associate athletic director meet with each team early in the fall to communicate expectations, familiarize them with the student-athlete handbook, address timely issues such as hazing, sportsmanship, making good choices, substance abuse, etc., and to address questions from the students.

The coaching staffs of athletic teams also promote sportsmanship and ethical conduct through emphasis of respect, fairness, honesty, and responsibility. According to student-athletes, most coaching staffs highly discourage unsportsmanlike conduct in competition while encouraging support of teammates as well as WSU Athletics (see Student-Athlete Advisory Committee survey in appendix L). Some coaching staffs were described by student-athletes as leading by example for their tight adherence to NCAA rules and regulations. Teams and coaching staffs frequently participate in volunteer community service and outreach activities for WSU and in the surrounding Pullman community.

According to the coaches' survey (see coaches survey in appendix M), coaches are proactive in covering sportsmanship and ethical conduct areas with their players. In football team meetings, the NCAA video is shown that illustrates unsportsmanlike conduct, taunting, and penalties; and discussions occur about on-field and sideline conduct. The following passage from the Washington State football defensive playbook illustrates the emphasis that is put on sportsmanship:

"The Washington State football coaching staff condemns any act by a player to deliberately injure an opponent or teammate during a game or practice. The techniques taught to you by the coaching staff are designed to minimize the risk of injury to you and to your opponent. The following are some specific rules relating to the conduct and safety of the game. It is important for you to know these rules and adhere strictly to them. Unethical conduct and acts of unsportsmanship, whether within the rules or not, will not be tolerated by the coaching staff. Play the game hard, with enthusiasm and with intensity, but play it within the spirit and letter of these rules. Win with character!"

Sportsmanship and ethical conduct are promoted by other staff in the WSU Athletic Department, such as academics and strength and conditioning staff, and are also promoted and encouraged through the use of invited speakers. For example, the Student-Athlete Advisory Committee hosted a pair of speakers in spring 2002 to talk to a representative group of student-athletes and a group of coaches. The speakers had previous careers in sports media and currently travel around the country working with college and professional athletes on how to properly deal with the media.

There are a few courses offered at WSU focusing on ethics and sportsmanship in sports. Various students take these courses, athletes included, though most of the students in these courses are pursuing athletic administration or sport management degrees. Other examples of educational activity in sportsmanship and ethical conduct for student-athletes are the PROWL and NCAA CHAMPS (Challenging Athletes Minds for Personal Success) Life Skills programs. WSU joined with several other Division I-A universities and the NCAA foundation in 1991 to create what evolved into CHAMPS, a program focused on helping student-athletes manage the many demanding dimensions of their lives.

Building upon the CHAMPS program, WSU created PROWL for the development of skills needed to succeed academically and athletically at WSU while also developing the life skills necessary to lead successful lives during college and after graduation. Taught as a health education course, PROWL meets once a week dealing with issues such as how to handle the media, nutrition, team relationships, alcohol and drugs, and sexual assault and rape prevention. Incoming student-athletes at WSU must complete a PROWL Life Skills course within their first two semesters on campus.

**Coaches:** Discussions related to sportsmanship and ethical conduct are usually part of the agenda of the Pac-10 coaches meetings. Coaches are also encouraged to attend clinics. Ethical conduct is explicitly addressed in coaches' contracts. Sportsmanship and ethical conduct are addressed in the document "Expectations of a Head Coach" found in the policy and procedures manual.

Departmental coaches meetings are held on a regular basis (twice a month). At times, discussion of items about ethical conduct and sportsmanship are included. According to the survey of coaches (see appendix M), not much in-service training occurs beyond Pac-10 and NCAA policy information.

**Other Athletics Personnel:** Information is conveyed via various staff meetings and the compliance web site.

**Cheerleaders:** There is a team meeting where the cheer advisor reads the Pac-10 sportsmanship policy.

**Band:** There is only the Pac-10 written policy. There are no specific procedures, although the marketing and promotions director has stated that announcements are made and notices posted.

**Spectators:** Event management staff, including ushers, ticket takers, and security personnel, are trained to manage serious breeches of sportsmanship and inappropriate behavior by spectators. The director of event and facility operations meets with the group supervisors before the season to review expectations, policies, and procedures. He also meets with the group workers before the season to reinforce expectations.

Before each event an event operations manager meets with the working group to review policies and procedures and to alert them to any potential problems that might come up during that particular event. Each worker is given an event staff handbook that includes the philosophy, safety policies, and procedures relating to crowd conduct and instructions on how to manage issues that arise. If a spectator behaves in an unruly manner, they are given a sportsmanship card by an event staff person and warned that they need to comply with the sportsmanship/conduct expectations or they will be expelled from the premises. In incidents of serious misconduct, no warning is given and the spectator is taken to the police booking room in the stadium for football (station for other sports), processed, and ejected from the stadium/arena or in some situations, arrested.

All football season ticket holders are mailed a brochure with their tickets. Two of the pages contain information that includes a code of conduct, ejection policy, and safety policy. The brochure is also available to single game ticket purchasers and at the guest services booth in Martin Stadium.

A recent recommendation of the athletic foundation advisory council is to include correspondence, both internally and externally, regarding sportsmanship and ethical conduct. A proposed name for this initiative would be “Cougar Class” and would be monitored by the athletic director and the associate athletic director for the Cougar

Athletic Foundation. This correspondence would address sportsmanship, ethical conduct, fan behavior, and so on.

### **Ethical Conduct**

**Student-Athletes:** Information is included in the PROWL course. Specific sessions include alcohol abuse, academic fraud, and sexual harassment. Academic counselors work diligently with the student-athletes when problems arise.

In the initial compliance meeting held at the beginning of each season, specific NCAA and Pac-10 rules and regulations are presented. Information is contained in the WSU student-athlete handbook. Additional meetings are offered on occasion to select students (e.g., a team, Student-Athlete Advisory Committee representatives).

**Coaches:** Coaches meetings, both at the WSU department level and at the Pac-10 level often include discussions of ethical conduct (e.g., game behavior, recruiting violations), and compliance meetings continually present and emphasize the issues.

**Athletic Foundation Members & Football Season Ticket Holders:** *Butch's Beat*, the official publication of Washington State University Athletics, is published eight times a year. Each issue includes a section called the "Compliance Corner" that addresses issues relating to proper conduct of boosters and possible violations.

Washington State University has an area on its web called "CougZone" ([www.cougzone.com](http://www.cougzone.com)). This site includes information about recruiting regulations and regulations regarding what is allowed and is not allowed with respect to student-athletes, fans, alumni, and boosters.

*Sportsmanship and Ethical Conduct, Item 5: Describe mechanisms the institution has in place to review and monitor the effectiveness of its sportsmanship and ethical conduct policies and procedures. Also, provide a brief description of incidents that have been reviewed through these mechanisms in the last three years.*

With respect to the mechanisms, the various policy manuals identified in this section's self-study item No. 2 are under constant revision. The most current versions of the following manuals are found online at the URLs noted below. The WSU student handbook is revised, printed, and distributed annually by the Office of Student Affairs. The WSU student-athlete handbook is revised, printed, and distributed annually by the

WSU Department of Intercollegiate Athletics. While all manuals address ethical conduct issues, the WSU student-athlete handbook and the WSU Cougar athletics policy and procedures manual are the only publications that specifically address sportsmanship issues. Here are the names and web addresses of the most current manuals and publications:

- Ethics in Public Service, State of Washington, Office of the Attorney General, Washington State University Division:  
[http://www.wsu.edu/Faculty\\_Senate/Ethics%20in%20Public%20Service.htm](http://www.wsu.edu/Faculty_Senate/Ethics%20in%20Public%20Service.htm)
- Executive Ethics Board: <http://www.wa.gov/ethics/>
- Faculty Manual: [http://www.wsu.edu/Faculty\\_Senate/contents.htm](http://www.wsu.edu/Faculty_Senate/contents.htm)
- Classified Staff Handbook:  
<http://www.hrs.wsu.edu/general/cshandbook/staffhandbook.htm>
- Administrative Professional Handbook:  
<http://www.hrs.wsu.edu/general/aphandbook.pdf>
- Business Policies and Procedures Manual:  
<http://www.wsu.edu/~forms/manuals.html>
- Discrimination and Sexual Harassment Policy:  
[http://www.chr.wsu.edu/discrim/discrim\\_policy.asp?a=10&b=3&c=1](http://www.chr.wsu.edu/discrim/discrim_policy.asp?a=10&b=3&c=1)
- Ombudsman's Office: <http://www.wsu.edu/~ombuds/>
- WSU Cougar Athletics Policies and Procedures Manual:  
<http://wsucougars.ocsn.com/school-bio/wast-compliance.html>
- NCAA Sportsmanship & Ethical Conduct: <http://www.ncaa.org/sportsmanship>

Outside the NCAA/Pac-10 compliance structure, WSU has had one incident. Last year a head coach was ejected from a game and suspended for the next game per requirements of the NCAA game rules. The sport supervisor reviewed the official's report of the incident, discussed it with the coach and separately with an assistant coach. It was determined that in addition to the one game suspension, the coach would address the incident with the team, apologizing for his inappropriate behavior and using it as an educational opportunity for the team as well as himself and the staff. He took full responsibility for his actions and did an exemplary job of addressing the issue.

*Sportsmanship and Ethical Conduct, Item 6: Describe specific incidents over the last three years that shed light on the institution's commitment to the values of sportsmanship and ethical conduct (e.g., citations or sanctions from the conference office, sanctions or*

*reprimands from the NCAA for conduct during its championships, awards received by the institution or its athletes for exemplary behavior in this area).*

### **Sportsmanship**

WSU's rules violations have been self-reported and secondary in nature. Other than the one incident referred to in this section's self-study item No. 5, there have been no citations or sanctions from the Pac-10 or NCAA. This demonstrates that we have had success in creating a climate where sportsmanship and ethical conduct are valued and expected

With respect to awards, Intercollegiate Athletics gives the *Beulah M. Blankenship Outstanding Student-Athlete Award*. In addition, there is the *NCAA Sportsmanship Award* for which WSU student-athletes and other athletics personnel can be nominated.

### **Evaluation and Plan for Improvement**

*Given the responses to the self-study items on the previous pages, complete the responses below to: (1) indicate (with a yes or no) whether each part of the operating principle exists in the athletics program, and (2) evaluate whether the activities of the athletics program are in substantial conformity with the entire operating principle as a whole.*

*[Note: In completing this assessment, make sure that all relevant information from the other three certification areas is considered, given that some overlap does exist.]*

*For Operating Principles 4.3 (Student-Athlete Welfare) and 4.4 (Sportsmanship and Ethical Conduct): Where the institution concludes in its evaluation that it does not conform to the operating principle as a whole or to any particular element(s) of the operating principle [as indicated by a “Currently No” response to the element(s)] or that problems or deficiencies exist in this area, outline the institution’s specific plan for improvement, which include/meet the following required elements: (a) in writing, (b) developed through broad-based campus participation, (c) issues/problems identified in the self-study, (d) measurable goals the institution intends to attain to address the issues/problems, (e) step(s) to achieve the goals, (f) the specific timetable for completing the work, (g) individuals/offices responsible for carrying out the actions, (h) institutional approval, and (i) means for funding.*

Gender Issues			
	Currently Yes	Found on Page(s)	Currently No
Has the institution:			
a. Implemented its approved gender equity plan from the previous self-study?	✓	215-216, 225-241	
b. Provided an explanation from appropriate institutional authorities if its gender equity plan was modified or not fully carried out?	✓	215-216, 225-241	
c. Demonstrated that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel?	✓	225-241, and appendix C	
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?	✓	Appendix C	
e. Developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve these goals, persons responsible and timetables?	✓	Appendix C	

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 4.1 (Gender Issues)? **Yes**



Minority Issues			
	Currently Yes	Found on Page(s)	Currently No
Has the institution:			
a. Implemented its approved minority-opportunities plan from the previous self-study?	✓	215, 217-223	
b. Provided an explanation from appropriate institutional authorities if its minority-opportunities plan was modified or not fully carried out?	✓	215, 217-223	
c. Demonstrated that it is committed to, and has progressed toward, fair and equitable treatment of all minority student-athletes and athletics department personnel?	✓	215, 217-223, 242-256, appendix F	
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 expands opportunities and support for minority student-athletes and athletics personnel?	✓	Appendix F	
e. Developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve these goals, persons responsible and timetables?	✓	Appendix F	

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 4.2 (Minority Issues)? **Yes**

<b>Student-Athlete Welfare</b>				
	<b>Currently Yes</b>	<b>Found on Page(s)</b>	<b>Currently No</b>	<b>If Currently No or If Deficiencies Exist, Indicate Plan for Improvement Number</b>
Does the institution:				
a. Demonstrate a commitment to the fair treatment of student-athletes, particularly in their academic role as students?	✓	256-268		
b. Provide evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis?	✓	256-268		Deficiencies (see plans for improvement below)
c. Have established grievance or appeal procedures available to student-athletes in appropriate areas?	✓	265-266		Deficiencies (see plans for improvement below)
d. Provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes?	✓	266-267		

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 4.3 (Student-Athlete Welfare)? **Yes**

**Plans For Improvement for Student-Athlete Welfare**

*Response to Item B above:* Currently, student-athletes appear uninformed about resources and services contained in the student handbook and calendar and the student-athlete handbook. It is suggested that these instruments be addressed in multiple forums over the career of the student-athlete to increase awareness and usage. For example, introduce these documents in orientation, make them tested texts in the PROWL Life Skills class, and consider having Student-Athlete Advisory Committee discuss a section periodically for dissemination by SAAC representatives to respective teams.

Currently, student-athlete feedback is collected through an entirely subjective process and includes only feedback obtained from departing student-athletes. It is suggested that the process be made objective so trends can be clearly identified and solutions implemented

and measurably tracked over time. It would also help to have a convenient one-page questionnaire to allow for student-athlete feedback collected regularly over the athlete's entire career. This would allow the athletic department to collect more current and relevant data, and quickly identify trends and concerns for implementing timely solutions. The department is also encouraged to regularly measure the effectiveness of the implemented solutions and more regularly communicating the results to impacted student-athletes.

Other improvements could include increasing the role of student-athlete advocates not specifically associated with the athletic department to ensure a balanced, objective perspective. For example, the faculty athletic representative could conduct and analyze the regular surveys to include his perspective and allow him greater visibility among student-athletes, who apparently are largely unaware of who he is or his role in their service. And, if implemented, changes suggested here should be clearly communicated to student-athletes. Finally, the athletic department should consider linking survey results to staff performance to ensure that the results are taken seriously and effective solutions implemented.

*Response to Item C above:* It appears that a number of student-athletes are unaware of grievance procedures and the means by which they can address concerns. It is suggested that grievance procedures be included as a specific section of the student-athlete handbook to clarify how student-athletes may constructively address a range of grievances, and that these procedures be clearly communicated to student-athletes.

Sportsmanship and Ethical Conduct				
	Currently Yes	Found on Page(s)	Currently No	If Currently No or If Deficiencies Exist, Indicate Plan for Improvement Number
Does the institution:				
a. Demonstrate that in the area of intercollegiate athletics, it is committed to these fundamental values of sportsmanship and ethical conduct?	✓	268-276		
b. Have an established set of written policies and procedures for this area?	✓	268-276		Band and spirit team lack written procedures. Spectators have no policies or procedures with the exception of those ordering tickets for football.
c. Demonstrate that educational activities related to sportsmanship and ethical conduct exist for individuals and groups associated with the intercollegiate athletics experience?	✓	271-274		There are no such activities for band, cheer, and spectators.
d. Provide evidence that the effectiveness of activities in this area are monitored, evaluated and addressed on a continuing basis?	✓	274-275, 282-283		

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 4.4 (Sportsmanship and Ethical Conduct)? **Yes** (if the following recommendations are included in the plan.)

**Plans For Improvement for Sportsmanship and Ethical Conduct**

Below are suggestions to make current practice more explicit in various publications:

- To reach spectators, in addition to the public address announcements, the code of conduct for spectators should be printed in all event programs, and be included in both the student and student-athlete handbooks.

- Using available outlets (media, publications), contact alumni and members of the athletic foundation on a regular basis on items relating to sportsmanship and ethical conduct.
- Written policies and procedures are needed for the spirit team and band that specifically address sportsmanship and ethical conduct. Current statements are minimal or vague.
- The conduct statement found on the blue card used by event management personnel needs to be reviewed for accuracy.
- The organizational chart for WSU Athletics needs to be printed in the PROWL course materials or in the WSU student-athlete handbook.
- Develop a code of ethics for coaches.

*PROWL Program:* An advisory committee needs to be expanded for PROWL to include a representative from the Office of Student Affairs. This committee would monitor consistency of content for this course and make sure that attention is given to sportsmanship issues as well as to those of ethical conduct. Ethical conduct of student-athletes attending other sports events needs to be addressed in this course. This would include respect for athletics staff personnel, including event management personnel (e.g., no bullying, no sharing of sports passes, etc.).

Although PROWL adheres to the ethical standards of Washington State University, the WSU athletic department, the NCAA, and the NCAA national CHAMPS/Life Skills program, there is little sportsmanship material identified in the PROWL course outline. It is recommended that more sportsmanship material be included.



Appendix A – Academic Services Weekly Contact Report

ACADEMIC SERVICES - WEEKLY CONTACT REPORT																																																																																																																																											
<b>Doe, Jane</b>		<b>ID #: 12345678</b>		<b>SPORT: MFB</b>																																																																																																																																							
<b>COUNSELOR: Mary</b>	<b>COACH: Smith</b>	<b>GROUP: High-R</b>		<b>APPT TIME: TH @ 9 AM</b>																																																																																																																																							
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## Appendix B – Equity in Athletics Disclosure Act Report, 2002

**Reporting of Institutional Data for the  
NCAA Gender Equity Survey  
NCAA Analysis of Revenues and Expenses  
Equity in Athletics Disclosure Act (EADA)**

**CO-EDUCATIONAL INSTITUTIONS ONLY**

The nine worksheets included at the beginning of this document are for institutional use in collecting data on a sport-by-sport basis, compiling it in aggregate form, and transferring it to the tables provided to meet the reporting requirements of the EADA and ARE pursuant to the Higher Education Act.

The sport-by-sport data included in the nine WORKSHEETS are NOT required to be disclosed to the public in sport-by-sport format. The sport-by-sport data are totaled and transferred to the appropriate TABLE in aggregate form for reporting to the public. The data in the nine WORKSHEETS should be forwarded to the NCAA Research Office, however, as part of the NCAA Gender Equity Survey and the NCAA Analysis of Revenues and Expenses of Intercollegiate Athletics Survey

**All data collected as part of the NCAA Gender Equity Survey and the NCAA Analysis of Revenues and Expenses of Intercollegiate Athletics Survey will be reported in aggregate form only.**

**Individual institutions will not be identified.**

**Return by Mail**

**Postmarked by October 15, 2002**

**BE SURE TO KEEP A COPY**

**Send the completed (hard copy) survey (Worksheets 1-8 and Tables 1-10) to:**

**NCAA Research Staff  
Equity in Athletics Disclosure Act  
P.O. Box 6222  
Indianapolis IN 46206-6222  
and**

**Data from the completed survey (Tables 1-10 only) must be submitted electronically to the United States Department of Education via a web-based form available on the Department of Education web site. The URL for the web-based form is " <http://surveys.ope.ed.gov/athletics>".**

**DO NOT FAX**

**Telephone: (317) 917-6222**



**Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)**

**HIGHER EDUCATION ACT REPORTING**

**Reporting of Institutional Information Concerning Intercollegiate Athletics Programs**

All coeducational institutions of higher education that participate in any Federal student financial aid program (Federal Pell, Federal SEOG, and Federal SSIG Grants; Federal Work Study; and Federal Family Education, Federal Perkins, and William D. Ford Federal Direct Loans) and have intercollegiate athletics programs must provide information concerning their intercollegiate athletics programs under the Equity in Athletics Disclosure Act of 1994, Section 485g of the Higher Education Act of 1965, 20 U. S. C. 1092.

**This act and accompanying Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 each year.**

An institution may use this or any format to disclose this information.

Name of Reporting Institution: Washington State University

Information for the Reporting Year: Beginning: July 1, 2001 Ending: June 30, 2002

Number of Undergraduates (i.e.; full-time, baccalaureate, degree-seeking students) by Gender:  
(Use fall semester enrollment figures)

	<u>Number</u>	<u>Percent</u>
Male undergraduates:	<u>7,283</u>	<u>50.0%</u>
Female undergraduates:	<u>7,277</u>	<u>50.0%</u>
Total undergraduates:	<u>14,560</u>	<u>100.0%</u>

**Institutional Contact:**

Primary Contact Person: Anne McCoy

Signature: \_\_\_\_\_

Title: Associate Director of Athletics

Telephone Number: 509-335-7149

FAX number: 509-335-4501

e-mail address: [amccoy@wsu.edu](mailto:amccoy@wsu.edu)

Date completed: October 11, 2002

**Current Classification:**

NCAA Division	<b>I-A</b> <u>X</u>	II (with football) _____
	<b>I-AA</b> _____	II (without football) _____
	<b>I-AAA</b> _____	III (with football) _____
		III (without football) _____

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

**WORKSHEET 1: Athletically Related Student Aid**  
 (The institution is NOT required to make this worksheet available to the public.)

Sport	Scholarships					
	Male Athletes			Female Athletes		
	Equivalencies Awarded in 2001-2002 1	Number of Students Receiving Athletic Aid 2	Total Dollar Amount 3	Equivalencies Awarded in 2001-2002 4	Number of Students Receiving Athletic Aid 5	Total Dollar Amount 6
Baseball	12.06	30	176,220			
Basketball	13.00	13	238,245	13.55	15	257,342
Fencing						
Field Hockey						
Football	86.80	93	1,541,457			
Golf	4.25	8	63,750	6.73	9	115,016
Gymnastics						
Ice Hockey						
Lacrosse						
Rifle						
Rowing				16.65	34	241,835
Skiing						
Soccer				12.71	29	181,282
Softball						
Squash						
Swimming and Diving				15.00	16	214,087
Synchronized Swimming						
Team Handball						
Tennis				9.00	9	149,454
Track and Field, X-Country	11.91	24	207,580	16.39	28	269,939
Volleyball				12.64	13	232,755
Water Polo						
Wrestling						
Others						
(1) Totals	128.02	168	\$2,227,250	102.67	153	\$1,661,709

Transfer Dollar Amounts by Sport and Totals for All Sports (Columns 3 and 6) to Worksheets 6A and 7A (Column 1)  
 Transfer Total Dollar Amounts (Line 1 — Columns 3 and 6) to TABLE 6

Worksheet 1

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

**WORKSHEET 2: Coaches Salaries — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Sport	Head Coaches			Assistant Coaches			Men's Total Salaries 7
	Number of Positions 1	FTE 2	Salary 3	Number of Positions 4	FTE 5	Salary 6	
Baseball	1	1.00	83,389	2	2.00	98,217	\$181,606
Basketball	1	1.00	232,679	3	3.00	152,000	\$384,679
Fencing							
Field Hockey							
Football	1	1.00	459,468	11	10.00	790,480	\$1,249,948
Golf	1	0.50	27,345	1	0.50	11,816	\$39,160
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing							
Skiing							
Soccer							
Softball							
Squash							
Swimming and Diving							
Synchronized Swimming							
Team Handball							
Tennis							
Track and Field, X-Country	1	0.50	40,388	5	2.50	99,748	\$140,135
Volleyball							
Water Polo							
Wrestling							
Others							
(1) Total of Salaries			\$843,268			\$1,152,261	\$1,995,529
(2) Total of FTE's		4.00			18.00		22.00
(3) Number of Positions	5			22			27

Transfer Totals of Head and Assistant Coaches Salaries by Sport (Column 7) to Worksheet 7A (Column 3)  
 For Head Coaches, Transfer Total of FTE's (Line 2 — Column 2), and total number of positions (Line 3, Column 1) and calculate dollars per FTE and dollars per number of positions and transfer to Table 8.  
 For Assistant Coaches, Transfer Total of FTE's (Line 2 — Column 5) and total number of positions (Line 3, Column 4) and calculate dollars per FTE and dollars per number of positions and transfer to Table 9.

Worksheet 2

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

**WORKSHEET 3: Coaches Salaries — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Sport	Head Coaches			Assistant Coaches			Women's Total Salaries
	Number of Positions 1	FTE 2	Salary 3	Number of Positions 4	FTE 5	Salary 6	
Baseball							
Basketball	1	1.00	174,823	3	3.00	166,427	\$341,249
Fencing							
Field Hockey							
Football							
Golf	1	0.50	27,345	1	0.50	11,816	\$39,160
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing	1	1.00	52,025	2	2.00	61,590	\$113,615
Skiing							
Soccer	1	1.00	68,000	2	2.00	76,250	\$144,250
Softball							
Squash							
Swimming and Diving	1	1.00	47,000	1	1.00	27,625	\$74,625
Synchronized Swimming							
Team Handball							
Tennis	1	1.00	56,735	1	1.00	28,728	\$85,463
Track and Field, X-Country	1	0.50	40,388	5	2.50	99,748	\$140,135
Volleyball	1	1.00	135,625	2	2.00	103,050	\$238,675
Water Polo							
Wrestling							
Others							
(1) Total of Salaries			\$601,939			\$575,233	\$1,177,173
(2) Total of FTE's		7.00			14.00		21.00
(3) Number of Positions	8			17			25

Transfer Totals of Head and Assistant Coaches Salaries by Sport (Column 7) to Worksheet 8A (Column 3)

For Head Coaches, Transfer Total of FTE's (Line 2 — Column 2) and total number of positions (Line 3, Column 1) and calculate dollars per FTE and dollars per number of positions and transfer to table 8.

For Assistant Coaches, Transfer Total of FTE's (Line 2 — Column 1) and total number of positions (Line 3, Column 4) and calculate dollars per FTE and dollars per number of positions and transfer to table 9.

Worksheet 3

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

**WORKSHEET 4 - Part A: Revenues by Source — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part A		Ticket Sales		Student Activity Fees	Guarantees and Options	Cash Contributions from Alumni and Others	Direct State or Other Government Support	Institutional Support
Revenues by Source	Ticket Sales to the Public and University Faculty/Staff	Ticket Sales to Students						
Men's Teams Only	1	2	3	4	5	6	7	
(1) Baseball	16,060					38,185		
(1) Basketball	153,738				539,832	14,335		
Fencing								
Field Hockey								
(2) Football	2,509,530	577,467		1,286,692		137,006		
Golf						27,015		
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing								
Skiing								
Soccer								
Softball								
Squash								
Swimming and Diving								
Synchronized Swimming								
Team Handball								
Tennis								
Track and Field, X-Country	5,588					35,704		
Volleyball								
Water Polo								
Wrestling								
Others								
(3) Subtotal All Men's Teams	\$2,684,916	\$577,467		\$1,826,524		\$252,244		
(4)								
(5) Revenue Not Related to Specific Men's Teams								
(6) Total Revenue—Men	\$2,684,916	\$577,467		\$1,826,524		\$252,244		

Worksheet 4-A

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

**WORKSHEET 4 - Part B: Revenues by Source — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part B							
Revenues by Source	Bowl Games	Tournaments	NCAA/ Conference Distributions	Concessions	Radio and Television	Program Sales and Advertising	Signage Sponsorships Royalties
Men's Teams Only	8	9	10	11	12	13	14
Baseball							
(1) Basketball			634,630		499,500		
Fencing							
Field Hockey							
(2) Football	1,172,905		1,431,386		2,595,140		
Golf							
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing							
Skiing							
Soccer							
Softball							
Squash							
Swimming and Diving							
Synchronized Swimming							
Team Handball							
Tennis							
Track and Field, X-Country							
Volleyball							
Water Polo							
Wrestling							
Others							
(3) Subtotal All Men's Teams	\$1,172,905		\$2,066,016		\$3,094,640		
(4)							
(5) Revenue Not Related to Specific Men's Teams							
(6) Total Revenue—Men	\$1,172,905		\$2,066,016		\$3,094,640		

Worksheet 4-B

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

**WORKSHEET 4 - Part C: Revenues by Source — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part C

Revenues by Source	Sports Camp Revenues	All Other	Total Revenues
Men's Teams Only	15	16	17
Baseball	18,868		\$73,113
(1) Basketball	15,725		\$1,857,759
Fencing			
Field Hockey			
(2) Football	224,074		\$9,934,200
Golf			\$27,015
Gymnastics			
Ice Hockey			
Lacrosse			
Rifle			
Rowing			
Skiing			
Soccer			
Softball			
Squash			
Swimming and Diving			
Synchronized Swimming			
Team Handball			
Tennis			
Track and Field, X-Country	17,877		\$59,168
Volleyball			
Water Polo			
Wrestling			
Others			
(3) Subtotal All Men's Teams	\$276,544		\$11,951,255
(4) Men's Teams Other than Football and Basketball (Subtract Lines 1 and 2 from			\$159,295
(5) Revenue Not Related to Specific Men's Teams			
(6) Total Revenue—Men	\$276,544		\$11,951,255

Transfer Subtotal of Revenue Related to Specific Men's Teams (Line 3 — Column 17) to Table 7  
 Transfer Total Revenue for Football, Basketball, All Other Men's Teams, Revenue Not Related to Specific Men's Teams, and Total Revenue—Men (Lines 1, 2, 4, 5, and 6 — Column 17) to Table 10 (Lines 1, 2, 3, 4, and 5)

Worksheet 4-C

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

**WORKSHEET 5 - Part A: Revenues by Source — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part A		Ticket Sales		Student Activity Fees	Guarantees and Options	Cash Contributions from Alumni and Others	Direct State or Other Government Support	Institutional Support
Revenues by Source	Ticket Sales to the Public and University Faculty/ Staff	Ticket Sales to Students						
Women's Teams Only	1	2	3	4	5	6	7	
Baseball								
(1) Basketball	5,146				7,541			125,118
Fencing								
Field Hockey								
(2) Football								
Golf					215			58,830
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing					15,984			125,267
Skiing								
Soccer					27,721			88,948
Softball								
Squash								
Swimming and Diving					12,494			116,403
Synchronized Swimming								
Team Handball								
Tennis					17,984			84,435
Track and Field, X-Country	5,588				26,982			141,594
Volleyball	26,319				72,201			127,736
Water Polo								
Wrestling								
Others								
(3) Subtotal All Women's Teams	\$37,053				\$181,120			\$868,331
(4)								
(5) Revenue Not Related to Specific Women's Teams								
(6) Total Revenue—Women	\$37,053				\$181,120			\$868,331

Worksheet 5-A



Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

**WORKSHEET 5 - Part B: Revenues by Source — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part B

Revenues by Source	Bowl Games	Tournaments	NCAA/ Conference Distributions	Concessions	Radio and Television	Program Sales and Advertising	Signage Sponsorships Royalties
Women's Teams Only	8	9	10	11	9	10	11
Baseball							
(1) Basketball							
Fencing							
Field Hockey							
(2) Football							
Golf							
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing							
Skiing							
Soccer							
Softball							
Squash							
Swimming and Diving							
Synchronized Swimming							
Team Handball							
Tennis							
Track and Field, X-Country							
Volleyball							
Water Polo							
Wrestling							
Others							
(3) Subtotal All Women's Teams							
(4)							
(5) Revenue Not Related to Specific Women's Teams							
(6) Total Revenue—Women							

Worksheet 5-B

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

**WORKSHEET 5 - Part C: Revenues by Source — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part C

Revenues by Source	Sports Camp Revenues	All Other	Total Revenues
Women's Teams Only	15	16	17
Baseball			
(1) Basketball	44,796		\$182,600
Fencing			
Field Hockey			
(2) Football			
Golf			\$59,045
Gymnastics			
Ice Hockey			
Lacrosse			
Rifle			
Rowing			\$141,251
Skiing			
Soccer	87,564		\$204,232
Softball			
Squash			
Swimming and Diving	6,523		\$135,420
Synchronized Swimming			
Team Handball			
Tennis	3,723		\$106,142
Track and Field, X-Country	17,877		\$192,040
Volleyball	135,452		\$361,708
Water Polo			
Wrestling			
Others			
(3) Subtotal All Women's Teams	\$295,934		\$1,382,438
(4) Women's Teams Other than Basketball (Subtract Line 1 from Line 3)			\$1,199,837
(5) Revenue Not Related to Specific Women's Teams			
(6) Total Revenue—Women	\$295,934		\$1,382,438

Transfer Subtotal of Revenue Related to Specific Women's Teams (Line 3 — Column 17) to Table 7  
 Transfer Total Revenue for Basketball, All Other Women's Teams, Revenue Not Related to Specific Women's Teams,  
 and Total Revenue - Women (Lines 1,4,5 and 6 -- Column 17) to Table 10 (Lines 6,7,8, and 9)

Worksheet 5-C

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

**WORKSHEET 6 - Part A: Expenses by Object of Expenditure — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part A								
Expenses by Object of Expenditure	Athletic Student Aid	Guarantees and Options Paid	Salaries	Salary Benefits	Recruiting	Team Travel (Include lodging and meals)	Equipment Uniforms Supplies	Officials
Men's Teams Only	1	2	3	4	5	6	7	8
(1) Baseball	176,220		181,606	47,116	35,949	151,992	57,336	13,487
(1) Basketball	238,245	239,708	384,679	79,805	71,174	100,011	132,084	63,006
Fencing								
Field Hockey								
(2) Football	1,541,457	829,632	1,249,948	232,768	187,036	473,790	595,785	64,090
Golf	63,750		39,160	\$ 12,529	6,586	31,931	28,577	
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing								
Skating								
Soccer								
Softball								
Squash								
Swimming and Diving								
Synchronized Swimming								
Team Handball								
Tennis								
Track and Field, X-Country	207,580		140,135	36,737	15,739	116,271	48,580	
Volleyball								
Water Polo								
Wrestling								
Others								
(3) Subtotal All Men's Teams	\$2,227,250	\$1,069,340	\$1,995,529	\$408,955	\$316,484	\$873,995	\$862,362	\$140,583
(4)								
(5) Expenses Not Related to Specific Men's Teams								
(6) Total Expense—Men	\$2,227,250	\$1,069,340	\$1,995,529	\$408,955	\$316,484	\$873,995	\$862,362	\$140,583

Add columns 6, 7, and 8 and transfer the totals to Table 4, Column 1; the EADA defines this total as Operating Expense (also known as Game-Day Expense). Transfer Subtotal of Recruiting Expenses Related to Specific Men's Teams (Line 3 — Column 5) to Table 5

Worksheet 6-A

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

**WORKSHEET 6 - Part B: Expenses by Object of Expenditure — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part B

Expenses by Object of Expenditure	Fund Raising	Contract Services	Sports Camp Expenses	Other	Total Expenses	Debt Service	Capital Expense
Men's Teams Only	9	10	11	12	13	14	15
Baseball		4,910	18,519	10,911	\$698,046		
(1) Basketball		54,438	7,699	130,461	\$1,501,311		
Fencing							
Field Hockey							
(2) Football		164,381	126,590	1,632,783	\$7,098,260		
Golf				4,238	\$186,770		
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing							
Skiing							
Soccer							
Softball							
Squash							
Swimming and Diving							
Synchronized Swimming							
Team Handball							
Tennis							
Track and Field, X-Country		105	11,677	9,396	\$586,220		
Volleyball							
Water Polo							
Wrestling							
Others							
(3) Subtotal All Men's Teams		\$223,835	\$164,485	\$1,787,789	\$10,070,607		
(4) Men's Teams Other than Football and Basketball (Subtract Lines 1 and 2 from					\$1,471,036		
(5) Expenses Not Related to Specific Men's Teams							
(6) Total Expense—Men		\$223,835	\$164,485	\$1,787,789	\$10,070,607		

Transfer Total Expense for Basketball, Football, All Other Men's Teams, Expense Not Related to Specific Men's Teams, and Total Expense—Men (Lines 1, 2, 4, 5, and 6 — Column 13) to Table 10 (Lines 1, 2, 3, 4, and 5)

Worksheet 6-B

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

**WORKSHEET 7 - Part A: Expenses by Object of Expenditure — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part A								
Expenses by Object of Expenditure	Athletically Related Student Aid	Guarantees and Options Paid	Salaries	Salary Benefits	Recruiting	Team Travel (Include lodging and meals)	Equipment Uniforms Supplies	Officials
Women's Teams Only	1	2	3	4	5	6	7	8
<b>Baseball</b>								
(1) Basketball	257,342	11,342	341,249	84,250	45,820	109,142	65,325	54,659
Fencing								
Field Hockey								
<b>Football</b>								
(2) Golf	115,016		39,160	\$ 12,529	6,586	31,931	28,577	
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing	241,835		113,615	35,953	13,339	133,657	112,666	
Skiing								
Soccer	181,282		144,250	38,375	26,621	83,582	27,835	4,950
Softball								
Squash								
Swimming and Diving	214,087		74,625	25,124	13,280	69,406	35,549	750
Synchronized Swimming								
Team Handball								
Tennis	149,454		85,463	26,420	4,906	71,913	40,117	7,454
Track and Field, X-Country	269,939		140,135	46,768	13,129	114,931	48,046	
Volleyball	232,755		238,675	57,783	23,801	84,252	86,370	19,248
Water Polo								
Wrestling								
Others								
(3) Subtotal All Women's Teams	\$1,661,709	\$11,342	\$1,177,173	\$327,202	\$147,482	\$698,814	\$444,485	\$87,061
<b>Expenses Not Related to Specific Women's Teams</b>								
(5) Expenses Not Related to Specific Women's Teams								
(6) Total Expense—Women	\$1,661,709	\$11,342	\$1,177,173	\$327,202	\$147,482	\$698,814	\$444,485	\$87,061

Add columns 6, 7, and 8 and transfer the total to Table 4, Column 2; the EADA defines this total as Operating Expense (also known as Game-Day Expense). Transfer Subtotal of Recruiting Expenses Related to Specific Women's Teams (Line 3 — Column 5) to Table 5

Worksheet 7-A

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

**WORKSHEET 7 - Part B: Expenses by Object of Expenditure — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part B

Expenses by Object of Expenditure	Fund Raising	Contract Services	Sports Camp Expenses	Other	Total Expenses	Debt Service	Capital Expense
Women's Teams Only	9	10	11	12	13	14	15
Baseball							
(1) Basketball		26,409	44,793	44,102	\$1,084,433		
Fencing							
Field Hockey							
(2) Football							
Golf				4,238	\$238,036		
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing		1,680		10,660	\$663,405		
Skiing							
Soccer		256	90,087	9,008	\$606,246		
Softball							
Squash							
Swimming and Diving		3,157	1,714	7,989	\$445,680		
Synchronized Swimming							
Team Handball							
Tennis		1,280	370	9,802	\$397,178		
Track and Field, X-Country		105	11,677	9,060	\$653,791		
Volleyball		4,421	82,443	39,907	\$869,655		
Water Polo							
Wrestling							
Others							
(3) Subtotal All Women's Teams		\$37,308	\$231,084	\$134,766	\$4,958,424		
(4) Women's Teams Other than Basketball (Subtract Line 1 from Line 3)					\$3,873,991		
(5) Expenses Not Related to Specific Women's Teams							
(6) Total Expense—Women		\$37,308	\$231,084	\$134,766	\$4,958,424		

Transfer Total Expense for Basketball, All Other Women's Sports, Expense Not Related to Specific Women's Teams and Total Expense—Women (Lines 1, 4, 5 and 6 — Column 13) to Table 10 (Lines 6, 7, 8, and 9)

Worksheet 7-B

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

**WORKSHEET 8: Revenues and Expenses Not Allocated by Gender**  
 (The institution is NOT required to make this worksheet available to the public.)

**WORKSHEET 8A: REVENUES Not Directly Attributable to Either Men's or Women's Programs**

Revenues by Source	Ticket Sales		Student Activity Fees	Guarantees and Options	Cash Contributions from Alumni and Others	Direct State or Other Government Support	Institutional Support
	Ticket Sales to the Public and University Faculty/ Staff	Ticket Sales to Students					
	1	2	3	4	5	6	7
Not Allocated by Gender	\$6,315		\$773,582		\$2,368,582		\$2,997,156

Bowl Games	Tournaments	NCAA/ Conference Distributions	Concessions	Radio and Television	Program Sales and Advertising	Signage Sponsorships Royalties
8	9	10	11	12	13	14
		\$425,272	\$70,959	\$463,548		\$886,957

Sports Camp Revenues	All Other	Total Revenues
15	16	17
(1) \$71,316	\$1,357,917	\$9,421,603

Transfer Total Revenues Not Allocated by Gender (Line 1 — Column 17) to Table 10 (Line 10)

**WORKSHEET 8B: EXPENSES Not Directly Attributable to Either Men's or Women's Programs**

Expenses by Object of Expenditure	Athletic Student Aid	Guarantees and Options Paid	Salaries	Salary Benefits	Recruiting	Team Travel (Include lodging and meals)	Equipment Uniforms Supplies	Officials
	1	2	3	4	5	6	7	8
Not Allocated by Gender	\$341,003	\$47,000	\$2,748,129	\$605,919			\$1,933,949	

Fund Raising	Contract Services	Sports Camp Expenses	Other	Total Expenses	Debt Service	Capital Expense
9	10	11	12	13	14	15
(2) \$348,008	\$14,117	\$56,114	\$610,635	\$6,704,875	\$106,563	\$344,833

Transfer Total Expenses Not Allocated by Gender (Line 2 — Column 13) to Table 10 (Line 10)

Worksheets 8-A and 8-B

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

Equity in Athletics Disclosure Act

2001-2002

**TABLE 1 — ATHLETICS PARTICIPATION**

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists the number of participants by gender for each varsity team. According to the published federal regulations governing EADA reporting, a participant is defined as a student-athlete who, as of the day of a varsity team's first scheduled contest —

- (a) is listed by the institution on the varsity team's roster; or
- (b) receives athletically related student aid; or
- (c) practices with the varsity team and receives coaching from one or more varsity coaches.

Any student-athlete who satisfies one or more of these criteria is a participant, including a student on a team the institution designates or defines as junior varsity, freshman, or novice, or a student withheld from competition to preserve eligibility (i.e., a redshirt) or for academic, medical, or other reasons.

Sport	Number of Participants		Number of Participants Participating on a Second Team		Number of Participants Participating on a Third Team	
	Men's Teams 1	Women's Teams 2	Men's Teams 3	Women's Teams 4	Men's Teams 5	Women's Teams 6
Baseball	36					
Basketball	16	17	1	1		1
Fencing						
Field Hockey						
Football	115		5		4	
Golf	12	8				
Gymnastics						
Ice Hockey						
Lacrosse						
Rifle						
Rowing		64				
Skiing						
Soccer		28				
Softball						
Squash						
Swimming and Diving		16				
Synchronized Swimming						
Team Handball						
Tennis		8				
Cross Country *	16	16	16	16	16	16
Indoor Track and Field *	45	37	45	37	16	16
Outdoor Track and Field *	49	40	45	37	16	16
Volleyball		14				
Water Polo						
Wrestling						
Others						
(1) Total Participants	289	248	112	91	52	49
(2) Percentage of Participants	53.8%	46.2%	ALL			
(3) Unduplicated Count of Participants	224	194	Total Participants Men and Women		537	100.0%

\* "Track and Field, X-Country" participants are broken out by each of the three sports.

Table 1



Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

Equity in Athletics Disclosure Act

2001-2002

**TABLE 2A -- HEAD COACHES ASSIGNMENTS MEN'S TEAMS**

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists the number of head coaches assigned to each men's team, whether that coach is a male or female, whether that coach is assigned to that team on a full-time or part-time basis, and whether that coach is a full-time employee of the institution. The table includes paid coaches, volunteer coaches, interns, and graduate assistant coaches. For purposes of this report, the term "Full Time Coaching Duties" means the individual's employment responsibilities at the institution are exclusively those as coach of that team, and only that team, and are consistent with the institution's definition of a full-time employee of the institution (e.g., 40 hours per week or more) or part-time employee of the institution (e.g., less than 40 hours per week). For purposes of this report, the term "Full Time University Employee" means the individual's overall employment responsibilities at the institution are consistent with the institution's definition of a full-time employee (e.g., 40 hours per week or more) although that individual may have responsibilities other than as coach of that team, either within the athletic department or another department of the institution. USE WHOLE NUMBERS ONLY.

Sport	Head Coaches of Men's Teams							
	Male Coaches - Head Count				Female Coaches - Head Count			
	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer
Baseball	1		1					
Basketball	1		1					
Fencing								
Field Hockey								
Football	1		1					
Golf		1	1					
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing								
Skating								
Soccer								
Softball								
Squash								
Swimming and Diving								
Synchronized Swimming								
Team Handball								
Tennis								
Track and Field, X-Country		1	1					
Volleyball								
Water Polo								
Wrestling								
Others								
Coaching Position Totals	3	2	5					

Table 2A

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

Equity in Athletics Disclosure Act

2001-2002

**TABLE 2B --- HEAD COACHES ASSIGNMENTS WOMEN'S TEAMS**

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists the number of head coaches assigned to each women's team, whether that coach is a male or female, whether that coach is assigned to that team on a full-time or part-time basis, and whether that coach is a full-time employee of the institution. The table includes paid coaches, volunteer coaches, interns, and graduate assistant coaches. For purposes of this report, the term "Full Time Coaching Duties" means the individual's employment responsibilities at the institution are exclusively those as coach of that team, and only that team, and are consistent with the institution's definition of a full-time employee of the institution (e.g., 40 hours per week or more) or part-time employee of the institution (e.g., less than 40 hours per week). For purposes of this report, the term "Full Time University Employee" means the individual's overall employment responsibilities at the institution are consistent with the institution's definition of a full-time employee (e.g., 40 hours per week or more) although that individual may have responsibilities other than as coach of that team, either within the athletic department or another department of the institution. USE WHOLE NUMBERS ONLY.

Sport	Head Coaches of Women's Teams							
	Male Coaches - Head Count				Female Coaches - Head Count			
	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer
Baseball								
Basketball					1		1	
Fencing								
Field Hockey								
Football								
Golf		1	1					
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing					1		1	
Skiing								
Soccer	1		1					
Softball								
Squash								
Swimming and Diving	1		1					
Synchronized Swimming								
Team Handball								
Tennis					1		1	
Track and Field, X-Country		1	1					
Volleyball					1		1	
Water Polo								
Wrestling								
Others								
<b>Coaching Position Totals</b>	<b>2</b>	<b>2</b>	<b>4</b>		<b>4</b>		<b>4</b>	

Table 2B

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

Equity in Athletics Disclosure Act

2001-2002

**TABLE 3A --- ASSISTANT COACHES ASSIGNMENTS MEN'S TEAMS**

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists the number of assistant coaches assigned to each men's team, whether the coaches are male or female, whether they are assigned to that team on a full-time or part-time basis, and whether they are full-time employees of the institution. The table includes paid coaches, volunteer coaches, interns, and graduate assistant coaches. For purposes of this report, the term "Full Time Coaching Duties" means the individual's employment responsibilities at the institution are exclusively those as coach of that team, and only that team, and are consistent with the institution's definition of a full-time employee of the institution (e.g., 40 hours per week or more) or part-time employee of the institution (e.g., less than 40 hours per week). For purposes of this report, the term "Full Time University Employee" means the individual's overall employment responsibilities at the institution are consistent with the institution's definition of a full-time employee (e.g., 40 hours per week or more) although that individual may have responsibilities other than as coach of that team, either within the athletic department or another department of the institution. USE WHOLE NUMBERS ONLY.

Sport	Assistant Coaches of Men's Teams							
	Male Coaches - Head Count				Female Coaches - Head Count			
	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer
Baseball	2	1	2	1				
Basketball	3		3					
Fencing								
Field Hockey								
Football	9	2	9	2				
Golf						1	1	
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing								
Skiing								
Soccer								
Softball								
Squash								
Swimming and Diving								
Synchronized Swimming								
Team Handball								
Tennis								
Track and Field, X-Country		5	3	2		2	2	
Volleyball								
Water Polo								
Wrestling								
Others								
<b>Coaching Position Totals</b>	<b>14</b>	<b>8</b>	<b>17</b>	<b>5</b>	<b>3</b>	<b>3</b>		

Table 3A

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

Equity in Athletics Disclosure Act

2001-2002

**TABLE 3B --- ASSISTANT COACHES ASSIGNMENTS WOMEN'S TEAMS**

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists the number of assistant coaches assigned to each women's team, whether the coaches are male or female, whether they are assigned to that team on a full-time or part-time basis, and whether they are full-time employees of the institution. The table includes paid coaches, volunteer coaches, interns, and graduate assistant coaches. For purposes of this report, the term "Full Time Coaching Duties" means the individual's employment responsibilities at the institution are exclusively those as coach of that team, and only that team, and are consistent with the institution's definition of a full-time employee of the institution (e.g., 40 hours per week or more) or part-time employee of the institution (e.g., less than 40 hours per week). For purposes of this report, the term "Full Time University Employee" means the individual's overall employment responsibilities at the institution are consistent with the institution's definition of a full-time employee (e.g., 40 hours per week or more) although that individual may have responsibilities other than as coach of that team, either within the athletic department or another department of the institution. USE WHOLE NUMBERS ONLY.

Sport	Assistant Coaches of Women's Teams							
	Male Coaches - Head Count				Female Coaches - Head Count			
	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer
Baseball								
Basketball					3		3	
Fencing								
Field Hockey								
Football								
Golf						1	1	
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing					2	3	2	3
Skiing								
Soccer	1		1		1		1	
Softball								
Squash								
Swimming and Diving					1		1	
Synchronized Swimming								
Team Handball								
Tennis					1		1	
Track and Field, X-Country		5	3	2		2	2	
Volleyball	1		1		1	1	1	1
Water Polo								
Wrestling								
Others								
<b>Coaching Position Totals</b>	<b>2</b>	<b>5</b>	<b>5</b>	<b>2</b>	<b>9</b>	<b>7</b>	<b>12</b>	<b>4</b>

Table 3B

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

Equity in Athletics Disclosure Act

2001-2002

**TABLE 4 – OPERATING EXPENSES**

Commonly known as Game-Day Expenses

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists the total expense an institution incurs attributable to home, away, and neutral-site intercollegiate athletic contests including team travel, lodging, and meals; uniforms and equipment; and officials.

Sport	Operating Expense		Per Capita Expenses		
	Men's Teams 1	Women's Teams 2	Men's Teams 3	Women's Teams 4	
Baseball	222,815		6,189		
Basketball	295,101	229,127	18,444	13,478	
Fencing					
Field Hockey					
Football	1,133,665		9,858		
Golf	60,508	60,508	5,042	7,564	
Gymnastics					
Ice Hockey					
Lacrosse					
Rifle					
Rowing		246,323		3,849	
Skiing					
Soccer		116,367		4,156	
Softball					
Squash					
Swimming and Diving		105,705		6,607	
Synchronized Swimming					
Team Handball					
Tennis		119,484		14,935	
Track and Field, X-Country *	164,851	162,977	1,499	1,752	
Volleyball		189,870		13,562	
Water Polo					
Wrestling					
Others					
					ALL
<b>Total Operating Expense</b>	\$1,876,941	\$1,230,361	\$6,495	\$4,961	\$3,107,301
<b>Percent of Total</b>	60.4%	39.6%			100.0%

\* Per capita expense for "Track and Field, X-Country" determined using total number of participants for cross country, indoor track, and outdoor track.

Table 4

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

Equity in Athletics Disclosure Act

2001-2002

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

**TABLE 5 — RECRUITING EXPENDITURES**

This table lists the total institutional expenditures associated with recruiting for the teams. Costs include, but are not limited to: transportation, lodging, and meals for both recruits and institutional personnel engaged in men's and women's recruiting; expenditures for official and unofficial visits; and all other major expenses logically related to recruiting.

Recruiting Expenditures	Dollars	Percent of Total
Men's Teams	\$316,484	68.2%
Women's Teams	\$147,482	31.8%
<b>Total Recruiting Expenses</b>	<b>\$463,965</b>	<b>100.0%</b>

**TABLE 6 — ATHLETICALLY RELATED STUDENT AID**

This table lists the total amount of athletically related student aid awarded men and women student-athletes. Athletically related student aid is aid awarded a student that requires the student to participate in an intercollegiate athletics program. The average costs of a full grant-in-aid for in-state and out-of-state student-athletes are also listed.

Athletically Related Student Aid	Dollars	Percent of Total
Awarded to Male Athletes	\$2,227,250	57.3%
Awarded to Female Athletes	\$1,661,709	42.7%
<b>Total Amount</b>	<b>\$3,888,959</b>	<b>100.0%</b>

Average Cost of Full Grant-In-Aid	Dollars
In-State	\$11,742
Out-of-State	\$19,102

**TABLE 7 — Revenues**

This table lists the total revenue attributable to specific teams for all men's teams and all women's teams. Revenue includes ticket sales; student activity fees; guarantees and options; contributions from alumni and others; state or government support; institutional support; post-season compensation; concessions; radio and television; special events; program sales and advertising; signage, sponsorships, and royalties; sports camps; and all other revenues intended for intercollegiate sports.

Revenue Attributable to Specific Teams	Dollars	Percent of Total
Men's Teams	\$11,951,255	89.6%
Women's Teams	\$1,382,438	10.4%
<b>Total Revenue</b>	<b>\$13,333,692</b>	<b>100.0%</b>

Tables 5, 6, and 7

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

Equity in Athletics Disclosure Act

2001-2002

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

**TABLE 8 — HEAD COACHES SALARIES**

This table lists the average annual institutional salary of the head coaches of the men's and women's teams. Volunteer head coaches and head coaches whose salaries are paid by entities other than this institution are excluded from this calculation. Average salaries are listed as dollars per full-time equivalency as well as dollars per actual number of coaching positions.

Average Salaries of Head Coaches	Dollars per FTE	FTE's	Dollars per Position	Number of Positions
Men's Teams	\$210,817	4.00	\$168,654	5
Women's Teams	\$85,991	7.00	\$75,242	8

**TABLE 9 — ASSISTANT COACHES SALARIES**

This table lists the average annual institutional salary of the assistant coaches of the men's and women's teams. Volunteer assistant coaches and assistant coaches whose salaries are paid by entities other than this institution are excluded from this calculation. Average salaries are listed as dollars per full-time equivalency as well as dollars per actual number of positions.

Average Salaries of Assistant Coaches	Dollars per FTE	FTE's	Dollars per Position	Number of Positions
Men's Teams	\$64,014	18.00	\$52,375	22
Women's Teams	\$41,088	14.00	\$33,837	17

Tables 8 and 9

Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

Equity in Athletics Disclosure Act

2001-2002

**TABLE 10 — OVERALL REVENUES AND EXPENSES**

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists total overall revenues and expenses for all men's programs and all women's programs as well as revenues and expenses not allocated to specific teams or not allocated by gender. The table also provides the same information for football, men's and women's basketball, and all other men's and women's sports.

Revenue includes ticket sales; student activity fees; guarantees and options; contributions from alumni and others; state or government support; institutional support; post-season compensation; concessions; radio and television; special events; program sales and advertising; signage, sponsorships, and royalties; sports camps; and all other revenues intended for intercollegiate sports.

Expenses include appearance guarantees and options, athletically-related student aid, contract services, equipment, fund-raising activities, operating expenses, promotional activities, recruiting expenses, salaries and benefits, supplies, travel, and any other expenses attributable to intercollegiate activities. Debt service and capital expenses are not included in these totals.

	Revenues		Expenses	
	Dollars	Percent of Grand Total	Dollars	Percent of Grand Total
(1) Football	\$9,934,200	43.7%	\$7,098,260	32.7%
(2) Men's Basketball	\$1,857,759	8.2%	\$1,501,311	6.9%
(3) All Other Men's Teams	\$159,295	0.7%	\$1,471,036	6.8%
(4) Not Allocated to Specific Men's Teams		0.0%		0.0%
(5) Total of Men's Program	\$11,951,255	52.5%	\$10,070,607	46.3%
(6) Women's Basketball	\$182,600	0.8%	\$1,084,433	5.0%
(7) All Other Women's Teams	\$1,199,837	5.3%	\$3,873,991	17.8%
(8) Not Allocated to Specific Women's Teams		0.0%		0.0%
(9) Total of Women's Program	\$1,382,438	6.1%	\$4,958,424	22.8%
(10) Not Allocated by Gender	\$9,421,603	41.4%	\$6,704,875	30.8%
(11) Grand Totals (add Lines 5, 9, 10)	\$22,755,295	100.0%	\$21,733,906	100.0%

Total Revenues and Operating Expenses of the Entire Institution  
As Indicated on the Institution's Financial Statement

	Revenues	Expenses
Total for the Entire Institution	\$572,440,128	\$549,891,994

Table 10



Appendix B – Equity in Athletics Disclosure Act Report, 2002 (cont.)

Equity in Athletics Disclosure Act

2001-2002

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

An institution is encouraged to provide any further information it believes might be helpful to students, prospective students or the public to interpret the information provided above, or that might help a prospective student-athlete make an informed choice of an athletics program. For example, an institution may include a history of its athletics programs, or explanation of unusual or exceptional circumstances that would better explain the data or their significance.

Washington State operates men's and women's track and field as joint program with a single coaching staff that works with all of the student-athletes.

The staff and salary values assigned reflect the joint program. Cross country figures are included with track and field.

Washington State University also operates men's and women's golf programs as a joint program with a single coaching staff that works with all of the stud

Due to coaching staff changes, women's basketball head and assistant coach salaries include four months of overlap.

Football expense and revenue numbers are elevated from prior year due to participation in the 2001 Wells Fargo Sun Bowl.

## Appendix B – Equity in Athletics Disclosure Act Report, 2001

**Reporting of Institutional Data for the  
NCAA Gender Equity Survey  
NCAA Analysis of Revenues and Expenses  
Equity in Athletics Disclosure Act (EADA)**

**CO-EDUCATIONAL INSTITUTIONS ONLY**

The nine worksheets included at the beginning of this document are for institutional use in collecting data on a sport-by-sport basis, compiling it in aggregate form, and transferring it to the tables provided to meet the reporting requirements of the EADA and ARE pursuant to the Higher Education Act.

The sport-by-sport data included in the nine WORKSHEETS are NOT required to be disclosed to the public in sport-by-sport format. The sport-by-sport data are totaled and transferred to the appropriate TABLE in aggregate form for reporting to the public. The data in the nine WORKSHEETS should be forwarded to the NCAA Research Office, however, as part of the NCAA Gender Equity Survey and the NCAA Analysis of Revenues and Expenses of Intercollegiate Athletics Survey

**All data collected as part of the NCAA Gender Equity Survey and the NCAA Analysis of Revenues and Expenses of Intercollegiate Athletics Survey will be reported in aggregate form only.**

**Individual institutions will not be identified.**

**Return by Mail**

**Postmarked by October 15, 2001**

**BE SURE TO KEEP A COPY**

**Send the completed (hard copy) survey (Worksheets 1-8 and Tables 1-10) to:**

**NCAA Research Staff  
Equity in Athletics Disclosure Act  
P.O. Box 6222  
Indianapolis IN 46206-6222  
and**

**Data from the completed survey (Tables 1-10 only) must be submitted electronically to the United States Department of Education via a web-based form available on the Department of Education web site. The URL for the web-based form is " <http://surveys.ope.ed.gov/athletics>".**

**DO NOT FAX**

**Telephone: (317) 917-6222**

**Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)**

**HIGHER EDUCATION ACT REPORTING**

**Reporting of Institutional Information Concerning Intercollegiate Athletics Programs**

All coeducational institutions of higher education that participate in any Federal student financial aid program (Federal Pell, Federal SEOG, and Federal SSIG Grants; Federal Work Study; and Federal Family Education, Federal Perkins, and William D. Ford Federal Direct Loans) and have intercollegiate athletics programs must provide information concerning their intercollegiate athletics programs under the Equity in Athletics Disclosure Act of 1994, Section 485g of the Higher Education Act of 1965, 20 U. S. C. 1092.

**This act and accompanying Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 each year.**

An institution may use this or any format to disclose this information.

Name of Reporting Institution: Washington State University

Information for the Reporting Year: Beginning: July 1, 2000 Ending: June 30, 2001

Number of Undergraduates (i.e.; full-time, baccalaureate, degree-seeking students) by Gender:  
(Use fall semester enrollment figures)

	<u>Number</u>	<u>Percent</u>
Male undergraduates:	<u>7,109</u>	<u>50.3%</u>
Female undergraduates:	<u>7,015</u>	<u>49.7%</u>
Total undergraduates:	<u>14,124</u>	<u>100.0%</u>

**Institutional Contact:**

Primary Contact Person: Anne McCoy

Signature: \_\_\_\_\_

Title: Associate Director of Athletics

Telephone Number: 509-335-7149

FAX number: 509-335-4501

e-mail address: [amccoy@wsu.edu](mailto:amccoy@wsu.edu)

Date completed: October 12, 2001

**Current Classification:**

NCAA Division	<b>I-A</b> <u>X</u>	II (with football) _____
	<b>I-AA</b> _____	II (without football) _____
	<b>I-AAA</b> _____	III (with football) _____
		III (without football) _____

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

**WORKSHEET 1: Athletically Related Student Aid**  
 (The institution is NOT required to make this worksheet available to the public.)

Sport	Scholarships					
	Male Athletes			Female Athletes		
	Equivalencies Awarded in 2000-2001 1	Number of Students Receiving Athletic Aid 2	Total Dollar Amount 3	Equivalencies Awarded in 2000-2001 4	Number of Students Receiving Athletic Aid 5	Total Dollar Amount 6
Baseball	11.45	19	161,893			
Basketball	12.50	13	223,877	14.42	17	259,033
Fencing						
Field Hockey						
Football	77.40	84	1,343,178			
Golf	3.83	7	56,940	5.07	6	86,676
Gymnastics						
Ice Hockey						
Lacrosse						
Rifle						
Rowing				17.65	39	255,843
Skiing						
Soccer				8.66	20	115,655
Softball						
Squash						
Swimming and Diving				13.19	16	224,555
Synchronized Swimming						
Team Handball						
Tennis				8.00	8	146,511
Track and Field, X-Country	8.76	22	136,795	16.31	26	270,984
Volleyball				11.50	12	219,644
Water Polo						
Wrestling						
Others						
(1) Totals	113.94	145	\$1,922,683	94.80	144	\$1,578,901

Transfer Dollar Amounts by Sport and Totals for All Sports (Columns 3 and 6) to Worksheets 6A and 7A (Column 1)  
 Transfer Total Dollar Amounts (Line 1 — Columns 3 and 6) to TABLE 6

Worksheet 1

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

**WORKSHEET 2: Coaches Salaries — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Sport	Head Coaches			Assistant Coaches			Men's Total Salaries 7
	Number of Positions 1	FTE 2	Salary 3	Number of Positions 4	FTE 5	Salary 6	
Baseball	1	1.00	85,983	2	2.00	78,558	\$164,541
Basketball	1	1.00	206,250	3	3.00	139,050	\$345,300
Fencing							
Field Hockey							
Football	1	1.00	427,770	11	10.00	659,044	\$1,086,814
Golf	1	0.50	26,523	2	0.75	14,180	\$40,703
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing							
Skiing							
Soccer							
Softball							
Squash							
Swimming and Diving							
Synchronized Swimming							
Team Handball							
Tennis							
Track and Field, X-Country	1	0.50	38,625	5	2.50	92,552	\$131,177
Volleyball							
Water Polo							
Wrestling							
Others							
(1) Total of Salaries			\$785,151			\$983,384	\$1,768,535
(2) Total of FTE's		4.00			18.25		22.25
(3) Number of Positions	5			23			28

Transfer Totals of Head and Assistant Coaches Salaries by Sport (Column 7) to Worksheet 7A (Column 3)  
 For Head Coaches, Transfer Total of FTE's (Line 2 — Column 2), and total number of positions (Line 3, Column 1) and calculate dollars per FTE and dollars per number of positions and transfer to Table 8.  
 For Assistant Coaches, Transfer Total of FTE's (Line 2 — Column 5) and total number of positions (Line 3, Column 4) and calculate dollars per FTE and dollars per number of positions and transfer to Table 9.

Worksheet 2

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

**WORKSHEET 3: Coaches Salaries — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Sport	Head Coaches			Assistant Coaches			Women's Total Salaries 7
	Number of Positions 1	FTE 2	Salary 3	Number of Positions 4	FTE 5	Salary 6	
Baseball							
Basketball	1	1.00	128,750	3	3.00	131,500	\$260,250
Fencing							
Field Hockey							
Football							
Golf	1	0.50	26,523	2	0.75	14,180	\$40,703
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing	1	1.00	50,069	2	2.00	60,253	\$110,322
Skiing							
Soccer	1	1.00	45,088	2	2.00	46,110	\$91,198
Softball							
Squash							
Swimming and Diving	1	1.00	45,449	1	1.00	22,000	\$67,449
Synchronized Swimming							
Team Handball							
Tennis	1	1.00	53,608	1	1.00	28,130	\$81,738
Track and Field, X-Country	1	0.50	38,625	5	2.50	92,552	\$131,177
Volleyball	1	1.00	132,500	2	2.00	78,400	\$210,900
Water Polo							
Wrestling							
Others							
(1) Total of Salaries			\$520,612			\$473,125	\$993,737
(2) Total of FTE's		7.00			14.25		21.25
(3) Number of Positions	8			18			26

Transfer Totals of Head and Assistant Coaches Salaries by Sport (Column 7) to Worksheet 8A (Column 3)

For Head Coaches, Transfer Total of FTE's (Line 2 — Column 2) and total number of positions (Line 3, Column 1) and calculate dollars per FTE and dollars per number of positions and transfer to table 8.

For Assistant Coaches, Transfer Total of FTE's (Line 2 — Column 1) and total number of positions (Line 3, Column 4) and calculate dollars per FTE and dollars per number of positions and transfer to table 9.

Worksheet 3

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

**WORKSHEET 4 - Part A: Revenues by Source — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part A		Ticket Sales		Student Activity Fees	Guarantees and Options	Cash Contributions from Alumni and Others	Direct State or Other Government Support	Institutional Support
Revenues by Source	Ticket Sales to the Public and University Faculty/Staff	Ticket Sales to Students						
Men's Teams Only	1	2	3	4	5	6	7	
Baseball	14,586				785			
(1) Basketball	239,688				147,708	800		
Fencing								
Field Hockey								
(2) Football	1,695,091	610,146		818,043	12,656		92,699	
Golf					2,379			
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing								
Skiing								
Soccer								
Softball								
Squash								
Swimming and Diving								
Synchronized Swimming								
Team Handball								
Tennis								
Track and Field, X-Country	1,588				14,020		1,829	
Volleyball								
Water Polo								
Wrestling								
Others								
(3) Subtotal All Men's Teams	\$1,950,953	\$610,146		\$965,751	\$30,640		\$94,528	
(4)								
(5) Revenue Not Related to Specific Men's Teams								
(6) Total Revenue—Men	\$1,950,953	\$610,146		\$965,751	\$30,640		\$94,528	

Worksheet 4-A

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

**WORKSHEET 4 - Part B: Revenues by Source — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part B

Revenues by Source	Bowl Games	Tournaments	NCAA/ Conference Distributions	Concessions	Radio and Television	Program Sales and Advertising	Signage Sponsorships Royalties
Men's Teams Only	8	9	10	11	12	13	14
Baseball							
(1) Basketball			476,250		486,833		
Fencing							
Field Hockey							
(2) Football			1,578,775		2,239,662		
Golf							
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing							
Skiing							
Soccer							
Softball							
Squash							
Swimming and Diving							
Synchronized Swimming							
Team Handball							
Tennis							
Track and Field, X-Country							
Volleyball							
Water Polo							
Wrestling							
Others							
(3) Subtotal All Men's Teams			\$2,055,025		\$2,726,495		
(4)							
(5) Revenue Not Related to Specific Men's Teams							
(6) Total Revenue—Men			\$2,055,025		\$2,726,495		

Worksheet 4-B



Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

**WORKSHEET 4 - Part C: Revenues by Source — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part C

Revenues by Source	Sports Camp Revenues	All Other	Total Revenues
Men's Teams Only	15	16	17
Baseball	1,882		\$17,252
(1) Basketball	37,527		\$1,388,806
Fencing			
Field Hockey			
(2) Football	54,631		\$7,101,703
Golf			\$2,379
Gymnastics			
Ice Hockey			
Lacrosse			
Rifle			
Rowing			
Skiing			
Soccer			
Softball			
Squash			
Swimming and Diving			
Synchronized Swimming			
Team Handball			
Tennis			
Track and Field, X-Country	11,975		\$29,412
Volleyball			
Water Polo			
Wrestling			
Others			
(3) Subtotal All Men's Teams	\$106,014		\$8,539,551
(4) Men's Teams Other than Football and Basketball (Subtract Lines 1 and 2 from			\$49,043
(5) Revenue Not Related to Specific Men's Teams			
(6) Total Revenue—Men	\$106,014		\$8,539,551

Transfer Subtotal of Revenue Related to Specific Men's Teams (Line 3 — Column 17) to Table 7  
 Transfer Total Revenue for Football, Basketball, All Other Men's Teams, Revenue Not Related to Specific Men's Teams, and Total Revenue—Men (Lines 1, 2, 4, 5, and 6 — Column 17) to Table 10 (Lines 1, 2, 3, 4, and 5)

Worksheet 4-C

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

**WORKSHEET 5 - Part A: Revenues by Source — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part A		Ticket Sales		Student Activity Fees	Guarantees and Options	Cash Contributions from Alumni and Others	Direct State or Other Government Support	Institutional Support
Revenues by Source	Ticket Sales to the Public and University Faculty/ Staff	Ticket Sales to Students						
Women's Teams Only	1	2	3	4	5	6	7	
Baseball								
(1) Basketball	15,145				3,773			132,230
Fencing								
Field Hockey								
(2) Football								
Golf								36,829
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing					8,622			125,907
Skiing								
Soccer					5,074			50,966
Softball								
Squash								
Swimming and Diving					3,250			109,373
Synchronized Swimming								
Team Handball								
Tennis					3,330			66,772
Track and Field, X-Country	1,588							139,024
Volleyball	13,742				18,654			94,821
Water Polo								
Wrestling								
Others								
(3) Subtotal All Women's Teams	\$30,475				\$42,703			\$755,922
(4)								
(5) Revenue Not Related to Specific Women's Teams								
(6) Total Revenue—Women	\$30,475				\$42,703			\$755,922

Worksheet 5-A

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

**WORKSHEET 5 - Part B: Revenues by Source — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part B

Revenues by Source	Bowl Games	Tournaments	NCAA/ Conference Distributions	Concessions	Radio and Television	Program Sales and Advertising	Signage Sponsorships Royalties
Women's Teams Only	8	9	10	11	9	10	11
Baseball							
(1) Basketball							
Fencing							
Field Hockey							
(2) Football							
Golf							
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing							
Skiing							
Soccer							
Softball							
Squash							
Swimming and Diving							
Synchronized Swimming							
Team Handball							
Tennis							
Track and Field, X-Country							
Volleyball							
Water Polo							
Wrestling							
Others							
(3) Subtotal All Women's Teams							
(4)							
(5) Revenue Not Related to Specific Women's Teams							
(6) Total Revenue—Women							

Worksheet 5-B

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

**WORKSHEET 5 - Part C: Revenues by Source — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part C

Revenues by Source		Sports Camp Revenues	All Other	Total Revenues
Women's Teams Only		15	16	17
	Baseball			
(1)	Basketball	62,119		\$213,267
	Fencing			
	Field Hockey			
(2)	Football			
	Golf			\$36,829
	Gymnastics			
	Ice Hockey			
	Lacrosse			
	Rifle			
	Rowing			\$134,529
	Skiing			
	Soccer	110,762		\$166,802
	Softball			
	Squash			
	Swimming and Diving	390		\$113,013
	Synchronized Swimming			
	Team Handball			
	Tennis	496		\$70,598
	Track and Field, X-Country	11,975		\$152,587
	Volleyball	68,034		\$195,250
	Water Polo			
	Wrestling			
	Others			
(3)	Subtotal All Women's Teams	\$253,776		\$1,082,875
(4)	Women's Teams Other than Basketball (Subtract Line 1 from Line 3)			\$869,608
(5)	Revenue Not Related to Specific Women's Teams			
(6)	Total Revenue—Women	\$253,776		\$1,082,875

Transfer Subtotal of Revenue Related to Specific Women's Teams (Line 3 — Column 17) to Table 7  
 Transfer Total Revenue for Basketball, All Other Women's Teams, Revenue Not Related to Specific Women's Teams,  
 and Total Revenue - Women (Lines 1,4,5 and 6 -- Column 17) to Table 10 (Lines 6,7,8, and 9)

Worksheet 5-C

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

**WORKSHEET 6 - Part A: Expenses by Object of Expenditure — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part A

Expenses by Object of Expenditure	Athletic Student Aid	Guarantees and Options Paid	Salaries	Salary Benefits	Recruiting	Team Travel (Include lodging and meals)	Equipment Uniforms Supplies	Officials
Men's Teams Only	1	2	3	4	5	6	7	8
Baseball	161,893		164,541	40,402	31,332	142,837	59,267	
(1) Basketball	223,877	183,047	345,300	78,340	76,813	99,390	107,182	71,910
Fencing								
Field Hockey								
(2) Football	1,343,178	802,363	1,086,814	213,321	211,255	411,562	586,106	59,200
Golf	56,940		40,703	11,836	6,161	35,584	26,649	
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing								
Skating								
Soccer								
Softball								
Squash								
Swimming and Diving								
Synchronized Swimming								
Team Handball								
Tennis								
Track and Field, X-Country	136,795		131,177	31,765	23,068	106,134	69,138	10,414
Volleyball								
Water Polo								
Wrestling								
Others								
(3) Subtotal All Men's Teams	\$1,922,683	\$985,410	\$1,768,535	\$375,664	\$348,628	\$795,507	\$848,342	\$141,524
(4)								
(5) Expenses Not Related to Specific Men's Teams								
(6) Total Expense—Men	\$1,922,683	\$985,410	\$1,768,535	\$375,664	\$348,628	\$795,507	\$848,342	\$141,524

Add columns 6, 7, and 8 and transfer the totals to Table 4, Column 1; the EADA defines this total as Operating Expense (also known as Game-Day Expense). Transfer Subtotal of Recruiting Expenses Related to Specific Men's Teams (Line 3 — Column 5) to Table 5

Worksheet 6-A

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

**WORKSHEET 6 - Part B: Expenses by Object of Expenditure — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part B

Expenses by Object of Expenditure	Fund Raising	Contract Services	Sports Camp Expenses	Other	Total Expenses	Debt Service	Capital Expense
Men's Teams Only	9	10	11	12	13	14	15
Baseball		5,519	320	9,325	\$615,434		
(1) Basketball		74,097	56,413	58,652	\$1,375,022		
Fencing							
Field Hockey							
(2) Football		211,479	89,886	181,890	\$5,197,054	3,636	
Golf		421		9,077	\$187,370		
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing							
Skiing							
Soccer							
Softball							
Squash							
Swimming and Diving							
Synchronized Swimming							
Team Handball							
Tennis							
Track and Field, X-Country		2,195	16,554	9,267	\$536,508		
Volleyball							
Water Polo							
Wrestling							
Others							
(3) Subtotal All Men's Teams		\$293,711	\$163,172	\$268,211	\$7,911,388	\$3,636	
(4) Men's Teams Other than Football and Basketball (Subtract Lines 1 and 2 from					\$1,339,312		
(5) Expenses Not Related to Specific Men's Teams							
(6) Total Expense—Men		\$293,711	\$163,172	\$268,211	\$7,911,388	\$3,636	

Transfer Total Expense for Basketball, Football, All Other Men's Teams, Expense Not Related to Specific Men's Teams, and Total Expense—Men (Lines 1, 2, 4, 5, and 6 — Column 13) to Table 10 (Lines 1, 2, 3, 4, and 5)

Worksheet 6-B

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

**WORKSHEET 7 - Part A: Expenses by Object of Expenditure — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part A

Expenses by Object of Expenditure	Athletically Related Student Aid	Guarantees and Options Paid	Salaries	Salary Benefits	Recruiting	Team Travel (Include lodging and meals)	Equipment Uniforms Supplies	Officials
Women's Teams Only	1	2	3	4	5	6	7	8
(1) Baseball	259,033		260,250		52,382	101,813	67,985	64,189
Fencing								
Field Hockey								
(2) Football								
Golf	86,676		40,703	11,836	6,161	35,584	23,738	
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing	255,843		110,322	31,925	15,376	115,514	68,246	347
Skiing								
Soccer	115,655		91,198	28,075	34,321	75,226	32,076	4,700
Softball								
Squash								
Swimming and Diving	224,555		67,449	22,302	16,799	70,619	26,928	450
Synchronized Swimming								
Team Handball								
Tennis	146,511		81,738	22,368	7,943	49,537	28,869	9,646
Track and Field, X-Country	270,984		131,177	40,766	19,217	102,069	58,787	
Volleyball	219,644		210,900	44,970	21,095	64,998	51,234	16,527
Water Polo								
Wrestling								
Others								
(3) Subtotal All Women's Teams	\$1,578,901		\$993,737	\$202,241	\$173,293	\$615,358	\$357,862	\$95,859
(4)								
(5) Expenses Not Related to Specific Women's Teams								
(6) Total Expense—Women	\$1,578,901		\$993,737	\$202,241	\$173,293	\$615,358	\$357,862	\$95,859

Add columns 6, 7, and 8 and transfer the total to Table 4, Column 2; the EADA defines this total as Operating Expense (also known as Game-Day Expense). Transfer Subtotal of Recruiting Expenses Related to Specific Women's Teams (Line 3 — Column 5) to Table 5

Worksheet 7-A

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

**WORKSHEET 7 - Part B: Expenses by Object of Expenditure — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part B

Expenses by Object of Expenditure	Fund Raising	Contract Services	Sports Camp Expenses	Other	Total Expenses	Debt Service	Capital Expense
Women's Teams Only	9	10	11	12	13	14	15
Baseball							
(1) Basketball		47,548	53,699	48,370	\$955,268		
Fencing							
Field Hockey							
(2) Football							
Golf		421		140	\$205,258		
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing		2,424		8,360	\$608,357		
Skiing							
Soccer		448	61,596	8,562	\$451,858		
Softball							
Squash							
Swimming and Diving		1,880	2,029	15,668	\$448,678		
Synchronized Swimming							
Team Handball							
Tennis		1,522	195	8,978	\$357,306		
Track and Field, X-Country		2,195	16,554	9,370	\$651,118		
Volleyball		16,003	73,917	56,160	\$775,448		
Water Polo							
Wrestling							
Others							
(3) Subtotal All Women's Teams		\$72,441	\$207,989	\$155,609	\$4,453,291		
(4) Women's Teams Other than Basketball (Subtract Line 1 from Line 3)					\$3,498,022		
(5) Expenses Not Related to Specific Women's Teams							
(6) Total Expense—Women		\$72,441	\$207,989	\$155,609	\$4,453,291		

Transfer Total Expense for Basketball, All Other Women's Sports, Expense Not Related to Specific Women's Teams and Total Expense—Women (Lines 1, 4, 5 and 6 — Column 13) to Table 10 (Lines 6, 7, 8, and 9)

Worksheet 7-B



Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

**WORKSHEET 8: Revenues and Expenses Not Allocated by Gender**  
 (The institution is NOT required to make this worksheet available to the public.)

**WORKSHEET 8A: REVENUES Not Directly Attributable to Either Men's or Women's Programs**

Revenues by Source	Ticket Sales		Student Activity Fees	Guarantees and Options	Cash Contributions from Alumni and Others	Direct State or Other Government Support	Institutional Support
	Ticket Sales to the Public and University Faculty/ Staff	Ticket Sales to Students					
	1	2	3	4	5	6	7
Not Allocated by Gender			\$752,851		\$2,195,781		\$4,197,955

Bowl Games	Tournaments	NCAA/ Conference Distributions	Concessions	Radio and Television	Program Sales and Advertising	Signage Sponsorships Royalties
8	9	10	11	12	13	14
	\$36,287	\$564,328	\$101,979	\$353,619		\$1,382,977

Sports Camp Revenues	All Other	Total Revenues
15	16	17
(1) (\$43,744)	\$462,979	\$10,005,012

Transfer Total Revenues Not Allocated by Gender (Line 1 — Column 17) to Table 10 (Line 10)

**WORKSHEET 8B: EXPENSES Not Directly Attributable to Either Men's or Women's Programs**

Expenses by Object of Expenditure	Athletic Student Aid	Guarantees and Options Paid	Salaries	Salary Benefits	Recruiting	Team Travel (Include lodging and meals)	Equipment Uniforms Supplies	Officials
	1	2	3	4	5	6	7	8
Not Allocated by Gender	\$261,692	\$47,000	\$2,812,944	\$724,982			\$1,220,585	

Fund Raising	Contract Services	Sports Camp Expenses	Other	Total Expenses	Debt Service	Capital Expense
9	10	11	12	13	14	15
(2) \$235,603	\$197,475	\$21,672	\$1,197,886	\$6,719,839	\$36,555	\$459,462

Transfer Total Expenses Not Allocated by Gender (Line 2 — Column 13) to Table 10 (Line 10)

Worksheets 8-A and 8-B

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

Equity in Athletics Disclosure Act

2000-2001

TABLE 1 — ATHLETICS PARTICIPATION

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists the number of participants by gender for each varsity team. According to the published federal regulations governing EADA reporting, a participant is defined as a student-athlete who, as of the day of a varsity team's first scheduled contest —

- (a) is listed by the institution on the varsity team's roster; or
- (b) receives athletically related student aid; or
- (c) practices with the varsity team and receives coaching from one or more varsity coaches.

Any student-athlete who satisfies one or more of these criteria is a participant, including a student on a team the institution designates or defines as junior varsity, freshman, or novice, or a student withheld from competition to preserve eligibility (i.e., a redshirt) or for academic, medical, or other reasons.

Sport	Number of Participants		Number of Participants Participating on a Second Team		Number of Participants Participating on a Third Team	
	Men's Teams 1	Women's Teams 2	Men's Teams 3	Women's Teams 4	Men's Teams 5	Women's Teams 6
Baseball	33					
Basketball	15	16				
Fencing						
Field Hockey						
Football	114		2		2	
Golf	9	8				
Gymnastics						
Ice Hockey						
Lacrosse						
Rifle						
Rowing		83				
Skiing						
Soccer		21				
Softball						
Squash						
Swimming and Diving		17				
Synchronized Swimming						
Team Handball						
Tennis		8				
Cross Country *	12	14	11	13	11	13
Indoor Track and Field *	42	37	42	37	11	13
Outdoor Track and Field *	46	39	44	37	11	13
Volleyball		13				
Water Polo						
Wrestling						
Others						
(1) Total Participants	271	256	99	87	35	39
(2) Percentage of Participants	51.4%	48.6%	ALL			
(3) Unduplicated Count of Participants	216	206	Total Participants Men and Women		527	100.0%

\* "Track and Field, X-Country" participants are broken out by each of the three sports.

Table 1

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

Equity in Athletics Disclosure Act

2000-2001

**TABLE 2A --- HEAD COACHES ASSIGNMENTS MEN'S TEAMS**

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists the number of head coaches assigned to each men's team, whether that coach is a male or female, whether that coach is assigned to that team on a full-time or part-time basis, and whether that coach is a full-time employee of the institution. The table includes paid coaches, volunteer coaches, interns, and graduate assistant coaches. For purposes of this report, the term "Full Time Coaching Duties" means the individual's employment responsibilities at the institution are exclusively those as coach of that team, and only that team, and are consistent with the institution's definition of a full-time employee of the institution (e.g., 40 hours per week or more) or part-time employee of the institution (e.g., less than 40 hours per week). For purposes of this report, the term "Full Time University Employee" means the individual's overall employment responsibilities at the institution are consistent with the institution's definition of a full-time employee (e.g., 40 hours per week or more) although that individual may have responsibilities other than as coach of that team, either within the athletic department or another department of the institution. USE WHOLE NUMBERS ONLY.

Sport	Head Coaches of Men's Teams							
	Male Coaches - Head Count				Female Coaches - Head Count			
	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer
Baseball	1		1					
Basketball	1		1					
Fencing								
Field Hockey								
Football	1		1					
Golf		1	1					
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing								
Skating								
Soccer								
Softball								
Squash								
Swimming and Diving								
Synchronized Swimming								
Team Handball								
Tennis								
Track and Field, X-Country		1	1					
Volleyball								
Water Polo								
Wrestling								
Others								
Coaching Position Totals	3	2	5					

Table 2A

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

Equity in Athletics Disclosure Act

2000-2001

**TABLE 2B -- HEAD COACHES ASSIGNMENTS WOMEN'S TEAMS**

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists the number of head coaches assigned to each women's team, whether that coach is a male or female, whether that coach is assigned to that team on a full-time or part-time basis, and whether that coach is a full-time employee of the institution. The table includes paid coaches, volunteer coaches, interns, and graduate assistant coaches. For purposes of this report, the term "Full Time Coaching Duties" means the individual's employment responsibilities at the institution are exclusively those as coach of that team, and only that team, and are consistent with the institution's definition of a full-time employee of the institution (e.g., 40 hours per week or more) or part-time employee of the institution (e.g., less than 40 hours per week). For purposes of this report, the term "Full Time University Employee" means the individual's overall employment responsibilities at the institution are consistent with the institution's definition of a full-time employee (e.g., 40 hours per week or more) although that individual may have responsibilities other than as coach of that team, either within the athletic department or another department of the institution. USE WHOLE NUMBERS ONLY.

Sport	Head Coaches of Women's Teams							
	Male Coaches - Head Count				Female Coaches - Head Count			
	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer
Baseball								
Basketball					1		1	
Fencing								
Field Hockey								
Football								
Golf		1	1					
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing					1		1	
Skiing								
Soccer	1		1					
Softball								
Squash								
Swimming and Diving	1		1					
Synchronized Swimming								
Team Handball								
Tennis					1		1	
Track and Field, X-Country		1	1					
Volleyball					1		1	
Water Polo								
Wrestling								
Others								
Coaching Position Totals	2	2	4		4		4	

Table 2B

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

Equity in Athletics Disclosure Act

2000-2001

**TABLE 3A --- ASSISTANT COACHES ASSIGNMENTS MEN'S TEAMS**

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists the number of assistant coaches assigned to each men's team, whether the coaches are male or female, whether they are assigned to that team on a full-time or part-time basis, and whether they are full-time employees of the institution. The table includes paid coaches, volunteer coaches, interns, and graduate assistant coaches. For purposes of this report, the term "Full Time Coaching Duties" means the individual's employment responsibilities at the institution are exclusively those as coach of that team, and only that team, and are consistent with the institution's definition of a full-time employee of the institution (e.g., 40 hours per week or more) or part-time employee of the institution (e.g., less than 40 hours per week). For purposes of this report, the term "Full Time University Employee" means the individual's overall employment responsibilities at the institution are consistent with the institution's definition of a full-time employee (e.g., 40 hours per week or more) although that individual may have responsibilities other than as coach of that team, either within the athletic department or another department of the institution. USE WHOLE NUMBERS ONLY.

Sport	Assistant Coaches of Men's Teams							
	Male Coaches - Head Count				Female Coaches - Head Count			
	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer
Baseball	2		2					
Basketball	3		3					
Fencing								
Field Hockey								
Football	9	2	9	2				
Golf		1	1			1	1	
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing								
Skiing								
Soccer								
Softball								
Squash								
Swimming and Diving								
Synchronized Swimming								
Team Handball								
Tennis								
Track and Field, X-Country		5	3	2		2	2	
Volleyball								
Water Polo								
Wrestling								
Others								
<b>Coaching Position Totals</b>	<b>14</b>	<b>8</b>	<b>18</b>	<b>4</b>	<b>3</b>	<b>3</b>		

Table 3A

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

Equity in Athletics Disclosure Act

2000-2001

**TABLE 3B --- ASSISTANT COACHES ASSIGNMENTS WOMEN'S TEAMS**

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists the number of assistant coaches assigned to each women's team, whether the coaches are male or female, whether they are assigned to that team on a full-time or part-time basis, and whether they are full-time employees of the institution. The table includes paid coaches, volunteer coaches, interns, and graduate assistant coaches. For purposes of this report, the term "Full Time Coaching Duties" means the individual's employment responsibilities at the institution are exclusively those as coach of that team, and only that team, and are consistent with the institution's definition of a full-time employee of the institution (e.g., 40 hours per week or more) or part-time employee of the institution (e.g., less than 40 hours per week). For purposes of this report, the term "Full Time University Employee" means the individual's overall employment responsibilities at the institution are consistent with the institution's definition of a full-time employee (e.g., 40 hours per week or more) although that individual may have responsibilities other than as coach of that team, either within the athletic department or another department of the institution. USE WHOLE NUMBERS ONLY.

Sport	Assistant Coaches of Women's Teams							
	Male Coaches - Head Count				Female Coaches - Head Count			
	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer	Full Time Coaching Duties	Part Time Coaching Duties	Full Time University Employee	Part Time University Employee or Volunteer
Baseball								
Basketball					3		3	
Fencing								
Field Hockey								
Football								
Golf		1	1			1	1	
Gymnastics								
Ice Hockey								
Lacrosse								
Rifle								
Rowing					2	3	2	3
Skiing								
Soccer	1		1		1		1	
Softball								
Squash								
Swimming and Diving					1		1	
Synchronized Swimming								
Team Handball								
Tennis					1		1	
Track and Field, X-Country		5	3	2		2	2	
Volleyball	1		1		1	1	1	1
Water Polo								
Wrestling								
Others								
<b>Coaching Position Totals</b>	<b>2</b>	<b>6</b>	<b>6</b>	<b>2</b>	<b>9</b>	<b>7</b>	<b>12</b>	<b>4</b>

Table 3B

## Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

## Equity in Athletics Disclosure Act

2000-2001

**TABLE 4 — OPERATING EXPENSES**

Commonly known as Game-Day Expenses

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists the total expense an institution incurs attributable to home, away, and neutral-site intercollegiate athletic contests including team travel, lodging, and meals; uniforms and equipment; and officials.

Sport	Operating Expense		Per Capita Expenses		
	Men's Teams 1	Women's Teams 2	Men's Teams 3	Women's Teams 4	
Baseball	202,104		6,124		
Basketball	278,482	233,986	18,565	14,624	
Fencing					
Field Hockey					
Football	1,056,868		9,271		
Golf	62,232	59,321	6,915	7,415	
Gymnastics					
Ice Hockey					
Lacrosse					
Rifle					
Rowing		184,107		2,218	
Skiing					
Soccer		112,003		5,333	
Softball					
Squash					
Swimming and Diving		97,996		5,764	
Synchronized Swimming					
Team Handball					
Tennis		88,052		11,006	
Track and Field, X-Country *	185,687	160,856	1,857	1,787	
Volleyball		132,759		10,212	
Water Polo					
Wrestling					
Others					
					ALL
<b>Total Operating Expense</b>	\$1,785,373	\$1,069,080	\$6,588	\$4,176	\$2,854,453
<b>Percent of Total</b>	62.5%	37.5%			100.0%

\* Per capita expense for "Track and Field, X-Country" determined using total number of participants for cross country, indoor track, and outdoor track.

Table 4

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

Equity in Athletics Disclosure Act

2000-2001

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

**TABLE 5 — RECRUITING EXPENDITURES**

This table lists the total institutional expenditures associated with recruiting for the teams. Costs include, but are not limited to: transportation, lodging, and meals for both recruits and institutional personnel engaged in men's and women's recruiting; expenditures for official and unofficial visits; and all other major expenses logically related to recruiting.

Recruiting Expenditures	Dollars	Percent of Total
Men's Teams	\$348,628	66.8%
Women's Teams	\$173,293	33.2%
<b>Total Recruiting Expenses</b>	<b>\$521,921</b>	<b>100.0%</b>

**TABLE 6 — ATHLETICALLY RELATED STUDENT AID**

This table lists the total amount of athletically related student aid awarded men and women student-athletes. Athletically related student aid is aid awarded a student that requires the student to participate in an intercollegiate athletics program. The average costs of a full grant-in-aid for in-state and out-of-state student-athletes are also listed.

Athletically Related Student Aid	Dollars	Percent of Total
Awarded to Male Athletes	\$1,922,683	54.9%
Awarded to Female Athletes	\$1,578,901	45.1%
<b>Total Amount</b>	<b>\$3,501,584</b>	<b>100.0%</b>

Average Cost of Full Grant-In-Aid	Dollars
In-State	\$11,202
Out-of-State	\$18,088

**TABLE 7 — Revenues**

This table lists the total revenue attributable to specific teams for all men's teams and all women's teams. Revenue includes ticket sales; student activity fees; guarantees and options; contributions from alumni and others; state or government support; institutional support; post-season compensation; concessions; radio and television; special events; program sales and advertising; signage, sponsorships, and royalties; sports camps; and all other revenues intended for intercollegiate sports.

Revenue Attributable to Specific Teams	Dollars	Percent of Total
Men's Teams	\$8,539,551	88.7%
Women's Teams	\$1,082,875	11.3%
<b>Total Revenue</b>	<b>\$9,622,427</b>	<b>100.0%</b>

Tables 5, 6, and 7



**Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)**

Equity in Athletics Disclosure Act

2000-2001

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

**TABLE 8 — HEAD COACHES SALARIES**

This table lists the average annual institutional salary of the head coaches of the men's and women's teams. Volunteer head coaches and head coaches whose salaries are paid by entities other than this institution are excluded from this calculation. Average salaries are listed as dollars per full-time equivalency as well as dollars per actual number of coaching positions.

Average Salaries of Head Coaches	Dollars per FTE	FTE's	Dollars per Position	Number of Positions
Men's Teams	\$196,288	4.00	\$157,030	5
Women's Teams	\$74,373	7.00	\$65,077	8

**TABLE 9 — ASSISTANT COACHES SALARIES**

This table lists the average annual institutional salary of the assistant coaches of the men's and women's teams. Volunteer assistant coaches and assistant coaches whose salaries are paid by entities other than this institution are excluded from this calculation. Average salaries are listed as dollars per full-time equivalency as well as dollars per actual number of positions.

Average Salaries of Assistant Coaches	Dollars per FTE	FTE's	Dollars per Position	Number of Positions
Men's Teams	\$53,884	18.25	\$42,756	23
Women's Teams	\$33,202	14.25	\$26,285	18

Tables 8 and 9

Appendix B – Equity in Athletics Disclosure Act Report, 2001 (cont.)

Equity in Athletics Disclosure Act

2000-2001

**TABLE 10 — OVERALL REVENUES AND EXPENSES**

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists total overall revenues and expenses for all men's programs and all women's programs as well as revenues and expenses not allocated to specific teams or not allocated by gender. The table also provides the same information for football, men's and women's basketball, and all other men's and women's sports.

Revenue includes ticket sales; student activity fees; guarantees and options; contributions from alumni and others; state or government support; institutional support; post-season compensation; concessions; radio and television; special events; program sales and advertising; signage, sponsorships, and royalties; sports camps; and all other revenues intended for intercollegiate sports.

Expenses include appearance guarantees and options, athletically-related student aid, contract services, equipment, fund-raising activities, operating expenses, promotional activities, recruiting expenses, salaries and benefits, supplies, travel, and any other expenses attributable to intercollegiate activities. Debt service and capital expenses are not included in these totals.

	Revenues		Expenses	
	Dollars	Percent of Grand Total	Dollars	Percent of Grand Total
(1) Football	\$7,101,703	36.2%	\$5,197,054	27.2%
(2) Men's Basketball	\$1,388,806	7.1%	\$1,375,022	7.2%
(3) All Other Men's Teams	\$49,043	0.2%	\$1,339,312	7.0%
(4) Not Allocated to Specific Men's Teams		0.0%		0.0%
(5) Total of Men's Program	\$8,539,551	43.5%	\$7,911,388	41.5%
(6) Women's Basketball	\$213,267	1.1%	\$955,268	5.0%
(7) All Other Women's Teams	\$869,608	4.4%	\$3,498,022	18.3%
(8) Not Allocated to Specific Women's Teams		0.0%		0.0%
(9) Total of Women's Program	\$1,082,875	5.5%	\$4,453,291	23.3%
(10) Not Allocated by Gender	\$10,005,012	51.0%	\$6,719,839	35.2%
(11) Grand Totals (add Lines 5, 9, 10)	\$19,627,439	100.0%	\$19,084,517	100.0%

**Total Revenues and Operating Expenses of the Entire Institution  
As Indicated on the Institution's Financial Statement**

	Revenues	Expenses
Total for the Entire Institution	\$542,594,278	\$533,875,722

Table 10



## Appendix B – Equity in Athletics Disclosure Act Report, 2000

**Reporting of Institutional Data for the  
NCAA Gender Equity Survey  
NCAA Analysis of Revenues and Expenses  
Equity in Athletics Disclosure Act (EADA)**

**CO-EDUCATIONAL INSTITUTIONS ONLY**

The nine worksheets included at the beginning of this document are for institutional use in collecting data on a sport-by-sport basis, compiling it in aggregate form, and transferring it to the tables provided to meet the reporting requirements of the EADA and ARE pursuant to the Higher Education Act.

The sport-by-sport data included in the nine WORKSHEETS are NOT required to be disclosed to the public in sport-by-sport format. The sport-by-sport data are totaled and transferred to the appropriate TABLE in aggregate form for reporting to the public. The data in the nine WORKSHEETS should be forwarded to the NCAA Research Office, however, as part of the NCAA Gender Equity Survey and the NCAA Analysis of Revenues and Expenses of Intercollegiate Athletics Survey

**All data collected as part of the NCAA Gender Equity Survey and the NCAA Analysis of Revenues and Expenses of Intercollegiate Athletics Survey will be reported in aggregate form only.**

**Individual institutions will not be identified.**

**Return by Mail**

Postmarked by October 16, 2000

**BE SURE TO KEEP A COPY**

Send the completed (hard copy) survey (Worksheets 1-8 and Tables 1-10) to:

NCAA Research Staff  
Equity in Athletics Disclosure Act  
P.O. Box 6222  
Indianapolis IN 46206-6222

and  
Data from the completed survey (Tables 1-10 only) must be submitted electronically to the United States Department of Education via a web-based form available on the Department of Education web site. The URL for the web-based form is "<http://surveys.ope.gov/athletics>".

**DO NOT FAX**

Telephone: (317) 917-6222

**Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)**

**HIGHER EDUCATION ACT REPORTING**

**Reporting of Institutional Information Concerning Intercollegiate Athletics Programs**

All coeducational institutions of higher education that participate in any Federal student financial aid program (Federal Pell, Federal SEOG, and Federal SSIG Grants; Federal Work Study; and Federal Family Education, Federal Perkins, and William D. Ford Federal Direct Loans) and have intercollegiate athletics programs must provide information concerning their intercollegiate athletics programs under the Equity in Athletics Disclosure Act of 1994, Section 485g of the Higher Education Act of 1965, 20 U. S. C. 1092.

**This act and accompanying Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 each year.**

An institution may use this or any format to disclose this information.

Name of Reporting Institution: Washington State University

Information for the Reporting Year: Beginning: July 1, 1999 Ending: June 30, 2000

Number of Undergraduates (i.e.; full-time, baccalaureate, degree-seeking students) by Gender:  
(Use fall semester enrollment figures)

	Number	Percent
Male undergraduates:	<u>7,229</u>	<u>50.7%</u>
Female undergraduates:	<u>7,025</u>	<u>49.3%</u>
Total undergraduates:	<u>14,254</u>	<u>100.0%</u>

**Institutional Contact:**

Primary Contact Person: Kim Wetzel

Signature: \_\_\_\_\_

Title: Administrative Assistant

Telephone Number: 509-335-2432

FAX number: 509-335-0328

e-mail address: kimw@wsu.edu

Date completed: 10/13/00

**Current Classification:**

NCAA Division	I-A <u>X</u>	II (with football) _____
	I-AA _____	II (without football) _____
	I-AAA _____	III (with football) _____
		III (without football) _____

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

**WORKSHEET 1: Athletically Related Student Aid**  
 (The institution is NOT required to make this worksheet available to the public.)

Sport	Scholarships					
	Male Athletes			Female Athletes		
	Equivalencies Awarded in 1999-2000 1	Number of Students Receiving Athletic Aid 2	Total Dollar Amount 3	Equivalencies Awarded in 1999-2000 4	Number of Students Receiving Athletic Aid 5	Total Dollar Amount 6
Baseball	11.50	25	152,422			
Basketball	11.50	13	208,999	14.25	15	234,691
Fencing						
Field Hockey						
Football	79.08	89	1,339,974			
Golf	3.91	9	53,684	5.83	8	94,996
Gymnastics						
Ice Hockey						
Lacrosse						
Rifle						
Rowing				16.76	30	226,507
Skiing						
Soccer				7.84	19	108,110
Softball						
Squash						
Swimming and Diving				8.78	11	147,636
Synchronized Swimming						
Team Handball						
Tennis				8.00	8	144,334
Track and Field, X-Country	10.58	22	167,947	16.71	28	265,934
Volleyball				11.10	13	196,282
Water Polo						
Wrestling						
Others						
(1) Totals	116.57	158	\$1,923,026	89.27	132	\$1,418,490

Transfer Dollar Amounts by Sport and Totals for All Sports (Columns 3 and 6) to Worksheets 7A and 8A (Column 1)  
 Transfer Total Dollar Amounts (Line 1 — Columns 3 and 6) to TABLE 6

Worksheet 1

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

**WORKSHEET 2: Coaches Salaries — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Sport	Head Coaches			Assistant Coaches			Men's Total Salaries 7
	Number of Positions 1	FTE 2	Salary 3	Number of Positions 4	FTE 5	Salary 6	
Baseball	1	1.00	59,130	2	2.00	68,113	\$127,243
Basketball	1	1.00	302,354	3	3.00	133,750	\$436,104
Fencing							
Field Hockey							
Football	1	1.00	423,320	11	10.00	681,181	\$1,104,501
Golf	1	0.50	25,756	2	0.75	12,971	\$38,727
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing							
Skiing							
Soccer							
Softball							
Squash							
Swimming and Diving							
Synchronized Swimming							
Team Handball							
Tennis							
Track and Field, X-Country	1	0.50	37,931	5	2.50	86,458	\$124,389
Volleyball							
Water Polo							
Wrestling							
Others							
(1) Total of Salaries			\$848,491			\$982,473	\$1,830,964
(2) Total of FTE's		4.00			18.25		22.25
(3) Number of Positions	5			23			28

Transfer Totals of Head and Assistant Coaches Salaries by Sport (Column 7) to Worksheet 7A (Column 3)

For Head Coaches, Transfer Total of FTE's (Line 2 — Column 2), and total number of positions (Line 3, Column 1) and calculate dollars per FTE and dollars per number of positions and transfer to Table 8.

For Assistant Coaches, Transfer Total of FTE's (Line 2 — Column 5) and total number of positions (Line 3, Column 4) and calculate dollars per FTE and dollars per number of positions and transfer to Table 9.

Worksheet 2

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

**WORKSHEET 3: Coaches Salaries — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Sport	Head Coaches			Assistant Coaches			Women's Total Salaries 7
	Number of Positions 1	FTE 2	Salary 3	Number of Positions 4	FTE 5	Salary 6	
Baseball							
Basketball	1	1.00	125,000	3	3.00	111,396	\$236,396
Fencing							
Field Hockey							
Football							
Golf	1	0.50	25,756	2	0.75	12,971	\$38,727
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing	1	1.00	45,282	2	2.00	58,140	\$103,422
Skiing							
Soccer	1	1.00	43,775	2	2.00	47,500	\$91,275
Softball							
Squash							
Swimming and Diving	1	1.00	44,125	1	1.00	14,047	\$58,172
Synchronized Swimming							
Team Handball							
Tennis	1	1.00	51,600	1	1.00	27,000	\$78,600
Track and Field, X-Country	1	0.50	37,931	5	2.50	86,458	\$124,389
Volleyball	1	1.00	104,301	2	2.00	59,847	\$164,148
Water Polo							
Wrestling							
Others							
(1) Total of Salaries			\$477,770			\$417,359	\$895,129
(2) Total of FTE's		7.00			14.25		21.25
(3) Number of Positions	8			18			26

Transfer Totals of Head and Assistant Coaches Salaries by Sport (Column 7) to Worksheet 8A (Column 3)

For Head Coaches, Transfer Total of FTE's (Line 2 — Column 2) and total number of positions (Line 3, Column 1) and calculate dollars per FTE and dollars per number of positions and transfer to table 8.

For Assistant Coaches, Transfer Total of FTE's (Line 2 — Column 1) and total number of positions (Line 3, Column 4) and calculate dollars per FTE and dollars per number of positions and transfer to table 9.

Worksheet 3



Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

**WORKSHEET 4 - Part A: Revenues by Source — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part A		Ticket Sales					
Revenues by Source	Ticket Sales to the Public and University Faculty/Staff 1	Ticket Sales to Students 2	Student Activity Fees 3	Guarantees and Options 4	Cash Contributions from Alumni and Others 5	Direct State or Other Government Support 6	Institutional Support 7
Men's Teams Only							
Baseball	17,903				1,020		
(1) Basketball	230,300			181,790	4,450		
Fencing							
Field Hockey							
(2) Football	1,493,208	179,455		1,074,639	42,385		
Golf							
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing							
Skiing							
Soccer							
Softball							
Squash							
Swimming and Diving							
Synchronized Swimming							
Team Handball							
Tennis							
Track and Field, X-Country	5,513				251		
Volleyball							
Water Polo							
Wrestling							
Others							
(3) Subtotal All Men's Teams	\$1,746,924	\$179,455		\$1,256,429	\$48,106		
(4)							
(5) Revenue Not Related to Specific Men's Teams							
(6) Total Revenue—Men	\$1,746,924	\$179,455		\$1,256,429	\$48,106		

Worksheet 4-A

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

**WORKSHEET 4 - Part B: Revenues by Source — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part B							
Revenues by Source	Bowl Games	Tournaments	NCAA/ Conference Distributions	Concessions	Radio and Television	Program Sales and Advertising	Signage Sponsorships Royalties
Men's Teams Only	8	9	10	11	12	13	14
Baseball							
(1) Basketball			547,820		488,583		
Fencing							
Field Hockey							
(2) Football			1,378,851		2,029,206		
Golf							
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing							
Skiing							
Soccer							
Softball							
Squash							
Swimming and Diving							
Synchronized Swimming							
Team Handball							
Tennis							
Track and Field, X-Country							
Volleyball							
Water Polo							
Wrestling							
Others							
(3) Subtotal All Men's Teams			\$1,926,671		\$2,517,789		
(4)							
(5) Revenue Not Related to Specific Men's Teams							
(6) Total Revenue—Men			\$1,926,671		\$2,517,789		

Worksheet 4-B

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

**WORKSHEET 4 - Part C: Revenues by Source — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part C

Revenues by Source		Sports Camps	All Other	Total Revenues
Men's Teams Only		15	16	17
	Baseball	1,960		\$20,883
(1)	Basketball	95,640		\$1,548,583
	Fencing			
	Field Hockey			
(2)	Football	132,253		\$6,329,997
	Golf			
	Gymnastics			
	Ice Hockey			
	Lacrosse			
	Rifle			
	Rowing			
	Skiing			
	Soccer			
	Softball			
	Squash			
	Swimming and Diving			
	Synchronized Swimming			
	Team Handball			
	Tennis			
	Track and Field, X-Country	15,432		\$21,196
	Volleyball			
	Water Polo			
	Wrestling			
	Others			
(3)	Subtotal All Men's Teams	\$245,285		\$7,920,659
(4)	Men's Teams Other than Football and Basketball (Subtract Lines 1 and 2 from Line 3)			\$42,079
(5)	Revenue Not Related to Specific Men's Teams			
(6)	Total Revenue—Men	\$245,285		\$7,920,659

Transfer Subtotal of Revenue Related to Specific Men's Teams (Line 3 — Column 17) to Table 7

Transfer Total Revenue for Football, Basketball, All Other Men's Teams, Revenue Not Related to Specific Men's Teams, and Total Revenue—Men (Lines 1, 2, 4, 5, and 6 — Column 17) to Table 10 (Lines 1, 2, 3, 4, and 5)

Worksheet 4-C

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

**WORKSHEET 5 - Part A: Revenues by Source — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part A		Ticket Sales					
Revenues by Source	Ticket Sales to the Public and University Faculty/ Staff 1	Ticket Sales to Students 2	Student Activity Fees 3	Guarantees and Options 4	Cash Contributions from Alumni and Others 5	Direct State or Other Government Support 6	Institutional Support 7
Women's Teams Only							
Baseball							
(1) Basketball	6,092				7,102		105,692
Fencing							
Field Hockey							
(2) Football							
Golf							61,587
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing					2,082		121,559
Skiing							
Soccer	2,097				200		51,604
Softball							
Squash							
Swimming and Diving					1,410		77,951
Synchronized Swimming							
Team Handball							
Tennis					1,395		77,403
Track and Field, X-Country	5,514						143,429
Volleyball	20,163				3,291		98,499
Water Polo							
Wrestling							
Others							
(3) Subtotal All Women's Teams	\$33,866				\$15,480		\$737,724
(4)							
(5) Revenue Not Related to Specific Women's Teams							
(6) Total Revenue—Women	\$33,866				\$15,480		\$737,724

Worksheet 5-A

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

**WORKSHEET 5 - Part B: Revenues by Source — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part B							
Revenues by Source	Bowl Games	Tournaments	NCAA/ Conference Distributions	Concessions	Radio and Television	Program Sales and Advertising	Signage Sponsorships Royalties
Women's Teams Only	8	9	10	11	9	10	11
Baseball							
(1) Basketball							
Fencing							
Field Hockey							
(2) Football							
Golf							
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing							
Skiing							
Soccer							
Softball							
Squash							
Swimming and Diving							
Synchronized Swimming							
Team Handball							
Tennis							
Track and Field, X-Country							
Volleyball							
Water Polo							
Wrestling							
Others							
(3) Subtotal All Women's Teams							
(4)							
(5) Revenue Not Related to Specific Women's Teams							
(6) Total Revenue—Women							

Worksheet 5-B

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

**WORKSHEET 5 - Part C: Revenues by Source — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part C			
Revenues by Source	Sports Camps	All Other	Total Revenues
Women's Teams Only	15	16	17
Baseball			
(1) Basketball	113,216	415	\$232,517
Fencing			
Field Hockey			
(2) Football			
Golf			\$61,587
Gymnastics			
Ice Hockey			
Lacrosse			
Rifle			
Rowing		24,564	\$148,205
Skiing			
Soccer		780	\$54,681
Softball			
Squash			
Swimming and Diving		6,205	\$85,566
Synchronized Swimming			
Team Handball			
Tennis		775	\$79,573
Track and Field, X-Country	15,433		\$164,376
Volleyball	97,086	2,654	\$221,693
Water Polo			
Wrestling			
Others			
(3) Subtotal All Women's Teams	\$225,735	\$35,393	\$1,048,198
(4) Women's Teams Other than Basketball (Subtract Line 1 from Line 3)			\$815,681
(5) Revenue Not Related to Specific Women's Teams			
(6) Total Revenue—Women	\$225,735	\$35,393	\$1,048,198

Transfer Subtotal of Revenue Related to Specific Women's Teams (Line 3 — Column 17) to Table 7  
 Transfer Total Revenue for Basketball, All Other Women's Teams, Revenue Not Related to Specific Women's Teams,  
 and Total Revenue - Women (Lines 1,4,5 and 6 -- Column 17) to Table 10 (Lines 6,7,8, and 9)

Worksheet 5-C

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

**WORKSHEET 6 - Part A: Expenses by Object of Expenditure — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part A							
Expenses by Object of Expenditure	Athletic Student Aid	Guarantees and Options Paid	Salaries	Salary Benefits	Recruiting	Team Travel (Include lodging and meals)	Equipment Uniforms Supplies
Men's Teams Only	1	2	3	4	5	6	7
Baseball	152,422		127,243	36,512	20,068	169,360	54,984
(1) Basketball	208,999	203,744	436,104	84,098	96,997	145,040	43,940
Fencing							
Field Hockey							
(2) Football	1,339,974	967,032	1,104,501	190,900	240,684	473,627	245,813
Golf	53,684		38,727	11,966	6,357	41,604	21,288
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing							
Skiing							
Soccer							
Softball							
Squash							
Swimming and Diving							
Synchronized Swimming							
Team Handball							
Tennis							
Track and Field, X-Country	167,947	5,000	124,389	31,260	20,381	133,032	39,987
Volleyball							
Water Polo							
Wrestling							
Others							
(3) Subtotal All Men's Teams	\$1,923,026	\$1,175,776	\$1,830,964	\$354,736	\$384,487	\$962,663	\$406,012
(4)							
(5) Expenses Not Related to Specific Men's Teams							
(6) Total Expense—Men	\$1,923,026	\$1,175,776	\$1,830,964	\$354,736	\$384,487	\$962,663	\$406,012

Add columns 6, 7, and 8 and transfer the totals to Table 4, Column 1; the EADA defines this total as Operating Expense.

Transfer Subtotal of Recruiting Expenses Related to Specific Men's Teams (Line 3 — Column 5) to Table 5

Worksheet 6-A

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

**WORKSHEET 6 - Part B: Expenses by Object of Expenditure — Men's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part B

Expenses by Object of Expenditure	Officials	Fund Raising	Contract Services	Other	Total Expenses	Debt Service	Capital Expense
Men's Teams Only	8	9	10	11	12	13	14
Baseball	17,735		459	52,017	\$630,800		16,962
(1) Basketball	66,806		75,278	223,065	\$1,584,071		
Fencing							
Field Hockey							
(2) Football	71,871		218,770	435,270	\$5,288,442		
Golf				28,305	\$201,931		
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing							
Skiing							
Soccer							
Softball							
Squash							
Swimming and Diving							
Synchronized Swimming							
Team Handball							
Tennis							
Track and Field, X-Country			324	44,771	\$567,091		
Volleyball							
Water Polo							
Wrestling							
Others							
(3) Subtotal All Men's Teams	\$156,412		\$294,831	\$783,428	\$8,272,336		\$16,962
(4) Men's Teams Other than Football and Basketball (Subtract Lines 1 and 2 from Line					\$1,399,822		
(5) Expenses Not Related to Specific Men's Teams							
(6) Total Expense—Men	\$156,412		\$294,831	\$783,428	\$8,272,336		\$16,962

Add columns 6, 7, and 8 and transfer the totals to Table 4, Column 1; the EADA defines this total as Operating Expense.

Transfer Total Expense for Basketball, Football, All Other Men's Teams, Expense Not Related to Specific Men's Teams, and Total Expense—Men (Lines 1, 2, 4, 5, and 6 — Column 12) to Table 10 (Lines 1, 2, 3, 4, and 5)

Worksheet 6-B



Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

**WORKSHEET 7 - Part A: Expenses by Object of Expenditure — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part A

Expenses by Object of Expenditure	Athletically Related Student Aid	Guarantees and Options Paid	Salaries	Salary Benefits	Recruiting	Team Travel (Include lodging and meals)	Equipment Uniforms Supplies
Women's Teams Only	1	2	3	4	5	6	7
Baseball							
(1) Basketball	234,691	2,200	236,396	59,881	61,428	108,141	36,506
Fencing							
Field Hockey							
(2) Football							
Golf	94,996		38,727	11,967	6,357	40,410	21,289
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing	226,507		103,422	29,489	20,781	175,087	42,739
Skiing							
Soccer	108,110		91,275	24,642	34,640	53,878	12,961
Softball							
Squash							
Swimming and Diving	147,636	5,000	58,172	19,751	18,063	58,107	17,190
Synchronized Swimming							
Team Handball							
Tennis	144,334		78,600	21,940	9,208	72,106	20,417
Track and Field, X-Country	265,934	5,000	124,389	38,743	19,470	137,931	39,572
Volleyball	196,282	10,749	164,148	46,463	30,699	79,172	20,771
Water Polo							
Wrestling							
Others							
(3) Subtotal All Women's Teams	\$1,418,490	\$22,949	\$895,129	\$252,876	\$200,646	\$724,832	\$211,445
(4)							
(5) Expenses Not Related to Specific Women's Teams							
(6) Total Expense—Women	\$1,418,490	\$22,949	\$895,129	\$252,876	\$200,646	\$724,832	\$211,445

Add columns 6, 7, and 8 and transfer the total to Table 4, Column 2; the EADA defines this total as Operating Expense.

Transfer Subtotal of Recruiting Expenses Related to Specific Women's Teams (Line 3 — Column 5) to Table 5

Worksheet 7-A

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

**WORKSHEET 7 - Part B: Expenses by Object of Expenditure — Women's Teams Only**  
 (The institution is NOT required to make this worksheet available to the public.)

Part B

Expenses by Object of Expenditure	Officials	Fund Raising	Contract Services	Other	Total Expenses	Debt Services	Capital Expense
Women's Teams Only	8	9	10	11	12	13	14
Baseball							
(1) Basketball	47,331		27,000	177,860	\$991,434		
Fencing							
Field Hockey							
(2) Football							
Golf				2,945	\$216,691		
Gymnastics							
Ice Hockey							
Lacrosse							
Rifle							
Rowing				84,452	\$682,477		1,341
Skiing							
Soccer	5,300		934	30,854	\$362,594		
Softball							
Squash							
Swimming and Diving	500			29,952	\$354,371		
Synchronized Swimming							
Team Handball							
Tennis	5,473		495	22,943	\$375,516		
Track and Field, X-Country			323	52,488	\$683,850		
Volleyball	12,682		33,309	123,039	\$717,314		4,168
Water Polo							
Wrestling							
Others							
(3) Subtotal All Women's Teams	\$71,286		\$62,061	\$524,533	\$4,384,247		\$5,509
(4) Women's Teams Other than Basketball (Subtract Line 1 from Line 3)					\$3,392,814		
(5) Expenses Not Related to Specific Women's Teams							
(6) Total Expense—Women	\$71,286		\$62,061	\$524,533	\$4,384,247		\$5,509

Add columns 6, 7, and 8 and transfer the total to Table 4, Column 2; the EADA defines this total as Operating Expense.

Transfer Total Expense for Basketball, All Other Women's Sports, Expense Not Related to Specific Women's Teams and Total Expense—Women (Lines 1, 4, 5 and 6 — Column 12) to Table 10 (Lines 6, 7, 8, and 9)

Worksheet 7-B

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

**WORKSHEET 8: Revenues and Expenses Not Allocated by Gender**  
 (The institution is NOT required to make this worksheet available to the public.)

**WORKSHEET 8A: REVENUES Not Directly Attributable to Either Men's or Women's Programs**

Revenues by Source	Ticket Sales						
	Ticket Sales to the Public and University Faculty/ Staff 1	Ticket Sales to Students 2	Student Activity Fees 3	Guarantees and Options 4	Cash Contributions from Alumni and Others 5	Direct State or Other Government Support 6	Institutional Support 7
Not Allocated by Gender		\$398,354	\$823,000		\$2,334,966		\$2,330,179

Bowl Games 8	Tournaments 9	NCAA/ Conference Distributions 10	Concessions 11	Radio and Television 12	Program Sales and Advertising 13	Signage Sponsorships Royalties 14
		\$579,176	\$108,262	\$460,051		\$1,646,920

Sports Camps 15	All Other 16	Total Revenues 17
	\$568,158	\$9,249,066

(1)

Transfer Total Revenues Not Allocated by Gender (Line 1 — Column 17) to Table 10 (Line 10)

**WORKSHEET 8B: EXPENSES Not Directly Attributable to Either Men's or Women's Programs**

Expenses by Object of Expenditure	Athletic Student Aid 1	Guarantees and Options Paid 2	Salaries 3	Salary Benefits 4	Recruiting 5	Team Travel (Include lodging and meals) 6	Equipment Uniforms Supplies 7
Not Allocated by Gender	\$291,108	\$25,001	\$2,655,767	\$635,283			\$197,702

Officials 8	Fund Raising 9	Contract Services 10	Other 11	Total Expenses 12	Debt Service 13	Capital Expense 14
	\$274,657	\$167,177	\$2,314,675	\$6,561,370	\$66,067	\$222,924

(2)

Transfer Total Expenses Not Allocated by Gender (Line 2 — Column 12) to Table 10 (Line 10)

Worksheets 8-A and 8-B

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

Equity in Athletics Disclosure Act

1999-2000

**TABLE 1 — ATHLETICS PARTICIPATION**

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists the number of participants by gender for each varsity team. According to the published federal regulations governing EADA a participant is defined as a student-athlete who, as of the day of a varsity team's first scheduled contest —

- (a) is listed by the institution on the varsity team's roster; or
- (b) receives athletically related student aid; or
- (c) practices with the varsity team and receives coaching from one or more varsity coaches.

Any student-athlete who satisfies one or more of these criteria is a participant, including a student on a team the institution designates or defines as junior varsity, freshman, or novice, or a student withheld from competition to preserve eligibility (i.e., a redshirt) or for academic, medical, or other reasons.

Sport	Number of Participants		Number of Participants Participating on a Second Team		Number of Participants Participating on a Third Team	
	Men's Teams 1	Women's Teams 2	Men's Teams 3	Women's Teams 4	Men's Teams 5	Women's Teams 6
Baseball	36		0		0	
Basketball	15	15	0	2	0	0
Fencing						
Field Hockey						
Football	125		1		1	
Golf	10	10	0	0	0	0
Gymnastics						
Ice Hockey						
Lacrosse						
Rifle						
Rowing		69		0		0
Skiing						
Soccer		23		0		0
Softball						
Squash						
Swimming and Diving		12		0		0
Synchronized Swimming						
Team Handball						
Tennis		8		0		0
Cross Country *	13	11	11	11	10	11
Indoor Track and Field *	52	38	50	38	11	11
Outdoor Track and Field *	49	38	49	38	11	11
Volleyball		14		0		0
Water Polo						
Wrestling						
Others						
(1) Total Participants	300	238	111	89	33	33
(2) Percentage of Participants	55.8%	44.2%				
(3) Unduplicated Count of Participants	239	188				

<b>ALL</b>
Total Participants Men and Women
538

100.0%

\* "Track and Field, X-Country" participants are broken out by each of the three sports.

Table 1

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

Equity in Athletics Disclosure Act

1999-2000

**TABLE 4 — OPERATING EXPENSES**  
Commonly known as Game-Day Expenses

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists the total expense an institution incurs attributable to home, away, and neutral-site intercollegiate athletic contests including team travel, lodging, and meals; uniforms and equipment; and officials.

Sport	Operating Expense		Per Capita Expenses		
	Men's Teams 1	Women's Teams 2	Men's Teams 3	Women's Teams 4	
Baseball	242,079		6,724		
Basketball	255,786	191,978	17,052	12,799	
Fencing					
Field Hockey					
Football	791,311		6,330		
Golf	62,892	61,699	6,289	6,170	
Gymnastics					
Ice Hockey					
Lacrosse					
Rifle					
Rowing		217,826		3,157	
Skiing					
Soccer		72,139		3,136	
Softball					
Squash					
Swimming and Diving		75,797		6,316	
Synchronized Swimming					
Team Handball					
Tennis		97,996		12,250	
Track and Field, X-Country *	173,019	177,503	1,518	2,040	
Volleyball		112,625		8,045	
Water Polo					
Wrestling					
Others					
					ALL
<b>Total Operating Expense</b>	\$1,525,087	\$1,007,563	\$5,084	\$4,233	\$2,532,650
<b>Percent of Total</b>	60.2%	39.8%			100.0%

\* Per capita expense for "Track and Field, X-Country" determined using total number of participants for cross country, indoor track, and outdo

Table 4

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

Equity in Athletics Disclosure Act

1999-2000

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

**TABLE 5 — RECRUITING EXPENDITURES**

This table lists the total institutional expenditures associated with recruiting for the teams. Costs include, but are not limited to: transportation, lodging, and meals for both recruits and institutional personnel engaged in men's and women's recruiting; expenditures for official and unofficial visits; and all other major expenses logically related to recruiting.

Recruiting Expenditures	Dollars	Percent of Total
Men's Teams	\$384,487	65.7%
Women's Teams	\$200,646	34.3%
<b>Total Recruiting Expenses</b>	<b>\$585,133</b>	<b>100.0%</b>

**TABLE 6 — ATHLETICALLY RELATED STUDENT AID**

This table lists the total amount of athletically related student aid awarded men and women student-athletes. Athletically related student aid is aid awarded a student that requires the student to participate in an intercollegiate athletics program. The average costs of a full grant-in-aid for in-state and out-of-state student-athletes are also listed.

Athletically Related Student Aid	Dollars	Percent of Total
Awarded to Male Athletes	\$1,923,026	57.5%
Awarded to Female Athletes	\$1,418,490	42.5%
<b>Total Amount</b>	<b>\$3,341,516</b>	<b>100.0%</b>

Average Cost of Full Grant-In-Aid	Dollars
In-State	\$10,766
Out-of-State	\$17,800

**TABLE 7 — Revenues**

This table lists the total revenue attributable to specific teams for all men's teams and all women's teams. Revenue includes ticket sales; student activity fees; guarantees and options; contributions from alumni and others; state or government support; institutional support; post-season compensation; concessions; radio and television; special events; program sales and advertising; signage, sponsorships, and royalties; sports camps; and all other revenues intended for intercollegiate sports.

Revenue Attributable to Specific Teams	Dollars	Percent of Total
Men's Teams	\$7,920,659	88.3%
Women's Teams	\$1,048,198	11.7%
<b>Total Revenue</b>	<b>\$8,968,857</b>	<b>100.0%</b>

Tables 5, 6, and 7

**Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)**

Equity in Athletics Disclosure Act

1999-2000

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

**TABLE 8 — HEAD COACHES SALARIES**

This table lists the average annual institutional salary of the head coaches of the men's and women's teams. Volunteer head coaches and head coaches whose salaries are paid by entities other than this institution are excluded from this calculation. Average salaries are listed as dollars per full-time equivalency as well as dollars per actual number of coaching positions.

Average Salaries of Head Coaches	Dollars per FTE	FTE's	Dollars per Position	Number of Positions
Men's Teams	\$212,123	4.00	\$169,698	5
Women's Teams	\$68,253	7.00	\$59,721	8

**TABLE 9 — ASSISTANT COACHES SALARIES**

This table lists the average annual institutional salary of the assistant coaches of the men's and women's teams. Volunteer assistant coaches and assistant coaches whose salaries are paid by entities other than this institution are excluded from this calculation. Average salaries are listed as dollars per full-time equivalency as well as dollars per actual number of positions.

Average Salaries of Assistant Coaches	Dollars per FTE	FTE's	Dollars per Position	Number of Positions
Men's Teams	\$53,834	18.25	\$42,716	23
Women's Teams	\$29,288	14.25	\$23,187	18

Tables 8 and 9

Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)

Equity in Athletics Disclosure Act

1999-2000

**TABLE 10 — OVERALL REVENUES AND EXPENSES**

Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.

This table lists total overall revenues and expenses for all men's programs and all women's programs as well as revenues and expenses not allocated to specific teams or not allocated by gender. The table also provides the same information for football, men's and women's basketball, and all other men's and women's sports.

Revenue includes ticket sales; student activity fees; guarantees and options; contributions from alumni and others; state or government support; institutional support; post-season compensation; concessions; radio and television; special events; program sales and advertising; signage, sponsorships, and royalties; sports camps; and all other revenues intended for intercollegiate sports.

Expenses include appearance guarantees and options, athletically-related student aid, contract services, equipment, fund-raising activities, operating expenses, promotional activities, recruiting expenses, salaries and benefits, supplies, travel, and any other expenses attributable to intercollegiate activities. Debt service and capital expenses are not included in these totals.

	Revenues		Expenses	
	Dollars	Percent of Grand Total	Dollars	Percent of Grand Total
(1) Football	\$6,329,997	34.7%	\$5,288,442	27.5%
(2) Men's Basketball	\$1,548,583	8.5%	\$1,584,071	8.2%
(3) All Other Men's Teams	\$42,079	0.2%	\$1,399,822	7.3%
(4) Not Allocated to Specific Men's Teams		0.0%		0.0%
(5) Total of Men's Program	\$7,920,659	43.5%	\$8,272,336	43.0%
(6) Women's Basketball	\$232,517	1.3%	\$991,434	5.2%
(7) All Other Women's Teams	\$815,681	4.5%	\$3,392,814	17.7%
(8) Not Allocated to Specific Women's Teams		0.0%		0.0%
(9) Total of Women's Program	\$1,048,198	5.8%	\$4,384,247	22.8%
(10) Not Allocated by Gender	\$9,249,066	50.8%	\$6,561,370	34.1%
(11) Grand Totals (add Lines 5, 9, 10)	\$18,217,923	100.0%	\$19,217,953	100.0%

**Total Revenues and Operating Expenses of the Entire Institution  
As Indicated on the Institution's Financial Statement**

	Revenues	Expenses
Total for the Entire Institution	\$498,645,819	\$491,378,388

Table 10



**Appendix B – Equity in Athletics Disclosure Act Report, 2000 (cont.)**

**Equity in Athletics Disclosure Act**

1999-2000

**Federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 15 of each year.**

An institution is encouraged to provide any further information it believes might be helpful to students, prospective students or the public to interpret the information provided above, or that might help a prospective student-athlete make an informed choice of an athletics program. For example, an institution may include a history of its athletics programs, or explanation of unusual or exceptional circumstances that would better explain the data or their significance.

WSU operates men's and women's track and field as joint program with a single coaching staff that works with all of the student-athletes from both facets of the program. The staff and salary values assigned to worksheets 2, 3, 6, 7 and tables 2, 3, 8, 9 reflect the joint program. Cross country figures are included with track and field.

WSU operates men's and women's golf as a joint program with a single coaching staff that works with all of the students from both facets of the program. The staff and salary values assigned to worksheets 2, 3, 6, 7, and tables, 2, 3, 8, 9 reflect the joint program.

Due to coaching staff changes, Men's Basketball Head Coach Salary reflects two salaries for the twelve months reported.

Worksheet 8B, item 11 (other) includes \$406,438 of university administrative service fees and \$196,687 for professional travel of non-coaching staff members not related to team travel or recruiting.

Women's Basketball assistant coaches salaries reflects 3-month vacant position while search was conducted.

Swimming assistant coaches salaries reflects 6-month vacant position while search was conducted.

## Appendix C – Gender Equity Plan



Office of the President

**GENDER EQUITY PLAN**  
Department of Intercollegiate Athletics  
Washington State University  
Fall, 2002

### History

Washington State University's gender efforts have been shaped by three major events:

1. The 1983 State Superior Court decision in Blair vs. WSU. A group of women coaches and student-athletes had filed charges of discrimination, based on Washington's Equal Rights Amendment and other state anti-discrimination laws. The court concluded the University had discriminated against the plaintiffs and ordered the University to provide equitable treatment of its women's athletic program and established minimum criteria regarding direct funding for scholarships and operational support and participation rates. Football was exempted from equity calculations for scholarship allocations and participation rates. The Court mandated the establishment of a Gender Equity Committee composed of two student-athletes, two coaches, two administrators, and a chair. The charge of the committee is to develop recommendations for written policies concerning matters affecting gender equity in athletics including, but not limited to, shared services, locker and office facilities, practice and competition facilities and scheduling, sports camps and clinics, complimentary automobiles, athlete work projects, facilities improvements, and sports to be offered. The committee shall also monitor the application of the funding formula and participation opportunities and develop recommendations for the advancement of women's athletics in the area of promotions. The committee shall submit an annual report to the Provost's Office on July 1 each year.
2. The 1987 Washington State Supreme Court reversal of part of the trial court's decision. The plaintiffs appealed the lower court's exemption of football from considerations of equity. The court reversed the exclusion of football from calculations of participation opportunities and scholarship funding required. It upheld the exclusion of sports generated revenues from calculations of University financial support, yet stated that this conclusion did not modify in any way the University's obligation to achieve equity under the Equal Rights Amendment.
3. The 1989 passage by the Washington legislature of a tuition waiver bill for achieving gender equity and a comprehensive gender equity in higher education bill. After the 1983 trial court decision, Washington State merged the men's and women's athletic departments and altered its sports offerings to provide an affordable and equitable program within the Pacific 10 Conference. Over a period of four years, as required by the court, an equitable balance was reached in compliance with the Superior Court decision.

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## Appendix C – Gender Equity Plan (cont.)

After the 1987 Supreme Court decision the University undertook the following initiatives:

- 1987 In the fall the institution announced its game plan to achieve gender equity in athletics.
- 1988 All current women's programs were funded to the NCAA scholarship maximums and recruiting budgets were increased.
- 1989 Soccer was added as a women's varsity program and began competition in the fall. A full-time head coach was hired.
- 1989 Washington State University initiated an educational and lobbying effort with the Washington legislature to generate funding support for achieving equity in intercollegiate athletics. All the state institutions of higher education joined this effort which resulted in the tuition waiver and omnibus gender equity bills. As a result of this legislation, Washington State conducted an institution wide self study in 1990 and forwarded the findings and equity plans to the Higher Education Coordinating Board. Required follow-up reports and plans were submitted in 1992 and 1994. The next report is due fall, 1996. Athletics is included in the HEC Board's reporting requirements.
- 1990 Crew was added as a women's varsity program and began competition in the fall. A full time head and half time assistant coach were hired.
- 1991 The University initiated a major capital project to build an addition to Bohler Gymnasium and to renovate Bohler. Subsequently, the Legislature allocated pre-design, design, and construction funds. The construction of the addition will begin in April, 1996 and we are currently in the design phase for the renovation. It is anticipated the renovation will begin in 1997. With the completion of the Bohler project, which will provide equitable facilities for all our student-athletes, the last major piece of the gender equity puzzle will be completed.
- 1998 The Bohler Addition was completed and staff moved in during the summer. This facility provided meeting rooms utilized by all sports, a student-athlete computer lab, a 14,000 square foot strength and conditioning facility, offices for student support personnel including academic, compliance, marketing and promotions, media information, and a women's staff locker room.
- 2000 In the fall coaches and administrative staff moved back into the newly renovated Bohler Gym. Besides new offices and meeting rooms, this facility contains the competitive facility for volleyball, which is also used for basketball practices, expanded athletic training and equipment services facilities, and individual locker rooms for all sports except for men's and women's basketball and men's and women's golf. The basketball teams have their main locker room in Beasley Coliseum and use the all purpose locker rooms for training and practices. The golf teams have lockers in the all purpose locker rooms.

**Appendix C – Gender Equity Plan (cont.)**

Since the completion of the Bohler project, new carpeting, paint and furniture have been purchased for the head swimming coach who is not officed in the Bohler Complex.

The institution has been in compliance with participation opportunities commensurate with female undergraduate enrollment since fall, 1990.

**Future Plans**

Washington State University has made tremendous progress since 1987 in providing equitable opportunities for women to compete in intercollegiate athletics. We believe it can honestly be said we have been national leaders in this effort. The future calls for fine tuning our efforts, monitoring the status of all our programs on an ongoing basis, and positioning ourselves to accommodate evolving national standards as well as institutional demographics. As indicated in our HEC Board reports and the two NCAA athletic certification self studies, we need to continue to enhance marketing and promotions efforts for women’s sports, ensure that our salary structure and recruiting budgets are equitable, and address other recommendations resulting from this self study. The following chart summarizes these activities:

**Washington State University**

<b>Issues in the Self-Study</b>	<b>Measurable Goals</b>	<b>Steps to Achieve Goals</b>	<b>Individuals/ Officers Responsible for Implementation</b>	<b>Specific Timetable for Completing the Work</b>	<b>Means for Funding Implementation</b>
Gender Equity Committee established by the Blair decision no longer active	Reactivate the committee to monitor/ review gender equity issues relative to state and federal laws and HEC Board requirements	Establish a Gender Equity Committee as a sub committee of the Athletic Council	Faculty Athletic Representative	By January 1, 2003	NA

## Appendix C – Gender Equity Plan (cont.)

Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work	Means for Funding Implementation
Undergraduate female enrollment rates are rising	Maintain compliance with state and federal gender equity laws	Monitor enrollment and athletic participation rates and make recommendations for the possible addition of a future women's sport	Gender Equity Committee	Annual report each May beginning 2003	NA
Continue to address gender in hiring of head coaches for women's sports	Provide female coaching role models for female athletes	Aggressively recruit women applicants for head coaching vacancies	Senior staff	On going	NA
Continue to address salary equity issues for head and assistant coaches	Provide a salary structure that attracts quality candidates for vacancies and retains quality staff	Continue to review Pac-10, national and internal salary surveys and criteria	Sport supervisor (Athletic Director and Senior Associate Athletic Director)	Spring of each year in conjunction with the annual review process	NA
Review contract, buy-out clauses, communicated expectations	Ensure that contracts fairly convey expectations and priorities	Continue review initiated in 2001-02	Associate Athletic Director for Internal Operations	Complete end of 2002-03 academic year	NA

Appendix C – Gender Equity Plan (cont.)

Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work	Means for Funding Implementation
<p>Strengthen efforts to identify and cultivate ways to enhance public awareness and interest in women's sports:</p> <p>a) promote women's contributions to athletics throughout the year, and especially during Women's History Month and Girls and Women in Sports Day</p>	<p>Promote awareness of women's contribution to create interest in our current women's programs</p>	<p>Develop special game promotions and recognition activities during game breaks</p>	<p>Director of Marketing and Promotion</p> <p>Head Coaches of Women's Sports</p>	<p>Ongoing</p>	<p>NA</p>

## Appendix C – Gender Equity Plan (cont.)

Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work	Means for Funding Implementation
b) Continue to review the recently revamped selecting process for the WSU Athletic Hall of Fame to ensure women are equitably represented on the selection committee and in honorees	Ensure male and female input from varied constituents into selection process	The new committee representation developed in 2001 is equitable. However, several members have moved on and need to be replaced. Equity will be a primary consideration in the replacement process	Athletic Director and Senior Associate Athletic Director	By March, 2003	NA

Appendix C – Gender Equity Plan (cont.)

Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work	Means for Funding Implementation
	Explore options to include in current criteria/ policies/ procedures which will provide women competing before Title IX and in the early years thereafter, a fair opportunity for consideration for Hall of Fame induction	Discuss the issue with the committee. Share what other institutions have done	Hall of Fame Committee	In place for selection of 2004 class	NA



## Appendix C – Gender Equity Plan (cont.)

Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work	Means for Funding Implementation
c) Continue to develop relationships in the community to encourage interest in girls and women's sports	To increase fan interest in our women's programs: increase attendance and ticket sales	<p>Enhance involvement of individual student-athletes and women's teams in community service projects and pursue new opportunities</p> <p>Enhance coaches involvement with campus/ community groups and committees</p> <p>Develop specific goals for attendance and ticket sales included in a comprehensive marketing plan for the women's revenue sports. Evaluate, review, and adjust the plan with a five year outlook</p>	<p>Program director for PROWL</p> <p>Team CARE coordinator</p> <p>Coaches</p> <p>Athletic Director</p> <p>Director of Marketing and Promotions</p> <p>Director of Marketing &amp; Promotions</p> <p>Director of Tickets</p>	<p>Ongoing</p>         <p>Fall 2003-2008</p>	NA

8

Appendix C – Gender Equity Plan (cont.)

		Develop specific goals for attendance and promotions for women's non-revenue sports. Evaluate, review and adjust the plan with a five year outlook	Director of Marketing and Promotions	Fall 2004-2009	
--	--	--	--------------------------------------	----------------	--

The Athletic Director will have ultimate responsibility for implementation and oversight of all gender equity plans.

Approved by:   
V. Lane Rawlins, President

## Appendix D – Equal Opportunity Representatives Duties and Responsibilities

### Center for Human Rights Equal Opportunity Representatives Duties and Responsibilities

#### PURPOSE

The work of Equal Opportunity Representatives shall consist of assisting their administrators, deans, and department chairs in developing and implementing an effective and responsive equal opportunity and affirmative action program. Their work will focus on recruitment and retention of underutilized persons in their respective units and assisting their leadership in responding to complaints of unlawful discrimination. In addition, they will assist the Center for Human Rights in designing and providing education materials and workshops for their units that address equal opportunity, diversity and unlawful discrimination.

#### GOALS FOR EQUAL OPPORTUNITY REPRESENTATIVES

- To develop and monitor their respective equal opportunity and affirmative programs.
- To initiate more aggressive efforts in the recruitment of qualified underutilized groups members.
- To engage in efforts to ensure a complete nondiscriminatory process in all employment practices such as recruiting, hiring, and promoting women, ethnic minority groups, disabled, disabled veterans, Vietnam-era veterans, and persons forty and over at all levels of employment throughout the University.
- Where necessary, assist their respective administrators, deans and department chairs in responding effectively to complaints of illegal discrimination and other workplace climate issues.

#### OBJECTIVES

Divisions and departments will share in the responsibility and accountability for their equal opportunity and affirmative action programs. Such responsibility will include the oversight of the employment process, complaint handling and education.

## Appendix D – Equal Opportunity Representatives Duties and Responsibilities (cont.)

### STRATEGY

- Administrators, deans, department chairs will be responsible for appointing the department equal opportunity representatives and providing the necessary administrative support to their representatives.
- The Center for Human Rights will coordinate and provide leadership and regular training for departmental EEO representatives on EEO/AA laws, implementing regulations, and supporting University policies and procedures.
- EEO representatives will be responsible for providing guidance to search committees and unit leadership regarding the University's EEO /AA guidelines.
- EEO representatives will assist the Center for Human Rights in reviewing and revising the University's EEO/AA policy and procedures according to applicable civil rights laws and regulatory guidelines.

Appendix E – Table 1, Athletics and Selected Institutional Personnel

EQUITY WELFARE AND SPORTSMANSHIP ATTACHMENT NO. 1  
 EQUITY, WELFARE AND SPORTSMANSHIP: SELF-STUDY ITEM NOS. 2,3, and 4  
 FOR OPERATING PRINCIPLE 4.2

Racial or Ethnic Composition  
 PART A: Athletics and Selected Institutional Personnel  
 Indicate the number\* of individuals in each of the racial or ethnic groups for each personnel group listed below for the three most recent academic years. List the most recent academic year's data first. [Note: (1) Use the definition of staff members that is included in the certification of compliance (2) "F" refers to full-time staff employees who are considered by the institution as 1 FTE (Full-Time equivalency) in the athletics department(s) and "P" refers to part-time staff employees who are less than 1 FTE in the athletics department(s).]

Year	Racial or Ethnic Group											
	Am. Ind./AN (N)		Asian/PI (N)		Black (N)		Hispanic (N)		White (N)		Other (N)	
	2000	1999	2000	1999	2000	1999	2000	1999	2000	1999	2000	1999
Senior Administrative Athletics Dept. Staff		1				1	1					
F			1	1	2	3	1	1	2	2	1	33
Other Professional Athletics Dept. Staff						2	3			1		
F						1	1	1	1	1	1	9
P												
F		1	1	2	2	4	4				25	27
Assistant Coaches												
TOTALS (For Athletic Dept. Personnel)	0	2	3	3	4	9	7	9	3	3	2	74
Faculty-Based Athletics Board or Committee Members						2	3					7
Other Advisory or Policy-Making Group Members						1						22
												14
												1.3
												1.2

Am. Ind/AN - American Indian/Alaskan Native  
 Asian/PI - Asian/Pacific Islander

\*For athletics department personnel serving in more than one capacity (e.g., assistant athletics director and head softball coach), use fractions or athletics staff or coach groups to indicate the approximate percentage of a full-time position devoted to each role, with the understanding that one more than one equivalency.

Footnotes: Includes membership on WSU's Athletic Compliance Committee membership on WSU's University Compliance Committee  
 Graduate Assistants (2 in 1998, and 6 each in 1999 and 2000) were included in part-time Other Professional staff.  
 Name of person completing this chart: Susan Lutzenhiser (personnel data verified by Julie Heath, Athletics)  
 Title: Asst. Dir., Institutional Research 1/30/2000 Revised: 2/13/2002  
 Coaches on full-time appointments with a title of "Head Coach" (e.g., the X-Country and Golf coaches) are counted as full-time here even though their Page 40 Attachment No. 1: Racial or Ethnic Composition Rev. March 2001

C:\NCAA\_from\_server\intra\data\Equity.xls Page 40

Appendix E – Table 2, Students and Student-Athletes on Athletics Aid

**PART B: STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID\***

Indicate the number of students generally and student-athletes v aid\* (include partial and nonqualifiers who were ineligible for aid) in each of the racial or ethnic groups listed below for the three most recent academic years. List the most recent academic year's data first. Note: Information for students generally and for student-athletes who received athletics aid can be obtained from the enrollment information items included in the institution's completed NCAA Division I Graduation-

Year	Racial or Ethnic Group												Totals								
	Am. Ind./AN	Asian/PI	Black	Hispanic	White	Other	2000	1999	1998	2000	1999	1998	2000	1999	1998						
All Students	203	251	277	733	749	805	384	356	344	460	480	503	11058	11088	11263	1304	1323	1402	14124	14247	14594
Student-Athletes	2	3	12	5	9	59	50	50	5	7	9	152	157	160	40	38	39	270	259	270	

Am. Ind./AN - American Indian / Alaskan Native  
 Asian/PI - Asian / Pacific Islander  
 Full-time undergraduate, degree-seeking students and scholarship athletes, Fall semesters.  
 \*Institutions that do not award athletics aid should compile these data for student-athletes who were recruited, as determined by the institution.  
 \*\*Other includes both non-reported domestic students as well as international students.  
 1999 data for all students are corrected IPEDS data.  
 Source: Athletics, Financial Aid, 10th day downloads, IPEDS files, NCAA graduation-rates disclosure forms.  
 Name of person completing this chart: Cathy Fulkerson  
 Title: PlanniDate: 1/24/02

Appendix E – Table 3, Students and Student-Athletes on Athletics Aid, Part 2

Supplemental Information for Part B Page 41

Percentage of Totals

Year	Racial or Ethnic Group													
	Am. Ind./AN		Asian/PI		Black		Hispanic		White		Other		Totals	
	2000	1999	2000	1999	2000	1999	2000	1999	2000	1999	2000	1999	2000	1999
All Student	1.4%	1.8%	1.9%	5.3%	5.5%	2.7%	2.5%	2.4%	3.3%	3.4%	3.4%	78.3%	77.8%	77.2%
Student-Athlete	0.8%	1.1%	4.4%	1.9%	3.3%	21.9%	19.3%	18.5%	1.9%	2.7%	3.3%	56.3%	60.6%	59.3%

Notes:  
 \*Other includes both non-reported domestic students as well as international students.  
 1999 data for all students are corrected IPEDS data.  
 Source: Athletics, financial aid, 10th day downloads, IPEDS files, NCAA graduation-rates disclosure forms.  
 Name of person completing this report: Cathy Fulkerson, Institutional Research  
 Title: Plann:Date: 1/24/2002 Revised: 8/16/2002  
 C:\NCAA\_from\_server\intra\data\ [Equity.xls] Page 40

Appendix E – Table 4, Men’s and Women’s Sports Teams

PART C: MEN'S AND WOMEN'S SPORTS TEAMS

Indicate the number of student-athletes who received athletics aid\* (include partial and no aid) in each of the racial or ethnic groups for each sport group listed below for the three most recent academic years. List the most recent academic year's data first. [Note: Information concerning student-athletes who received athletics aid by eight sports groups can be obtained from the enrollment information items included in the institution's completed NCAA

Sports **	Racial or Ethnic Group												Totals								
	Am. Ind./AN		N/Asian/PI		Black		Hispanic		White		Other										
	2000	1999	2000	1999	2000	1999	2000	1999	2000	1999	2000	1999									
Baseball	0	0	2	1	2	3	2	0	1	0	14	17	0	3	19	25	24				
Men's Basketball	0	0	0	0	0	8	5	3	0	0	2	4	6	2	2	3	12	11	12		
Football	0	0	0	6	2	4	36	32	34	1	1	2	30	33	34	5	3	3	78	71	77
Men's Track/ Country	0	0	0	0	0	2	2	1	0	1	1	14	14	12	3	4	6	19	21	20	
Men's Other Spc and Mixed Sports	0	0	0	0	0	0	0	0	0	0	7	9	9	1	0	0	8	9	9		
Women's Basketball	0	0	0	1	1	1	1	1	1	1	1	10	7	6	2	4	4	15	14	13	
Women's Track/Cross Country	1	1	0	0	0	9	7	8	1	1	1	10	14	16	5	3	2	26	26	28	
Women's Other Sports	1	1	2	3	1	2	0	1	1	2	4	65	58	60	22	19	18	93	82	87	
TOTAL	2	2	3	12	5	9	59	50	50	5	7	9	152	157	160	40	38	39	270	259	270

Am.Ind/AN - American Indian/Alaskan Native  
 Asian/PI - Asian/Pacific Islander  
 Full-time undergraduate scholarship athletes, fall semesters.  
 \*Institutions that do not award athletics aid should compile these data for student-athletes who were recruited, as determined by the institution.  
 \*\*For those sports listed in this column that have not been at the varsity level for three years, indicate in this column the year in which the sport was recognized as a varsity sport.  
 \*\*\*Other includes both non-reported domestic students as well as international students.  
 1999 data for all students are corrected IPEDS data. Source: Athletics, financial aid, 10th day downloads, NCAA graduation-rates disclosure forms.  
 Name of person completing this chart: Cathy Fulkerson, Institutional Research  
 Title: PlanninDate: 1/24/02



## Appendix F – Minority Opportunities Plan



Office of the President

**MINORITY OPPORTUNITIES PLAN**

Department of Intercollegiate Athletics  
Washington State University  
Fall, 2002

**Introduction**

As reflected in its Mission Statement, the Department of Intercollegiate Athletics is dedicated to providing opportunities, which will enhance the intellectual, physical, social, moral and cultural development of the whole person. The department and the institution value ethnic diversity and are committed to providing equitable opportunities for all students and staff. The following plan identifies the issues that surfaced through the self- study process and strategies to address those issues.

**Washington State University**

<b>Issues in the Self-Study</b>	<b>Measurable Goals</b>	<b>Steps to Achieve Goals</b>	<b>Individuals/ Officers Responsible for Implementation</b>	<b>Specific Timetable for Completing the Work</b>	<b>Means for Funding Implementation</b>
Dissemination of Minority Opportunity Plan	Educate administration and staff on diversity and create awareness of departmental goals and objectives	1) Include in Policies and Procedures Manual 2) Distribute hard copy to all staff	Sr. Associate Athletic Director	At conclusion of self study and certification process	NA
Although it wasn't specifically addressed in the self-study, the department's goal is to provide diversity training opportunities	Create a climate that accepts and values diversity	1) Employees participate in university leadership programs and/or specific diversity training 2) Track participation in university	Associate AD for Staff and Student-Athlete Development	Ongoing	NA

French Administration 422, PO Box 641048, Pullman, WA 99164-1048  
509-335-6666 • Fax: 509-335-0137 • [www.wsu.edu/president/PresidentsOffice.html](http://www.wsu.edu/president/PresidentsOffice.html)

Appendix F – Minority Opportunities Plan (cont.)

for all staff		programs 3) Provide other in house opportunities to educate all staff on diversity issues through speakers, seminars, etc.			
Lack of minority administrators and staff mentoring program	Assist staff in gaining the skills, experience and knowledge to advance in their professions	1) Develop a mentoring program for minority staff  2) Provide opportunities to attend professional seminars, etc., to network and improve skills and knowledge	Associate AD for Staff and Student-Athlete Development  Athletic Director	September, 2003  Yearly	NA  Included in sports/unit budgets.  National programs (NCAA, NACDA, NACWAA, e.g.) funded centrally
EEO permanent appointment	Provide oversight for search processes to facilitate development of diverse applicant pool and adherence with university regulations	Associate AD for Staff and Student-Athlete Development appointed as EEO in fall, 2002	Athletic Director	In place	NA
Lack of process for tracking implementation	Ensure plan is implemented and that any modifica-	Appoint subcommittee of the Athletic Council	Faculty Athletic Representative and Athletic Director	January 1, 2003	NA

**Appendix F – Minority Opportunities Plan (cont.)**

of Minority Opportunity Plan	tions are warranted and tracked				
Annual review instrument doesn't include evaluation of contributions to diversity	To emphasize that diversity is important to our mission and recognize staff that contribute to enhancing diversity	Revise instrument to include evaluation of contributions to diversity	Associate Athletic Director for Staff and Student-Athlete Development	Spring, 2003	NA
Lack of formal process to solicit nominees from staff for candidates to contact regarding departmental vacancies	Enhance the development of a diverse candidate pool	Develop a nomination form that administrators and staff can access for any search	Associate Athletic Director for Staff and Student-Athlete Development	January, 2003	NA

**The Athletic Director will have ultimate responsibility for implementation and oversight of all minority opportunity plans.**

Approved by:   
 V. Lane Rawlins, President

Appendix G – Agendas from Student Services Meetings

05/16/2002 THU 08:29 FAX ATHLETIC DIRECTOR 001/008

**Student Services Meeting  
Wednesday, February 6, 2002  
10:00 a.m., Addition (M80)  
AGENDA  
COUGAR PRIDE**

**I. Athletic Medicine**

- A. Review of drug testing policy draft *Sent to AG's Meet w/ AM + BD*
- B. Eating disorder protocol *adm. approved w/loss gain*
- C. University of Michigan ACL research
- D. NCAA distributed book on ACL injuries

*Self report - drug testing included*

**II. Academic Services** *Last day to drop 2/12*

**III. Counseling/Life Skills**

- A. PROWL Class Spring semester *get to start of staff*
- B. Life Skills coordinator for second semester - *Welcome Tony Holleman!!!*

**IV. SAAC**

- A. Nominees for NCAA Leadership conference - *UPDATE*

**V. Nutrition**

- A. CFB "light system"
- B. Coaches' Brown Bags
- C. Individual consultations

**VI. Physical Development/Equipment Services**

- A. Clarification of awards policy
- B. Flag in weight room

*Facility conflicts? Washburn on Pogues*

**VII. Other**

- A. Speaking Specialists
  1. Monday, February 11 @ 10:00, Camp Room - Coaches - Intra-team communication
  2. Monday evening at 7:00 in Camp Room - SAAC, Team C.A.R.E. (#'s), captains
  3. Support staff? *SAAC survey on opportunities*
- B. Athletic Certification process - Update
  1. Job descriptions and Policy and Procedures revisions
- C. Educational articles - Feedback/comments from last meeting
- D. Hall of Fame - February 15 - \$25/ticket, social at 6:00, dinner at 7:00 - reservations with Linda Rubenthaler

*Barbara, Here's 3 agenda's from this year. Excuse scribbles on one! Can provide for other years if you need*

**VI. Upcoming Events**

Thursday, February 6	WBB vs. ASU
Friday, February 8	VB Banquet
Saturday, February 9	WBB vs. Arizona
	Soccer Banquet
Monday, February 11	Speaking Specialists

**Post-It® Fax Note** 7671

Date	5/16	# of Pages	6
To	Barbara Hammond	From	Maria Senehals
Co./Dept.		Co.	
Phone #		Phone #	5-0201
Fax #	5-2924	Fax #	

*M*

## Appendix G – Agendas from Student Services Meetings (cont.)

05/16/2002 THU 08:29 FAX ATHLETIC DIRECTOR		003/006	
<b>Student Services Meeting (Thursday), November 8, 2000 10:00 a.m., Addition (M39) AGENDA COUGAR PRIDE</b>			
<b>I.</b>	<b>Physical Development/Equipment Services</b>		
<b>II.</b>	<b>Athletic Medicine</b>		
	A. Supplement policies and drug testing procedures—status		
<b>III.</b>	<b>Academic Services</b>		
	A. Final Exams and bowls		
<b>IV.</b>	<b>Counseling/Life Skills</b>		
	A. PROWL Class		
	B. Prowling for Life—The Speaking Specialists		
	C. "Working With the Coach" feedback Mark		
<b>V.</b>	<b>SAAC</b>		
	A. Pac 10 Fall Forum		
	B. Pac 10 SAAC		
<b>VI.</b>	<b>Nutrition</b>		
	A. Performance Team composition/chair		
<b>VII.</b>	<b>Other</b>		
	A. Hot topics in athletics—follow-up		
	a. Academic reform		
	b. The Arms Race		
	c. Sexual orientation/homophobia		
	B. University Department Chair/director Retreat		
	a. WSU Strategic Planning (handout) and Institutional Integrated Marketing (handout)		
	b. Commitment to Equal Opportunity and Affirmative Action		
	c. Safety bookmarks		
	C. Media Relations liaison for student services		
	D. Bowl travel and the State Ethics Board		
	E. Cougar FAX material—inside scoop, e.g. awards, weight room records		
<b>VI.</b>	<b>Upcoming Events</b>		
	Thursday, November 8	Jon and John Farewell	5:00 PM
	Friday, November 9	SOC vs. OSU	2:00 PM
		VB vs. ASU	7:00 PM
	Saturday, November 10	SW vs. NI and CWU	11:00 AM
		WBB vs. Slovakia	1:00 PM
		FB at ASU	3:30 PM
		VB vs. Arizona	7:00 PM
	Sunday, November 11	SOC vs. Oregon	11:00 AM
	Monday, November 12	VETERAN'S DAY UNIVERSITY HOLIDAY	
	Thursday, November 15	MBB vs. LCSC	7:00 PM
	Tuesday, November 20	MBB vs. Colorado State	7:00 PM
	Thursday, Friday, November 22-23	THANKSGIVING HOLIDAY	
	Saturday, November 24	MBB vs. Prairie View	7:00 PM
	Monday, November 26	WBB vs. Portland State	7:00 PM
			Pete's
			Lower Field
			Bohler
			Gibb
			Coliseum
			TV
			Coliseum
			Lower
			Coliseum
			SPOKANE
			Coliseum
			Coliseum

Appendix G – Agendas from Student Services Meetings (cont.)

05/16/2002 THU 08:30 FAX ATHLETIC DIRECTOR 005/006

**Student Services Meeting  
Wednesday, October 24, 2000  
10:00 a.m., Addition M80  
AGENDA  
COUGAR PRIDE**

- I. Physical Development/Equipment Services**
  - A. Cleaning the weight room—Shiloh
- II. Athletic Medicine**
  - A. Supplement policies and drug testing procedures
- III. Academic Services**
- IV. Counseling/Life Skills**
  - A. PROWL Class
  - B. Prowling for Life—The Speaking Specialists
  - C. “Working With the Coach” handout
  - D. PROWL task force report
  - E. Team C.A.R.E. roster—cheer and diversity
- V. SAAC**
- VI. Nutrition**
  - A. Performance Team composition
- VII. Other**
  - A. Hot topics in athletics—handouts
    - a. Academic reform
    - b. The Arms Race
    - c. Sexual orientation/homophobia
  - B. John Wooden piece—attached
  - C. Reschedule 11/7 meeting
  - D. General cleaning/maintenance issues
  - E. Cougar FAX material—inside scoop, e.g. awards, weight room records

**VI. Upcoming Events**

Thursday, October 25	VB vs. OSU	7:00 PM	Bohler
Friday, October 26	SOC vs. ASU	3:00 PM	Lower
	VB vs. Oregon	7:30 PM	Bohler
Saturday, October 27	Bohler Renovation Grand Opening	10:00 AM	Galleria
	SW vs. USD	11:00 AM	Gibb
	FB vs. Oregon	4:00 PM	Martin
Sunday, October 28	SOC vs. Arizona	12:00 AM	Lower
Tuesday, October 30	Head Coaches	10:00 AM	Decter
	VB vs. Idaho	7:00 PM	Bohler
Friday, November 2	Athletic Council	2:00 PM	186
Saturday, November 3	WBB Exhibition	10:00 AM	Bohler
	FB vs. UCLA	3:30 PM	Martin
Monday, November 5	SAAC	7:00 PM	SAAC
Wednesday, November 7	MBB Exhibition	7:00 PM	Beasley

**VI. Next meeting: Reschedule November 7 to November 8? (Other fall meetings: November 28, December 5 & 19)**

cc: Summerson Bradetich Oelke Cook Neal Coots Nomura

Appendix H – Counseling and Testing Services Brochure

**Counseling  
&  
Testing  
Services**

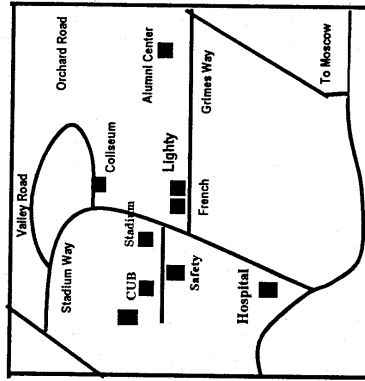
**Helping  
Students  
Help  
Themselves**

**Washington  
State  
University**

**Reaching a Counselor**

Monday-Friday 8:00-5:00  
335-4511

After hours, weekends, holidays:  
332-1505 (Crisis Line)  
Ask for the on-call WSU Counselor



**Counseling Services**  
Lighty Student Services Building  
Room 280  
509-335-4511  
[www.counsel.wsu.edu](http://www.counsel.wsu.edu)

The college environment is exciting and stimulating. It can also be stressful.

Classes, tests, work, family, and friends may place new demands on your time and energy.

At times you may feel overwhelmed.

Counseling Services offers you the opportunity to explore personal concerns with staff who are dedicated to helping you help yourself.

## Appendix H – Counseling and Testing Services Brochure (cont.)

### HOW COUNSELING CAN HELP YOU

As a college student, you may be faced with many new changes, challenges, and problems. Typical concerns that bring students into our office are:

- Academic performance
- Adjustment problems
- Anxiety
- Depression
- Drug and alcohol problems
- Eating issues
- Grief and loss
- Relationship or family issues
- Self esteem/identity
- Sexual assault and abuse
- Stress management

### The Staff

You will be seen by a Counseling Services faculty member, intern, or an advanced graduate student from either the Psychology or Counseling Psychology Department. Faculty members are all psychologists who hold doctoral degrees.

### Confidentiality

Counseling Services follows the ethical standards of the American Psychological Association. Client information is confidential. It will not be released to persons outside of Counseling Services without written consent of the client unless it is legally mandated or there is imminent danger to the client or others.

### Types of Counseling

- Individual counseling
- Couples and marital counseling
- Drug and alcohol evaluations
- Therapy and support groups
- 24 hour crisis intervention

### Testing Services

Individual personality, career, and learning disability testing is provided by referral from counselors at Counseling Services, Career Services, and the Disability Resource Center.

Counseling Services also serves WSU and the region as a certified agency for state testing (including the GED) and national testing programs such as the LSAT and SAT

### Consultation

Professional staff at Counseling Services are available to consult with students, faculty, and parents who are assisting students experiencing personal difficulties.

### Outreach and Education

- Guest presenters for classes
- Programs and presentations for living groups
- Workshops on campus

### Resource Room

- Self Help books and videos
- Informational handouts
- Light therapy for the winter blues

### Visit our Website at

[www.counsel.wsu.edu](http://www.counsel.wsu.edu)

Our website has helpful information that you can use immediately on topics such as:

- Relaxation
- Sleep problems
- Test anxiety

### Eligibility and Fees

Counseling services are free of charge to students and student couples. There is a small fee for some testing services.

### Making an Appointment

Counseling Services is open Monday through Friday from 8:00 a.m to 5:00 p.m. Stop in or call us at 335-4511.

Crisis services are available 24 hours a day, seven days a week. To access a crisis counselor after work hours, call 332-1505.

Washington State University subscribes to the principles and laws of the state of Washington and the federal government, including applicable Executive Orders, pertaining to civil rights, equal opportunity, and affirmative action. Washington State University policy prohibits discrimination on the basis of race, sex, including sexual harassment, religion, age, color, creed, national or ethnic origin, physical, mental, or sensory disability, marital status, sexual orientation, and status as a Vietnam-era or disabled veteran in the recruitment and admission of students, the recruitment, employment, and retention of faculty and staff, and the operation of all University programs, activities, and services. Evidence of practices that are inconsistent with this policy should be reported to the Human Rights director in the Office of Human Rights, French Administration Building, (509) 335-6288, Oct 1995. Newfilepg



Appendix H – Counseling and Testing Services Brochure (cont.)

**What are the expectations for my participation in the group?**

- We ask that you don't miss sessions if at all possible but, if you do have to miss, please let one of the facilitators know in advance.
- We ask that you arrive at group meetings on time.
- Feelings are an important part of your experience, including negative feelings, and you are encouraged to address these while in group. Hostile expression of feelings, however, is seldom constructive for you or other group members. Your group facilitator can help you and other group members to express difficult negative feelings in ways that are constructive and growth producing.
- We require that all group members respect the confidentiality of group discussions in order to promote a trusting environment.
- When you are ready to leave the group, we ask that you discuss your decision in the group before your last session.

The types of groups we offer change each semester, but usually include the following:

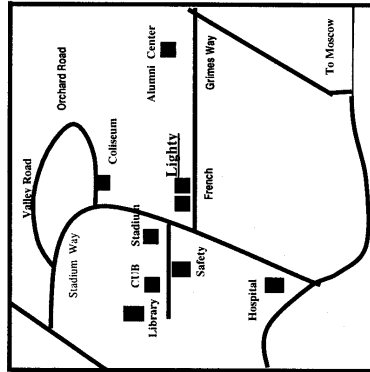
- Anger Management
- Body Image Support
- Chat Group for International Students
- General Support
- Grief and Loss Support
- Lesbian Support
- Sexual Abuse/Sexual Assault Survivors
- Women, Communication & Relationships

**Reaching a Counselor**

Monday-Friday 8:00-5:00  
335-4511

After hours, weekends, holidays:  
332-1505 (Crisis Line)

Ask for the on-call WSU Counselor



**Counseling Services**  
Lightly Student Services Building  
Room 280

509-335-4511  
[www.counsel.wsu.edu](http://www.counsel.wsu.edu)

**Counseling  
&  
Testing Services**

**Group Therapy  
At  
WSU  
Counseling  
Services**

**Washington  
State  
University**

Appendix H – Counseling and Testing Services Brochure (cont.)

**Just what is group therapy?**

Group therapy is when 6-8 people meet face to face with 1 or 2 trained facilitators and talk about what's troubling them. Members give feedback to each other by expressing thoughts and feelings about what someone does or says. These interactions give members an opportunity to increase understanding, try out new ways of behaving and learn more about the way they interact with others. The content of the group sessions is confidential; what members say in group is not talked about outside of the group.

**Why does group therapy work?**

When people come into a group and interact freely with other group members, they usually recreate those difficulties that brought them to group therapy in the first place. Under the skilled direction of group facilitators, the group is able to give support, offer alternatives, or gently challenge the person. In this way, alternative behaviors are learned and the person develops new social techniques or ways of relating to people. During group therapy, people begin to see that they are not alone. Many people feel they are unique because of their problems, and it is encouraging to hear that other people have similar difficulties.

**What do I talk about in group therapy?**

Talk about what brought you to the Counseling Center in the first place. Tell the group members what is bothering you. If you need support, let the group know. If you think you need to be challenged, let them know that also. It's important to tell people what you expect of them. Unexpressed feelings are a major reason why people experience difficulties. Revealing

feelings and self disclosure are important parts of group and affect how much you will be helped. Appropriate disclosures are those that relate directly to your present difficulty. How much you talk about yourself depends upon what you are comfortable with.

**Facts about group therapy**

1. Participation in the group:
  - You control what, how much, and when you tell the group about yourself.
  - Most people find that when they feel safe enough to share what is troubling them, a group can be very helpful and affirming.
  - You are encouraged not to share more than you are ready to disclose.
  - Many people are helped by listening to others and thinking about how what others are saying might apply to themselves.

2. Advantages of group therapy:

- You can benefit from the group even during sessions when you say little but listen carefully to others.
- You will probably find that you have much in common with other group members, and, as they work on a concern, you can learn more about yourself.
- Group members may bring up issues that strike a chord with you, but that you might not have been aware of or would not have brought up yourself.

3. Group atmosphere:

- It is important that group members feel safe; group leaders are there to help develop a safe environment.
- One of the benefits of group therapy is the opportunity to receive feedback from others in

a supportive environment. It is rare to find friends who can recognize how you might be behaving in ways that hurt yourself or others, but this is precisely what group can offer. This will be done in a gentle and respectful way so that you can understand it and make use of the feedback.

4. Group therapy vs. individual therapy:
  - Group therapy may be recommended to you because your counselor believes that it is the best way to address your concerns. We do not put people into group therapy because we don't have space in individual therapy or because we want to save time. We recommend group when it is the most effective method to help you. Your counselor can discuss with you why group is what we recommend for you.

5. Anxiety about the first sessions:

- Most people are anxious about being able to talk in group.
- Almost without exception, within a few sessions, people find that they feel comfortable enough to talk in the group.

**To get a list of our current groups**

- Call our receptionist at 335-4511
- Visit our homepage at [www.counsel.wsu.edu](http://www.counsel.wsu.edu)

Washington State University subscribes to the principles and laws of the state of Washington, and the federal government, including applicable Executive Orders, pertaining to civil rights, equal opportunity, and affirmative action. Washington State University policy prohibits discrimination on the basis of race, sex, including sexual harassment, religion, age, color, creed, national or ethnic origin, physical, mental, or sensory disability, marital status, sexual orientation, and status as a Vietnam-era or disabled veteran in the recruitment and admission of students, the recruitment, employment, and retention of faculty and staff, and the operation of all University programs, activities, and services. Evidence of practices that are inconsistent with this policy shall be reported to the Human Rights Director in the Office of Human Rights, French Administration Building, (509) 335-8288. Oct 1995. Group99.doc

Appendix I – Exit Interview Materials, Student-Athlete Exit Survey

**Washington State  
University**

**Student Athlete  
Exit-Survey**

**2001-2002**



**Intercollegiate Athletic Department  
Washington State University**

**PLEASE RETURN THE SURVEY IN THE ENCLOSED STAMPED ENVELOPE OR DROP IT IN THE  
BOX LOCATED IN THE ACADEMIC RESOURCE CENTER IN BOHLER ADDITION**

Appendix I – Exit Interview Materials, Student-Athlete Exit Survey (cont.)

**IMPORTANT NOTE:** Your participation in this survey is voluntary and completely anonymous. We are interested in finding out about your experiences as a student-athlete at WSU. The data that we collect from the combined surveys this year will assist us in our continuous pursuit of improving this experience for future athletes. Thank you for taking the time to fill out and return this survey.

Please circle your response and provide comments as appropriate.

1. Overall, how do you rate your athletic experience at WSU? Would you say it was:
  - a) Excellent
  - b) Good
  - c) Fair
  - d) Poor
  
2. How do you rate WSU as a place to get a college education? Would you say it was:
  - a) Excellent
  - b) Good
  - c) Fair
  - d) Poor
  
3. Would you say you achieved your athletic goals at WSU:
  - a) Completely
  - b) Somewhat
  - c) Not At All
  
4. Would you say you achieved your academic goals at WSU:
  - a) Completely
  - b) Somewhat
  - c) Not At All
  
5. If you were being recruited from high school (or Junior College) today, how likely is it that you would choose WSU:
  - a) Very Likely
  - b) Somewhat Likely
  - c) Somewhat Unlikely
  - d) Very Unlikely
  
6. If you had a friend or relative being recruited from high school today, how likely is it that you would recommend WSU:
  - a) Very Likely
  - b) Somewhat Likely
  - c) Somewhat Unlikely
  - d) Very Unlikely
  
7. Here is a list of reasons why previous athletes have chosen to come to WSU. Please indicate what the MAIN REASON was that you chose to come to WSU:
  - a) The Offer Of A Scholarship
  - b) Who The Coach Was At WSU
  - c) The Fact That WSU Is In The Pac-10
  - d) Specific Academic Program At WSU
  - e) WSU's Location
  - f) Other (Please Explain)

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**Appendix I – Exit Interview Materials, Student-Athlete Exit Survey**

8. Do you intend to graduate with an undergraduate degree from WSU:
- a) Yes
  - b) No
9. When you graduate, how many TOTAL years will it have taken you to complete your Bachelor’s Degree, starting from when you first enrolled in college:
- a) Less Than 4 Years
  - b) About 4 Years
  - c) About 4 ½ Years
  - d) About 5 Years
  - e) More Than 5 Years

**“HOW ABOUT FOOD”**

10. Did you ever eat at the Cougar Fitness Buffet:
- a) Yes
  - b) No (If You Answered No, Skip To Question 13)
11. When you ate at the Cougar Fitness Buffet, would you say that you:
- a) Always Got Enough To Eat
  - b) Usually Got Enough To Eat
  - c) Sometimes Got Enough To Eat
  - d) Rarely Got Enough To Eat
  - e) Never Got Enough To Eat
12. How would you rate the quality of food at the Cougar Fitness Buffet:
- a) Excellent
  - b) Good
  - c) Fair
  - d) Poor

**“HOW ABOUT THE FACILITIES & SERVICES IN THE ATHLETIC DEPARTMENT”**

13. Here is a list of facilities and services provided to WSU student-athletes. Please rate the quality of each of these. If any of those listed were not used, indicate by circling the 5.

	Excellent	Good	Fair	Poor	Did not use
Athletic Fields/Playing Surfaces.....	1	2	3	4	5
Locker Rooms.....	1	2	3	4	5
Athletic Equipment.....	1	2	3	4	5
Equipment Staff Services.....	1	2	3	4	5
Strength and Conditioning Services.....	1	2	3	4	5
Academic Support Services.....	1	2	3	4	5
Career Development Services.....	1	2	3	4	5
Computer Lab.....	1	2	3	4	5
Athletic Department Tutors.....	1	2	3	4	5
Compliance Services.....	1	2	3	4	5
Sport Psychology Services.....	1	2	3	4	5
PROWL Class.....	1	2	3	4	5
Physician Services.....	1	2	3	4	5
Athletic Medicine (Athletic Trainers).....	1	2	3	4	5
Travel Accommodations.....	1	2	3	4	5

Appendix I – Exit Interview Materials, Student-Athlete Exit Survey

14. Here is a list of people who may have been helpful to you while you were at WSU. Please indicate how helpful, or not, these people may have been. If you have not utilized any of those listed indicate by circling 5.

	Very Helpful	Somewhat Helpful	Somewhat Unhelpful	Very Unhelpful	Did not use
Head Coach .....	1	2	3	4	5
Assistant Coach .....	1	2	3	4	5
Athletic Trainer.....	1	2	3	4	5
Physician.....	1	2	3	4	5
Strength Coach.....	1	2	3	4	5
Sport Psychologist .....	1	2	3	4	5
Athletics-Academic Counselor .....	1	2	3	4	5
WSU Counseling Center Counselor .....	1	2	3	4	5
Team Manager .....	1	2	3	4	5
Sport Secretary .....	1	2	3	4	5
Athletic Administrator .....	1	2	3	4	5
Fellow Student-Athlete .....	1	2	3	4	5
Fellow Student .....	1	2	3	4	5
Family Member.....	1	2	3	4	5
Spiritual Advisor.....	1	2	3	4	5
Academic Professor .....	1	2	3	4	5
Academic Department Advisor.....	1	2	3	4	5

15. Which ONE of these would you say is the MOST IMPORTANT factor in helping you get a good education at WSU:

- a) Good Professors
- b) Good Advisors
- c) A Person's Own Ability
- d) Support Of Coaches
- e) Support Of Friends Or Family
- f) A Good Library
- g) Access To Computers
- h) Other (Please Explain) \_\_\_\_\_

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16. What is the main reason that you are leaving WSU Athletics:

- a) I Am Graduating From WSU (Go To Question 19)
- b) My Competitive Eligibility Has Been Completed (Go To Question 19)
- c) Academic Problems (Go To Question 17)
- d) A Lack Of Playing Time (Go To Question 17)
- e) A New Coach (Go To Question 17)
- f) Conflict With A Coach (Go To Question 17)
- g) I Have Been "Cut" From A Team (Go To Question 17)
- h) I Am Leaving Early To Compete Professionally (Go To Question 17)
- i) I Sustained A Career-Ending Injury (Go To Question 17)
- j) Financial Problems (Go To Question 17)
- k) Some Other Reason (Please Explain) (Go To Question 17)

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Appendix I – Exit Interview Materials, Student-Athlete Exit Survey (cont.)

17. Here is a list of people with whom student-athletes sometimes talk when they are making decisions to leave the Athletic Department. Please indicate whether you talked to any of these people BEFORE making your decision to leave WSU before graduation and/or completing your athletic eligibility.

	YES	NO
a) Head Coach .....	1	2
b) Asst. Coach.....	1	2
c) Athletic Advisor .....	1	2
d) Friend .....	1	2
e) Family Member .....	1	2
f) Sport Psychologist.....	1	2
g) Compliance Personnel.....	1	2
h) Athletic Trainer .....	1	2
i) Spiritual Advisor .....	1	2
j) Other (Explain).....		

18. Is there anything that could have been done by the Athletic Department or the University that would have helped you remain at WSU or with the Athletic Department? Please explain:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

19. Here is a list of problems that students and student-athletes sometime encounter or experience while they are in college. Please indicate if any of these have been a problem for you while you have been at WSU. Remember that this is an anonymous survey and your responses are not connected to you. Your accuracy is important so that we can provide more assistance in areas that need help.

	YES	NO
a) Peer Pressure .....	1	2
b) Competition At Pac-10 Level.....	1	2
c) Lack Of Playing Time .....	1	2
d) Injury .....	1	2
e) Rehabilitation From Injury.....	1	2
f) Racial Or Cultural Issues.....	1	2
g) Gender Issues .....	1	2
h) Time Demands .....	1	2
i) Academic Issues .....	1	2
j) Career Planning .....	1	2
k) Alcohol Overuse Or Abuse.....	1	2
l) Drug Use Or Abuse .....	1	2
m) Eating Disorders .....	1	2
n) Body Image Issues.....	1	2
o) Nutritional Issues.....	1	2
p) Sport Performance Issues .....	1	2

20. There are a number of group approaches to many of the problems noted above. Do you think that if a support group were created for any of the above areas, would athletes generally be willing to participate? If you think so, please go back to question 19 and circle those problem areas that a group approach might be helpful.

**Appendix I – Exit Interview Materials, Student-Athlete Exit Survey (cont.)**

21. Overall, how sensitive would you say your coaches were to the demands placed on your time while you were a student-athlete:
- a) Very Sensitive
  - b) Somewhat Sensitive
  - c) Somewhat Insensitive
  - d) Very Insensitive

22. Overall, how would you say male and female student-athletes are treated within the Athletic Department. Would you say they were treated the same:
- a) All Of The Time
  - b) Most Of The Time
  - c) Seldom
  - d) Never

23. Here is a list of varsity sports at WSU. For each one, please indicate how much support you think the sport receives. Support is a global term that includes any number of things. We are looking for your perception of the amount of attention each sport receives compared to other sports at WSU.

	Too Much	Right Amount	Too Little
Men's Basketball .....	1	2	3
Women's Basketball .....	1	2	3
Men's Baseball .....	1	2	3
Women's Rowing .....	1	2	3
Men's Football .....	1	2	3
Men's & Women's Golf .....	1	2	3
Women's Soccer .....	1	2	3
Women's Swimming .....	1	2	3
Women's Tennis .....	1	2	3
Men's & Women's Cross Country..	1	2	3
Women's Track & Field .....	1	2	3
Men's Track & Field .....	1	2	3
Women's Volleyball .....	1	2	3

**“HOW ABOUT THE SURROUNDING COMMUNITY”**

24. Where you able to find the type of foods that you like at restaurants or grocery stores?
- Yes                      No
25. Were you able to find the type of clothing you like in the area retailers?
- Yes                      No
26. Were you able to find a hair stylist that could work with your hair?
- Yes                      No



**Appendix I – Exit Interview Materials, Student-Athlete Exit Survey (cont.)**

27. **Were you able to find the type of social or cultural activities that you enjoy?**  
Yes                      No (if NO please give some ideas on what you would like to see created)

28. **Now that you are leaving WSU, what do you plan to do?**

- a) Continue At Another School
- b) Look For A Non-Athletically Relate Job/Career
- c) Look For An Athletically Related Job/Career
- d) Start A Non-Athletically Related Job/Career
- e) Start An Athletically Related Job/Career (Includes Professional Athletics)
- f) Continue At WSU To Finish Undergraduate Degree
- g) Continue At WSU To Begin A Graduate Degree
- h) Take Some Time Off Just To "Loaf" And Then Maybe Pursue One Of The Other Choices Later

**"TELL US A LITTLE ABOUT YOU"**

29. **What is your major?** \_\_\_\_\_

30. **What is your citizenship status?**

- a) US Citizen
- b) US Permanent Resident
- c) Foreign Citizen
- d) Other (Please Explain) \_\_\_\_\_

31. **Where is your hometown located?**

- a) Western Washington
- b) Eastern Washington
- c) Out of State
- d) In Another Country

32. **Your gender is:**  
Male                      Female

33. **Your ethnic background is:**

- a) African American
- b) Asian/Pacific Islander
- c) Caucasian
- d) Hispanic
- e) Native American, Alaskan Native or Aluet
- f) Other (Explain) \_\_\_\_\_

34. **Are you a transfer student?**  
Yes                      No

**Appendix I – Exit Interview Materials, Student-Athlete Exit Survey (cont.)**

35. Have you received any athletic scholarship money while attending WSU?

a) 4 year scholarship	FULL	PARTIAL
b) 3 year scholarship	FULL	PARTIAL
c) 2 year scholarship	FULL	PARTIAL
d) 1 year scholarship	FULL	PARTIAL
e) 4 year walk-on (no money)		
f) 3 year walk-on (no money)		
g) 2 year walk-on (no money)		
h) 1 year walk-on (no money)		

36. In what varsity sport did you compete? \_\_\_\_\_

**IF THERE IS ANYTHING ELSE THAT YOU WOULD LIKE TO SAY ABOUT YOUR EXPERIENCE AS A STUDENT-ATHLETE AT WSU, PLEASE USE THE SPACE BELOW TO ADD YOUR COMMENTS.**

**PLEASE RETURN THE SURVEY IN THE ENCLOSED STAMPED ENVELOPE OR DROP IT IN THE BOX LOCATED IN THE ACADEMIC RESOURCE CENTER IN BOHLER ADDITION.**

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## Appendix I – Exit Interview Materials, Student-Athlete Handbook Information

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### Absence for Team Travel

WSU athletics follows the University guidelines for **class absences**, as approved by the Faculty Senate. The University recognizes team athletic trips as university sponsored activities, therefore, instructors are requested not to penalize the student-athlete if an authorized Class Absence Request Form has been filed with the instructor one week prior to the absence. It is the student-athlete's responsibility to **make up all work missed**. We encourage student-athletes to turn in work or take tests before the absence. Class Absence Request forms are available from the sport secretary or academic office. Absence letters must be picked up one week prior to your event. Forms will not be distributed after you return from a team trip. The only team travel allowed during **finals week** is for Pac-10 or NCAA championships. The departure date and time must be approved by the sport's supervisor. Any exceptions must be approved by the sport's supervisor. The individual student-athlete must have the approval of their professor(s) to make alternative arrangements to take an exam.

### Absence Due to Illness/Injury

In accordance with University guidelines, instructors are asked not to penalize the student-athlete if an authorized Class Absence Request for Injury/Illness is filed. It is the student-athlete's responsibility to make up all work missed. We encourage the student-athlete to contact each professor prior to surgery or after an injury/illness has occurred. In emergency situations, the academic staff will contact each professor. Class Absence Request for Illness/Injury forms are also available in the academic office.

## **Exit Surveys and Interviews**

Each year exit-surveys/interviews are conducted with all student-athletes completing/terminating their competitive eligibility. The purpose of this process is to assess how student-athletes feel about their experience at WSU, determine the strengths of our programs, and assess areas of concern. This two-part process includes a survey component and a confidential face-to-face interview conducted by the Athletic Director, the Sr. Associate Athletic Director, and/or the Faculty Athletic Representative. All student-athlete responses remain anonymous. **When you are contacted to respond to the survey and a face-to-face interview, please participate. Your input is important to the future success of Cougar Athletics.**

**Appendix I – Exit Interview Materials, Exit Interview Report, 1997-98**

**Washington State University**  
**1997-98 Student-Athlete**  
**Exit-Survey/Interview Report**

Submitted by:

**Jim Bauman, Ph.D.**  
**Sport Psychology Services**

**NOTE: This document is open for general distribution**

## Appendix I – Exit Interview Materials, Exit Interview Report, 1997-98

**IMPORTANT NOTE:** Your participation in this survey is voluntary and completely anonymous. We are interested in finding out about your experiences as a student-athlete at WSU. The data that we collect from the combined surveys this year will assist us in our continuous pursuit of improving this experience for future athletes. Thank you for taking the time to fill out and return this survey.

Please circle your response and provide comments as appropriate.

1. Overall, how do you rate your athletic experience at WSU? Would you say it was:
  - a) Excellent
  - b) Good
  - c) Fair
  - d) Poor
  
2. How do you rate WSU as a place to get a college education? Would you say it was:
  - a) Excellent
  - b) Good
  - c) Fair
  - d) Poor
  
3. Would you say you achieved your athletic goals at WSU:
  - a) Completely
  - b) Somewhat
  - c) Not At All
  
4. Would you say you achieved your academic goals at WSU:
  - a) Completely
  - b) Somewhat
  - c) Not At All
  
5. If you were being recruited from high school (or Junior College) today, how likely is it that you would choose WSU:
  - a) Very Likely
  - b) Somewhat Likely
  - c) Somewhat Unlikely
  - d) Very Unlikely
  
6. If you had a friend or relative being recruited from high school today, how likely is it that you would recommend WSU:
  - a) Very Likely
  - b) Somewhat Likely
  - c) Somewhat Unlikely
  - d) Very Unlikely
  
7. Here is a list of reasons why previous athletes have chosen to come to WSU. Please indicate what the MAIN REASON was that you chose to come to WSU:
  - a) The Offer Of A Scholarship
  - b) Who The Coach Was At WSU
  - c) The Fact That WSU Is In The Pac-10
  - d) Specific Academic Program At WSU
  - e) WSU's Location
  - f) Other (Please Explain)

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Appendix I – Exit Interview Materials, Exit Interview Report, 1997-98

1997-98 Student-Athlete Exit-Survey Report

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Table 2 illustrates a eight-year comparison of the number athletes from the NCAA sports at WSU. Crew became a NCAA sport last year.

Table 2. Yearly Comparison of Samples by Sport

	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98
Baseball, M	0	1	4	0	0	2*	12	2	1
Basketball, M	3	2	4	0	0	2*	2	2	1
Basketball, W	4	4	4	1	1	2	4	1	2
Crew, W	0	4**	3	0	0	5	3	9	8
Football, M	6*	14	8	1	5	17	12	17	21
Golf, M	1	5	1	1	1	1	1	3*	1*
Golf, W	1	3	0	1	0	4	1	3*	2*
Soccer, W	0	1	1	0	5	5*	3	2	5*
Swimming, W	4	0	2	5	2	4	1	1*	3
Tennis, M	2	2	1	1	0	***	***	***	***
Tennis, W	2	0	3*	2	3	5	1	2	1
Track, M	0	2	2	1	0	10*	3	3	3
Track, W	1	3	6	6	7	3*	5	5	2
Volleyball, W	4	0	2	2	3	2	0	1	3
TOTALS	28	41	41	21	27	62	48	51	53

- change in head coach
- \*\* change in head coach, new varsity coach (NCAA varsity status - 1997)
- \*\*\* M/W tennis changed to women only. Men's program discontinued.

**PART III. 1997-98 SURVEY RESULTS**

This section shows a four-year comparison (94-97) of how the sample class groups compare with each other on each of the survey questions. It is not possible to compare the previous five years, due to a significant change in the survey format in 1994. Small changes will continue to be made in the survey format. However, it is anticipated that changes will result in an ability to conduct more statistical analysis, rather than alter the format.

Survey questions 1-6 are interview questions directed at the availability/willingness of the respondent to participate in the survey and are not included in this portion of the report.

Questions 7-57 will follow with percentage comparisons illustrated for the last four years:

## Appendix I – Exit Interview Materials, Exit Interview Report, 1997-98

## 1997-8 Student-Athlete Exit-Survey Report

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**Question 7: “Overall, how would you rate your athletic experience at WSU?”**

	1994-95	1995-96	1996-97	1997-98
Excellent	19%	23%	39%	33%
Good	65%	58%	43%	49%
Fair	9%	13%	16%	14%
Poor	6%	6%	2%	4%

**(TREND: Continued SATISFACTION)****Question 8: “How do you rate WSU as a place to get a college education?”**

Excellent	29%	23%	25%	41%
Good	65%	69%	69	51%
Fair	6%	4%	4	8%
Poor	0%	2%	0	0

**(TREND: HIGHEST APPROVAL TO DATE)****Question 9: “Would you say that you achieved your ATHLETIC goals at WSU...”**

Completely	16%	21%	39%	30%
Somewhat	64%	58%	57%	55%
Not at all	10%	21%	4%	15%

**(TREND: DECREASE COMPARED TO 1996; BETTER THAN 94 AND 95)****Question 10: “Would you say that you achieved your ACADEMIC goals at WSU...”**

Completely	48%	50%	64%	61%
Somewhat	48%	44%	29	38%
Not at all	4%	6%	6	2%

**(TREND: MORE SATISFIED EACH REPORTING YEAR)****Question 11: “If you were being recruited from high school today, how likely is it that you would chose WSU?”**

Very likely	37%	34%	37%	39%
Somewhat likely	38%	36%	41	33%
Somewhat unlikely	11%	15%	14	16%
Very unlikely	13%	15%	8	12%

**(TREND: DOWN FROM LAST YEAR, SIMILAR TO PREVIOUS 2 YEARS)****Question 12: “If you had a friend or relative being recruited from high school today, how likely is it that you would recommend WSU?”**

Very likely	38%	40%	47%	39%
Somewhat likely	48%	34%	45	33%
Somewhat unlikely	4%	13%	6	16%
Very unlikely	3%	13%	2	12%

**(TREND: DOWN FROM LAST YEAR, SIMILAR TO 1995)**

Appendix I – Exit Interview Materials, Exit Interview Report, 1997-98

1997-98 Student-Athlete Exit-Survey Report

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**Question 13: “Here is a list of reasons why athletes choose to come to WSU. Indicate the MAIN REASON you chose WSU”**

	'94	'95	'96	'97
Scholarship	32%	27%	29%	21%
Coach	10%	17%	8%	6%
PAC-10 School	16%	29%	24%	15%
Academic Program	10%	6%	22%	8%
Location	11%	4%	2%	4%
Other	21%	17%	15	46%

(TREND: MONEY + PAC-10 SCHOOL. MAJOR REASON = “OTHER”. WE NEED TO BE MORE SPECIFIC ABOUT WHAT OTHER IS NEXT SURVEY)

**Question 14: “Do you intend to graduate from WSU with at least an undergrad degree?”**

	'94	'95	'96	'97
Yes	96%	98%	94%	90%
No	4%	2%	6	10%

(TREND: STUDENT-ATHLETES PLAN ON GRADUATING)

**Question 15: “When you graduate, how many total years will it have taken you to complete your degree?”**

	'94	'95	'96	'97
3 years	4%	2%	0%	2%
4 years	23%	19%	31	31%
4.5 years	19%	30%	27	16%
5 years	44%	47%	42	45%
6 years	10%	2%	0	4%

(TREND: MAJORITY OF ATHLETES GRADUATE IN 4-5 YEARS)

**Question 16: “How would you evaluate your time spent each week in season with each of the following activities?”**

(Numbers given as percentages)	Too Little			Right Amount			Too Much			N/A		
	94	95	96 97	94	95	96 97	94	95	96 97	94	95	96 97
Formal, organized practice	14	6	4 0	73	81	88 76	14	12	8 23	0	0	0 0
Required meeting by coach	35	23	24 12	56	63	58 79	10	15	14 12	0	0	10 4
Required weight training/cond.	27	15	20 4	67	85	75 90	6	0	6 6	0	0	0 0
Voluntary video reviews	46	42	37 32	31	35	35 49	6	4	6 2	17	19	22 16
Meetings with coach	35	38	31 41	56	56	57 45	8	6	10 8	0	0	2 6
Voluntary weight training	21	19	22 14	71	79	72 81	0	0	2 2	8	2	2 2
Ath. Dept. Study Hall/tutor	19	23	20 8	40	56	51 62	12	6	4 6	29	14	25 25
Training Room Prep/Rehab	6	10	10 10	48	71	76 66	13	17	6 10	17	2	8 15
Training Table/Meals	21	23	8 10	48	53	66 57	2	13	4 12	27	11	22 20
Competition & Travel Time	6	2	6 14	67	85	76 75	25	13	16 8	2	0	2 2

(TREND: MAJORITY OF S-As ARE “OK” WITH ATHLETIC DEMANDS)



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**Question 17: “How often were games/meets scheduled so that you missed classes/exams?” (numbers given as percentages)**

Never				1X/Season				1X/Month				1X/Week				Many			
94	95	96	97	94	95	96	97	94	95	96	97	94	95	96	97	94	95	96	97
2	2	10	9	4	9	0	2	46	24	37	32	37	44	49	49	12	22	4	9

**Question 18: “How often were practice times scheduled so that you missed classes/exams?” (numbers given as percentages)**

Never				1X/Season				1X/Month				1X/Week				Many			
94	95	96	97	94	95	96	97	94	95	96	97	94	95	96	97	94	95	96	97
67	60	53	47	13	13	27	20	13	17	12	18	4	8	4	10	9	2	10	4

**Question 19: “How often were “voluntary” times scheduled so that you missed classes or exams?” (numbers given as percentages)**

Never				1X/Season				1X/Month				1X/Week				Many			
94	95	96	97	94	95	96	97	94	95	96	97	94	95	96	97	94	95	96	97
77	68	66	70	13	19	8	15	6	11	16	11	2	2	6	2	2	0	4	2

**Question 20: “How often were games/practices re-scheduled?”**

Never				1X/Season				1X/Month				1X/Week				Many			
94	95	96	97	94	95	96	97	94	95	96	97	94	95	96	97	94	95	96	97
35	31	27	33	27	23	27	22	10	42	37	39	10	4	8	6	0	0	0	0

(TREND: OVERALL, S-As ARE “OK” WITH WORKING THEIR CLASSES WITH COMPETITION AND PRACTICE SCHEDULES. QUESTIONS 17-20)

**Question 21: “How often were practice times scheduled so that you did not have access to food services?”**

Never				1X/Season				1X/Month				1X/Week				Many			
94	95	96	97	94	95	96	97	94	95	96	97	94	95	96	97	94	95	96	97
65	62	60	43	13	11	13	17	10	13	13	30	10	4	10	6	0	9	4	4

Appendix I – Exit Interview Materials, Exit Interview Report, 1997-98

1997-98 Student-Athlete Exit-Survey Report

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**Question 22: “Did you ever eat at the Cougar Buffet?”**

Yes	'94 = 56%	No	'94 = 56%	
Yes	'95 = 65%	No	'95 = 35%	(INCREASE IN USE)
Yes	'96 = 71%	No	'96 = 29%	(INCREASE IN USE)
Yes	'97 = 82%	No	'97 = 18%	(INCREASE IN USE)

**Question 23: “If you answered yes, would you say that you...”**

	'94	'95	'96	'97
Always got enough to eat	49%	48%	69	50
Usually got enough to eat	38%	16%	17	22
Sometime got enough to eat	14%	19%	11	18
Rarely got enough to eat	3%	13%	3	5
Never got enough to eat	0%	3%	0	5

**Question 26: “How would you rate the quality of food at the buffet?”**

	'94	'95	'96	'97
Excellent	3%	0%	0%	3%
Good	41%	32%	39%	40%
Fair	55%	48%	47%	30%
Poor	0%	19%	14%	38%

**(TREND: MORE S-As ARE EATING AT BUFFET, MOST GET PLENTY TO EAT, QUALITY OF FOOD CONTINUES TO RECEIVE BELOW AVERAGE RATINGS)**

**Question 27: “Overall, how sensitive would you say your coaches were to the demands placed on your time while you were a student-athlete?”**

	'94	'95	'96	'97
Very sensitive	21%	29%	22%	13%
Somewhat sensitive	48%	50%	51%	47%
Somewhat insensitive	27%	17%	26%	30%
Very insensitive	4%	4%	2%	11%

Appendix I – Exit Interview Materials, Exit Interview Report, 1997-98

1997-1998 Student-Athlete Exit-Survey Report

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**Question 28: “Here is a list of services and facilities provided to WSU student-athletes. Rate the quality of each.”**

(DATA ARE PERCENTAGES)

	Excellent				Good				Fair				Poor			
	94	95	96	97	94	95	96	97	94	95	96	97	94	95	96	97
Athletic Facilities	17	8	6	47	6	50	53	39	11	35	37	10	3	6	4	1
Athletic Equipment	35	19	20	45	58	50	55	45	13	23	24	8	2	0	2	2
Travel Accommodations	29	42	43	37	48	40	41	51	12	6	14	12	10	0	0	0
Academic Support Svs	54	46	59	52	40	46	25	38	6	2	12	10	0	0	2	0
Career Development Svs	15	18	22	29	44	47	44	43	31	31	22	17	10	4	6	12
Athletic Medicine	60	50	55	45	26	42	41	49	13	6	4	2	0	2	0	4
Sport Psychology Svs	60	41	50	50	31	41	34	42	5	18	2	5	2	0	0	3
Medical Care (Mds)	44	21	36	25	38	54	34	40	15	13	14	23	4	13	10	13

(TREND: MOST AREAS CONTINUE TO IMPROVE WITH INDICATIONS THAT IMPROVEMENT IN FACILITIES AND EQUIPMENT IS SUGGESTED)

**Question 29: “Overall, would you say that women’s and men’s sports are treated the same at WSU...”**

	'94	'95	'96	'97
All of the time	6%	17%	14%	17%
Most of the time	42%	66%	57%	54%
Seldom	44%	15%	29%	24%
Never	8%	2%	0%	4%

(TREND: IMPROVEMENT NOTED IN '95, SLIGHT DECREASE IN '96, AND OVERALL ASSESSMENT THE SAME AS LAST YEAR)

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1997-1998 Student-Athlete

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**Question 30-43: “Here is a list of varsity sports at WSU. Describe the amount of support (attention) each receives compared to other sports.”**

(NUMBERS GIVEN AS PERCENTAGES)

	Too Much				Right Amount				Too Little			
	'94	'95	'96	'97	'94	'95	'96	'97	'94	'95	'96	'97
Baseball, Men	2	6	6	10	47	47	49	54	51	47	45	35
Basketball, Women	8	2	0	10	46	55	54	60	46	43	46	30
Basketball, Men	8	17	16	19	73	75	78	67	20	9	6	15
Crew, Women	20	9	4	19	22	26	33	30	57	66	63	51
Football, Men	41	51	37	27	49	49	57	48	10	0	6	25
Golf, Men/Women	4	4	2	2	14	18	32	38	82	78	66	60
Soccer, Women	2	4	0	2	47	33	54	68	51	63	46	31
Swimming, Women	4	2	0	2	16	24	26	48	80	73	74	56
Tennis, Women	6	2	0	4	27	33	47	38	67	64	57	58
Track, Men	4	0	0	6	46	53	63	60	50	47	37	33
Track, Women	4	2	0	6	47	45	63	63	49	53	37	31
Volleyball, Women	10	8	4	14	77	85	88	79	14	7	8	6
X-Country, Men	0	2	0	4	29	28	35	43	71	70	65	53
X-Country, Women	8	0	0	4	27	26	63	48	67	74	37	51

(TREND: MEN’S BASKETBALL SEEMS TO BE THE ONLY SPORT THAT IS SEEN AS GENERALLY GETTING THE RIGHT AMOUNT OF ATTENTION AND FOOTBALL SEEN AS GETTING TOO MUCH. ALL OTHER SPORTS APPEAR TO BE SPLIT BETWEEN IMPRESSIONS OF “JUST THE RIGHT AMOUNT” TO “TOO LITTLE ATTENTION”)

Here are some questions about your opinions of how well the surrounding community has served your needs.

**Question 44: “Were you able to find the types of foods you like at restaurants or grocery stores?”**

Yes	'94 = 94%	No	'94 = 6%
	'95 = 88%		'95 = 12%
	'96 = 88%		'96 = 12%
	'97 = 90%		'97 = 10%

**Question 45: “Were you able to find the types of clothing that you like in the area stores?”**

Yes	'94 = 47%	No	'94 = 53%
	'95 = 45%		'95 = 55%
	'96 = 33%		'96 = 67%
	'97 = 50%		'97 = 50%

(TREND: LOOKS LIKE A GREAT PLACE TO OPEN UP A CLOTHING BUSINESS THAT WOULD CATER TO OVER ½ OF OUR S-As)

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1997-98 Student-Athlete Exit-Survey Report

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**Question 46: “Were you able to find a satisfactory hair stylist in the local area?”**

Yes	'94 = 69%	No	'94 = 31%
	'95 = 70%		'95 = 30%
	'96 = 76%		'96 = 24%
	'97 = 54%		'97 = 45%

**Question 47: “Were you able to find the type of social or cultural activities that you enjoy?”**

Yes	'94 = 71%	No	'94 = 29%
	'95 = 67%		'95 = 33%
	'96 = 63%		'96 = 37%
	'97 = 77%		'97 = 22%

**Question 48: “What is the main reason you are leaving WSU athletics?”**

	'94	'95	'96	'97
Graduating	49%	46%	61%	80%
Eligibility Completed	45%	52%	29%	12%
Professional Contract	4%	0%	2%	-
Conflict with Coach	2%	2%	-	8%
Academic Problems	-	-	2%	-
Other	-	-	5%	-

(TREND: SIGNIFICANT DIFFERENCE IN GRADUATION RATE)

**Question 49: “Here is a list of people with whom students sometimes talk when they are making decisions about leaving the athletic program for reasons other than graduating or completing eligibility. Which people would you feel most comfortable in confiding?”**

Four athletes have fit this particular scenario for past two years. Consultants are noted below:

	'96	'97		'96	'97
Coach	4	1	Academic Advisor	2	1
Friend	4	4	Minority Counselor	-	-
Professor	4	1	Academic Counselor	2	1
Family	4	4	Sport Psychologist	2	2
Trainer	2	1	Spiritual Advisor	1	1
Team CARE	3	-			

(TREND: ATHLETES SEEK OUT ASSISTANCE FROM A VARIETY OF RESOURCES IN MAKING THEIR DECISION TO LEAVE WSU)

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1997-98 Student-Athlete Exit-Survey Report

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**Question 52: “Here is a list of people who may have been helpful to you while you were at WSU. Indicate how helpful or unhelpful each were to you.”**

**(NUMBERS ARE GIVEN AS PERCENTAGES; N/A CATEGORY ADDED IN 1996)**

	Very Helpful				Somewhat Helpful				Somewhat Unhelpful				Very Unhelpful				N/A	
	'94	'95	'96	'97	'94	'95	'96	'97	'94	'95	'96	'97	'94	'95	'96	'97	'96	'97
Head Coach	46	42	43	32	29	46	37	47	23	6	16	9	2	6	2	17	2	17
Asst. Coach	42	50	53	44	46	40	33	38	12	6	6	13	0	6	6	4	2	4
Athletic Trainer	61	52	65	51	39	44	26	43	0	4	6	2	0	0	0	2	4	2
Physicians	22	28	43	31	22	54	30	71	45	9	8	19	12	9	0	4	14	4
Strength coach	50	45	68	61	40	43	26	30	4	11	8	6	6	2	0	0	0	2
Sport Psych	55	30	42	43	40	52	28	27	3	14	2	2	5	0	0	2	30	29
Acad. Counselor	41	40	42	43	43	49	34	33	13	9	10	8	2	2	2	16	12	0
Team Manager	41	33	24	18	34	50	35	35	23	10	8	14	2	8	4	2	29	31
Other AD Pers.	51	29	39	40	40	56	35	32	7	10	6	0	2	7	4	0	16	27
Fellow S-A	72	64	68	75	19	43	29	18	7	0	0	4	2	2	4	0	0	1
Fellow Student	54	49	57	72	38	43	37	25	4	4	2	4	2	4	2	0	2	0
Family Member	82	85	77	86	14	15	18	8	4	0	4	6	0	0	2	0	0	0
Professor	37	57	45	43	54	32	35	40	6	6	16	6	2	4	2	0	2	10
Spiritual Adv.	30	24	16	30	54	40	26	24	11	18	6	2	7	18	2	0	51	43
Acad. Dep Adv.	31	43	39	27	52	43	31	35	23	11	14	6	5	4	8	8	8	23
SALC Staff	42	48	33	18	52	41	43	34	6	9	4	6	0	2	6	6	14	35
Team CARE (new in '97)				25				25				4				8		39

**(TREND: S-As SEEM TO RELY ON A VARIETY OF PEOPLE FOR ASSISTANCE)**

**Question 53: “Which one of these would you say is the MOST important factor in helping athletes get an education at WSU?”**

	'94	'95	'96	'97
Good Teachers	27%	29%	22%	17%
Good Advisors	4%	6%	12%	9%
One's Own Ability	44%	50%	40%	33%
Support of Coaches	8%	2%	4%	2%
Friends/family Support	6%	10%	16%	7%
Good Library	2%	0%	----	*
Access to computers	0%	2%	2%	*
Other	10%	----	4%	*

\*for some reason, the last three were omitted from the 1997 survey data book provided by SESRC. 31% of the responses would have been found in one or more of these last three possible responses. However, due to the omission, it is not possible to know which categories may have been endorsed. This will be corrected on the next report.

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**Question 52: “Here is a list of people who may have been helpful to you while you were at WSU. Indicate how helpful or unhelpful each were to you.”**

**(NUMBERS ARE GIVEN AS PERCENTAGES; N/A CATEGORY ADDED IN 1996)**

	Very Helpful				Somewhat Helpful				Somewhat Unhelpful				Very Unhelpful				N/A	
	'94	'95	'96	'97	'94	'95	'96	'97	'94	'95	'96	'97	'94	'95	'96	'97	'96	'97
Head Coach	46	42	43	32	29	46	37	47	23	6	16	9	2	6	2	17	2	17
Asst. Coach	42	50	53	44	46	40	33	38	12	6	6	13	0	6	6	4	2	4
Athletic Trainer	61	52	65	51	39	44	26	43	0	4	6	2	0	0	0	2	4	2
Physicians	22	28	43	31	22	54	30	71	45	9	8	19	12	9	0	4	14	4
Strength coach	50	45	68	61	40	43	26	30	4	11	8	6	6	2	0	0	0	2
Sport Psych	55	30	42	43	40	52	28	27	3	14	2	2	5	0	0	2	30	29
Acad. Counselor	41	40	42	43	43	49	34	33	13	9	10	8	2	2	2	16	12	0
Team Manager	41	33	24	18	34	50	35	35	23	10	8	14	2	8	4	2	29	31
Other AD Pers.	51	29	39	40	40	56	35	32	7	10	6	0	2	7	4	0	16	27
Fellow S-A	72	64	68	75	19	43	29	18	7	0	0	4	2	2	4	0	0	1
Fellow Student	54	49	57	72	38	43	37	25	4	4	2	4	2	4	2	0	2	0
Family Member	82	85	77	86	14	15	18	8	4	0	4	6	0	0	2	0	0	0
Professor	37	57	45	43	54	32	35	40	6	6	16	6	2	4	2	0	2	10
Spiritual Adv.	30	24	16	30	54	40	26	24	11	18	6	2	7	18	2	0	51	43
Acad. Dep Adv.	31	43	39	27	52	43	31	35	23	11	14	6	5	4	8	8	8	23
SALC Staff	42	48	33	18	52	41	43	34	6	9	4	6	0	2	6	6	14	35
Team CARE (new in '97)				25				25				4				8	39	

**(TREND: S-As SEEM TO RELY ON A VARIETY OF PEOPLE FOR ASSISTANCE)**

**Question 53: “Which one of these would you say is the MOST important factor in helping athletes get an education at WSU?”**

	'94	'95	'96	'97
Good Teachers	27%	29%	22%	17%
Good Advisors	4%	6%	12%	9%
One's Own Ability	44%	50%	40%	33%
Support of Coaches	8%	2%	4%	2%
Friends/family Support	6%	10%	16%	7%
Good Library	2%	0%	----	*
Access to computers	0%	2%	2%	*
Other	10%	----	4%	*

\*for some reason, the last three were omitted from the 1997 survey data book provided by SESRC. 31% of the responses would have been found in one or more of these last three possible responses. However, due to the omission, it is not possible to know which categories may have been endorsed. This will be corrected on the next report.

## Appendix I – Exit Interview Materials, Exit Interview Report, 1997-98

## 1997-98 Student-Athlete Exit-Survey Report

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**Question 54: “Now that you will be leaving WSU, what do you plan to do?”**

	'94	'95	'96	'97
Attend another school	15%	19%	22%	15%
Continue at WSU	10%	34%	14%	15%
Look for non-athletic job	27%	19%	27%	23%
Look for athletic job	17%	15%	26%	31%
Start non-athletic job	12%	4%	14%	13%
Start athletic job	17%	9%	4%	3%
Don't know	2%	0%	----	1%

**Question 55: “What is your citizenship?”**

	'94	'95	'96	'97
US Citizen	85%	88%	92%	96%
Foreign Citizen	10%	4%	8%	4%
US Permanent Citizen	6%	8%	---	---

**Question 56: “Where is your hometown located?”**

	'94	'95	'96	'97
Western Washington	37%	50%	43%	43%
Eastern Washington	21%	13%	16%	12%
Out of State	31%	33%	33%	41%
International	12%	4%	8%	4%

**Question 57: “Are you...”**

	'94	'95	'96	'97
Asian or Pacific Islander	6%	2%	6%	2%
Amer. Indian/Alaskan Native/Aleut	0%	2%	---	2%
African American or Black	15%	21%	10%	22%
Latino, Chicano, Hispanic	0%	0%	2%	8%
White, Caucasian, Euro	79%	75%	82%	65%

**(MORE DIVERSE POPULATION IN 1997 COMPARED TO PREVIOUS YEARS)****END OF SURVEY REPORT**



## Appendix J – Student-Athlete Questionnaire

### NCAA Recertification Review of Student-Athlete Welfare

#### Student Athlete Questionnaire

WSU is currently conducting a review of Athletic Department compliance with the NCAA Operating Principles for Student-Athlete Welfare. It is a basic principle of the NCAA that our intercollegiate athletics program be conducted “in a manner designed to protect and enhance the physical and educational welfare of student-athletes”. This brief survey seeks your input to ensure that WSU’s Athletic Department is honoring this basic principle. Your answers will be combined with those of other student-athletes to ensure fair treatment of student-athletes. Please do not put your name on this questionnaire. Simply answer the questions and immediately return the completed questionnaire to the person who gave it to you. Thank you for your time and valuable input to this important process.

Year in School (fr, so, jr, sr): \_\_\_\_\_ Gender: Male      Female

Number of Years in Sport at WSU: \_\_\_\_\_ Name of Your Sport: \_\_\_\_\_

Do you have a copy of the WSU Student Handbook and Calendar that is available to all students?  
Yes            No            I Don’t Know.

Do you have a copy of the WSU Student Athlete Handbook available to all student athletes?  
Yes            No            I Don’t Know.

If you had a concern or a grievance about the fair treatment of a student-athlete (yourself or another student-athlete), how would you address it (i.e., Who would you talk to? Where would you go?)

Who is the President of Student Athletic Advisory Council (SAAC)? \_\_\_\_\_  
What is the role or purpose of the SAAC?

Who is the Senior Woman’s Associate (SWA)? \_\_\_\_\_  
What is the role or purpose of the SWA?

Who is the Faculty Athletic Representative (FAR)? \_\_\_\_\_  
What is the role or purpose of the FAR?

Did you know that the NCAA requires an exit interview with each student-athlete leaving WSU? Yes or No.  
If yes, do you know how information gained from the exit interview is used?

**Appendix J – Student-Athlete Questionnaire (cont.)**

**NCAA Recertification Questionnaire (continued, p. 2/2)**

Are you aware of the resources available to you in the following areas? If so, please check the box to indicate how you learned about them (i.e., from Coach, Teammate, PROWL Class, etc.).

**HEARD ABOUT IT FROM?**

<b>RESOURCE</b>	<b>COACH</b>	<b>TEAM MATE</b>	<b>PROWL CLASS</b>	<b>ORIENTAION /ADVISOR</b>	<b>OTHER (WHO?)</b>
<b>ACADEMIC ADVISING</b>					
<b>CAREER COUNSELING</b>					
<b>PERSONAL COUNSELING</b>					
<b>ALCOHOL/DRUG AWARENESS</b>					
<b>ATHLETIC TRAINING</b>					

Have you used any of the following resources? If so, please check the box to provide your feedback.

**SATISFIED?**

**PRIVACY RESPECTED?**

<b>RESOURCE</b>	<b>YES</b>	<b>SOMEWHAT</b>	<b>NO</b>
<b>ACADEMIC ADVISING</b>			
<b>CAREER COUNSELING</b>			
<b>PERSONAL COUNSELING</b>			
<b>ALCOHOL/DRUG AWARENESS</b>			
<b>ATHLETIC TRAINING</b>			

<b>YES</b>	<b>NO</b>

Please feel free to use the remainder of this sheet to provide any additional information.

## Appendix J – Student-Athlete Questionnaire (cont.)

### NCAAS Recertification Review of Student-Athlete Welfare Student Athlete Questionnaire Results

- Total Respondents 28

- Respondents by Sport

Sport	Football	Soccer	Rowing	Basketball	Track	Swim	Volleyball	Tennis	Baseball
Number	7	7	3	0	4	2	3	1	1

- Respondents by Class Standing

Class	Freshman	Sophomore	Junior	Senior
Number	5	8	10	5

- Respondents by Year in School and Sport

Year/Sport	Football	Soccer	Rowing	Basketball	Track	Swimming	Volleyball	Tennis	Baseball
Freshman	3	0	1	0	0	0	0	1	0
Sophomore	2	3	1	0	1	1	0	0	0
Junior	2	2	0	0	2	1	2	0	1
Senior	0	2	1	0	1	0	1	0	0

- Do you have a copy of the :

	Yes	% Yes	No	Don't Know
WSU Student Handbook & Calendar	23	82%	3	2
WSU Athlete Handbook & Calendar	26	93%	1	1

- If you had a grievance about fair treatment of a student-athlete, how would you address it?

Coach	20
Academic Counselor	3
Counselor not on staff	1
Sport Psychologist	3
Teammates/Captain	2
Ombudsman	1
SAAC Rep.	4
Compliance	1
AD	5
Wanda	2
Don't Know	2

**Appendix J – Student-Athlete Questionnaire (cont.)**

• **Who is the President of Student Athletic Advisory Council?**

Yes 10 answered correctly  
 No 18 did not answer correctly

• **What is the purpose of the Student Athletic Advisory Council?**

Yes 17 answered correctly  
 No 11 did not answer correctly

• **Who is the Senior Woman’s Associate?**

Yes 5 answered correctly  
 No 23 did not answer correctly

• **Who is the Faculty Athletic Representative?**

Yes 4 answered correctly  
 No 24 did not answer correctly

• **Did you know that the NCAA requires an exit interview with each student-athlete leaving WSU?**

Yes 14  
 No 12

• **If yes, do you know how information gained from the exit interview is used?**

Yes 4  
 No 24

• **Have you used any of the following resources? If so, please check the box to provide your feedback.**

Resource	Satisfied?			Privacy Respected?	
	Yes	Somewhat	No	Yes	No
Academic Advising	16	3	1	13	2
Career Counseling	13	4	9	10	0
Personal Counseling	10	3	5	10	0
Alcohol/Drug Awareness	3	3	10	5	1
Athletic Training	20	0	1	14	2

## Appendix K – Emergency Medical Plan

**Washington State University  
Department of Intercollegiate Athletics  
Medical Emergency Action Plan**

### **Introduction**

The Medical Emergency Action Plan is designed to provide Washington State University student-athletes with the best possible care in emergency and/or life threatening conditions. The development and implementation of a comprehensive emergency plan defines standards of emergency care, specifies appropriate actions, and directs the medical caregiver in the most efficient manner with which to provide proper emergency medical assistance.

Accidents and injuries are inherent with sports participation and medical team preparation should enable each emergency situation to be managed properly. Preparation involves proper event coverage, emergency medical equipment and supply maintenance, utilization of appropriate medical team personnel, continuing education in the area of emergency medicine, and emergency plan revision to meet the ever-changing needs of athletic participation.

### **Coverage**

Coverage by the Certified Athletic Training staff (ATC's) includes all official, scheduled and coach attended (strength coach included), practices, games and official eight (8) hour rule out of season conditioning.

Summer voluntary workouts conducted by a strength coach will also be attended by an ATC.

Voluntary pick up games, scrimmages or any other workouts without a coach of any kind present, will NOT be attended by an ATC or any medical staff. Players will be advised how to activate the emergency plan in the venue in which they participate. Emergency activation cards with contact numbers will be provided.

Individual skill sessions and weight training sessions conducted by either a strength coach or sport coach, either voluntary or mandatory, in or out of season, also will NOT be attended by ATC's. Coaches and strength staff will activate the emergency plan at these above sessions.

Based on risk, staff allocation, and injury rates, the only exceptions to practice coverage with on site continual presence of an ATC would be Tennis, Track and Field, Rowing, Spirit, Swimming, Cross-country and Golf.

Tennis, Track and Field, Rowing and Spirit have Athletic Training Students (ATS) cover practice. Radio, fixed phone and/or cell phone communication is available to an ATC at another close venue site or in the Athletic Medicine facility. If a scheduled practice covered by an ATS is outside of Athletic Medicine operating hours, and an ATC is not readily available, the sport ATC coordinates with the ATS and is on-call. Any ATS attending these practices will provide emergency plan activation.

## Appendix K – Emergency Medical Plan (cont.)

The swimming coaching staff acts as the first to respond during weekly morning practices as well as weekend practices. Swimming coaches are first-aid and CPR certified as well as either lifeguard certified or swim coach certified. Afternoon practice sessions are covered by an ATS with direct communication to an ATC as described above.

Cross Country and Golf will rely on a coaching staff member to activate the emergency plan.

### Components

#### 1) Emergency Plan

Emergency Personnel – Medical team personnel include team or local physician(s), emergency medical technician/paramedic, certified athletic trainer (ATC), and/or athletic training student (ATS). Additional individuals first to respond can include coaches, strength coaches, student-athletes, or institutional personnel.

Certified Athletic Trainers and Athletic Training Students are first-aid, cardiopulmonary resuscitation (CPR), and semi-automatic external defibrillator (AED) certified as well as trained in Blood-Borne Pathogen management. The Strength and Conditioning staff is first-aid, CPR and AED Certified.

One member of each coaching staff that has daily contact with student-athletes has first-aid and CPR training. It is strongly recommended that all coaching staffs and athletics department personnel attain and update first-aid and CPR training.

Emergency Communication – Access to a working telephone or other telecommunication devices (cell phone/radio) will be assured at each venue site. ATC Staff, ATS, or coaching staff will check the communication system prior to each practice or competition to ensure proper working order.

Emergency Equipment – All necessary emergency medical equipment will be either on-site and/or readily available. Personnel will be familiar with all emergency equipment, its venue site/facility location, and pre-trained in its operation and function. All emergency equipment is checked on a regular basis by WSU Athletic Medicine Staff.

Role of Emergency Personnel - Roles of either medical team personnel or individuals first to respond may vary depending on the venue site and available number of personnel. Typically, the individual first on scene to a medical emergency is charged with performing and/or delegating the following duties: ensure a safe scene, provide immediate appropriate medical care to the extent of his/her training (including stabilize and do no further harm), activate the Emergency Medical System (call 9-1-1), retrieve emergency medical equipment, open appropriate access

## Appendix K – Emergency Medical Plan (cont.)

gates/doors, meet and direct Emergency Medical System services, and provide scene control.

Individual(s) providing care should give way and allow those with more advanced medical training to take charge. If one is ever unsure, activate EMS first, and then obtain additional assistance.

Venue Directions/Access – Each venue site has been evaluated for the most appropriate EMS route and access to facilitate rapid advanced medical care and transport. In an emergency situation, transportation should occur by ambulance. Do not transport unstable patients in inappropriate vehicles. Care must be taken to ensure that the venue site is supervised should the emergency care provider leave the site in transporting the injured party.

### 2) The Catastrophic Emergency Plan (CEP)

The CEP is designed to address the responsibilities and duties of specific units/personnel having direct involvement in a catastrophic event. These units include: WSU Administration, Athletic Department Administration, Medical Services, Compliance, and Media Relations.

### 3) Semi-Automatic External Defibrillators (AED) Program

AED Storage - Four AED's are located in Bohler Gymnasium. Three AED's are in the Athletic Medicine Facility (Bohler Gymnasium M-4), and one in the Strength and Conditioning Center (Bohler Addition M-88). One AED is relocated from Bohler Gym M-4 to Beasley Coliseum Athletic Medicine Satellite facility when Men's and Women's Basketball are in season.

AED Scheduling - The following parameters are taken into account for AED scheduling: high risk student-athletes, high-risk sport(s) (ex. Football, Women's Soccer, Baseball), low-risk sport(s) (ex. Tennis, Golf), practice time/location, game time/location, home events verses away events, venue site location (ex. isolated facility verses facilities in close proximity), in-season verses out-of-season. AED located in the Strength and Conditioning Center (Bohler Addition M-88) acts as a reserve for Bohler Gymnasium and Bohler Addition if all other AED's are unavailable.

Communication – During the weekly ATC staff meeting the time and location of each AED is designated for the upcoming week. Example: If a sport is on the AED schedule, that sport is designated to have the AED. Sports that are not on the list piggyback those that have an AED. Radios and/or cellular phones are used for communication between the Athletic Medicine Facility and sports that do and do not have an AED on-site.

## Appendix K – Emergency Medical Plan (cont.)

### 4) Emergency Activation Cards

The Emergency Activation Card (EAC) is designed as quick reference guide for any individual first to respond to an emergency. Each EAC provides specific information including: emergency phone number (9-1-1), outlines questions asked by EMS dispatch, provides venue site/area of emergency written directions to give EMS dispatch. EAC's also address additional duties including: retrieve emergency medical equipment, open access gates/doors, meet and direct EMS services, and provide scene control. EAC's are located at all venue site fixed phones as well as throughout the athletic department facility.

### 5) Athletic Venue Site Emergency Plans

Each venue site, either on or off-campus has its own emergency plan. Communication of venue site emergency plan information occurs annually with the Athletic Medicine Staff, ATS's, Event and Facility Operations personnel and coaches. A documented meeting between sport ATC and coach(s) will occur annually. Venue sites with a fixed campus phone have an EAC posted next to the phone. Emergency plans are available for review in the Event Operations and Facilities Department Bohler Gym 130 and in the Athletic Medicine Facility Bohler Gym M-4.

### 6) Athletic Department Facilities

This includes administrative and coaching offices, as well as support service areas located in Bohler Gym, Bohler Addition, and PEB offices. Each has an emergency plan, and/or an emergency activation card. Hallway phones have a posted Emergency Activation Card and locker rooms have a posted map designating the nearest hallway phone.

*Updated 11.25.02*



## Appendix K – Emergency Medical Plan, AED Program

### Semi-Automatic External Defibrillator (AED) Program

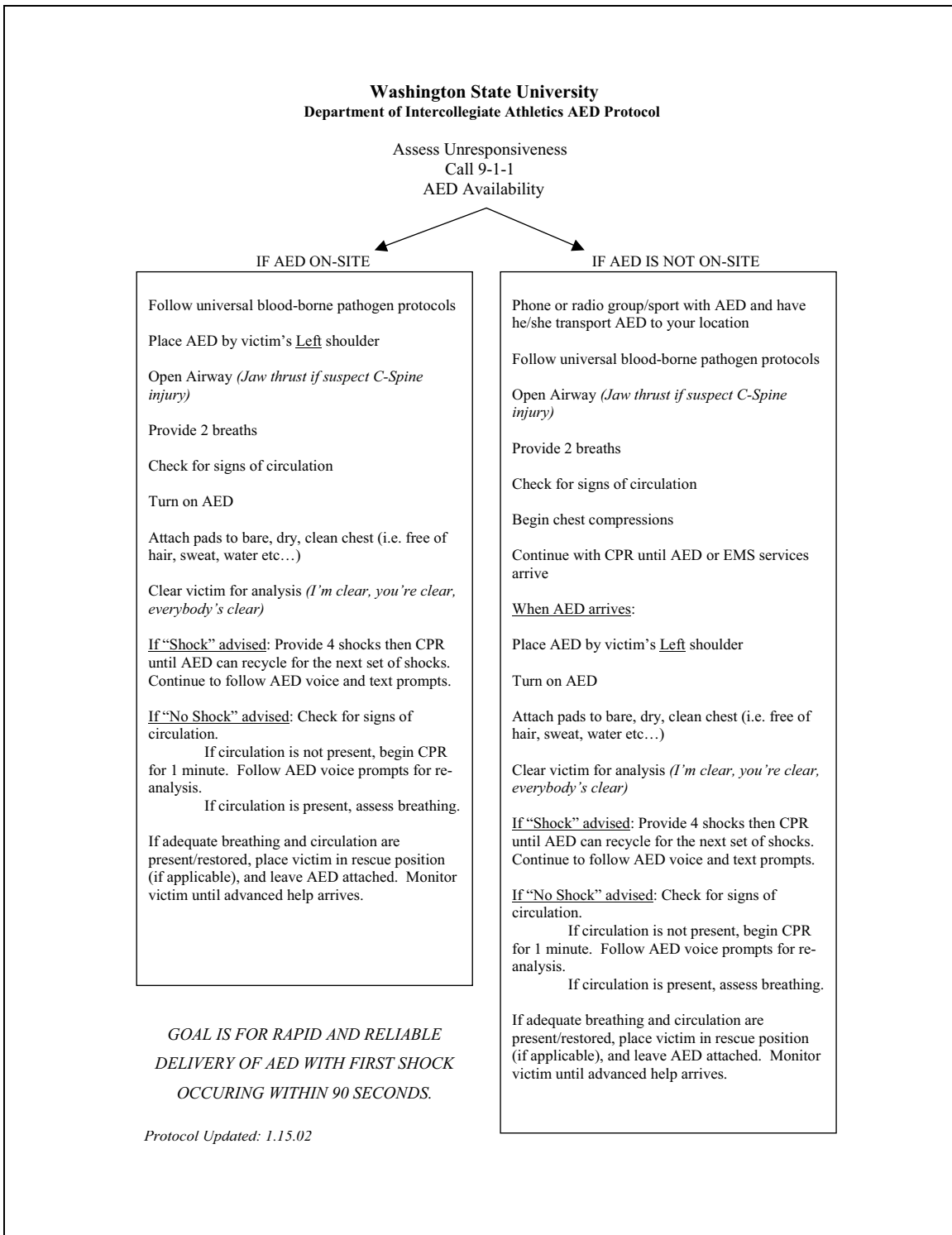
AED Storage - Four AED's are located in Bohler Gymnasium. Three AED's are in the Athletic Medicine Facility (Bohler Gymnasium M-4), and one in the Strength and Conditioning Center (Bohler Addition M-88). One AED is relocated from Bohler Gym M-4 to Beasley Coliseum Athletic Medicine Satellite facility when Men's and Women's Basketball are in season.

AED Scheduling - The following parameters are taken into account for AED scheduling: high risk student-athletes, high-risk sport(s) (ex. Football, Women's Soccer, Baseball), low-risk sport(s) (ex. Tennis, Golf), practice time/location, game time/location, home events verses away events, venue site location (ex. isolated facility verses facilities in close proximity), in-season verses out-of-season. AED located in the Strength and Conditioning Center (Bohler Addition M-88) acts as a reserve for Bohler Gymnasium and Bohler Addition if all other AED's are unavailable.

Communication – During the weekly ATC staff meeting the time and location of each AED is designated for the upcoming week. Example: If a sport is on the AED schedule, that sport is designated to have the AED. Sports that are not on the list piggyback those that have an AED. Radios and/or cellular phones are used for communication between the Athletic Medicine Facility and sports that do and do not have an AED on-site.

*Updated 10.02.02*

## Appendix K – Emergency Medical Plan, AED Protocol



## Appendix K – Emergency Medical Plan, Bailey-Brayton Field Plan

### SAMPLE

**Washington State University  
Department of Intercollegiate Athletics  
Bailey-Brayton Field Emergency Plan**

**1. Emergency Personnel**

- a) Certified athletic trainer(s) either on site or in Bohler Gym M-4 (335-5485) for scheduled practice, and on site for competition. Student athletic trainers on site for scheduled practice and competition. Additional athletic medicine staff available in Bohler Gym M-4 during operating hours.
- b) Team Physician(s) available in Bohler Gym M-4 Monday through Thursday 1:30pm – 4:00pm. Otherwise on call for practice and competition.
- c) Emergency Medical Technicians on site for competition located adjacent to the press box. Ambulance service requires EMS activation.
- d) Pullman Fire Department off site for practice and competition
- e) Pullman Police off site for competition
- f) Event Management personnel on site for competition.

**2. Emergency Communication**

- a) Cell Phone on site for practice and competition.
- b) Fixed phone located in press box (509.335.8291) available for competition only. Additional fixed line at payphone by entrance gate.
- c) Hand signals and/or direct verbal communication
- d) Radio communication to fixed phone to Bohler M-4 available for practice and competition.

**3. Emergency Equipment**

- a) Vacuum splints for the upper and lower extremities, knee immobilizer(s), crutches, and biohazard supplies are available on site for practice and competition. Additional supplies are located in the Athletic Medicine facility, Bohler M-4, or Beasley Coliseum athletic training room.
- b) Additional emergency medical supplies provided by EMS services
- c) See AED Addendum

**4. Role of Emergency Personnel**

- a) Provide immediate appropriate medical care to the injured and/or ill student-athlete
- b) Activate Emergency Medical System
  1. Use the nearest phone (fixed or cellular) for practice and hand signals/verbal communication/phone for competition
  2. Dial 911 (*campus phones: dial 911 directly*)
  3. Give dispatch the following information: Exact location of the incident, What has happened, Patient conscious and/or breathing, Patient male or female, From what phone number you are calling, What medical services are needed (i.e. ambulance, fire, and police); answers to any dispatch question(s).
- c) Retrieve emergency medical equipment
- d) Open appropriate access gates
- e) Meet and direct ambulance/police/fire services
- f) Provide scene control

## Appendix K – Emergency Medical Plan, Bailey-Brayton Field Plan (cont.)

### 5. Venue Directions/Access

Ballpark Access for an ambulance - **An ambulance CANNOT enter the playing field from this direction.** Access to Bailey-Brayton ballpark is located at the Northwest corner of North Fairway Road and Fairway Lane (by the concession stands). Enter through the first set of gates to access the ballpark and the third-base side of the field.

Field Access for an Ambulance – Take South fairway road to the West entrance of the Indoor Practice Facility (IPF). Drive halfway around the North side of the IPF, take a left at the first intersection. This will take you to the first-base side of the field where an ambulance can drive on the field.

*Updated 11.25.02*

**Appendix K – Emergency Medical Plan, Activation Card for Beasley Coliseum**

**SAMPLE**

**Washington State University  
Department of Intercollegiate Athletics  
Emergency Medical System Activation Card  
Beasley Coliseum – Floor Phone**

IN AN EMERGENCY SITUATION, PEFORM THE FOLLOWING STEPS:

**1) DIAL 911**

*Note: dial 911 directly from a campus phone. There may be a 3-5 second delay.*

**2) DO NOT HANG UP UNTIL INSTRUCTED TO DO SO BY DISPATCHER**

**3) GIVE THE FOLLOWING INFORMATION TO DISPATCH**

Exact Location of the Incident

What has Happened?

Patient Conscious and/or Breathing?

Patient Male or Female?

From what Phone Number are you Calling?

Best Access for EMS Services

*“Beasley coliseum tunnel entrance is located at the corner of North Fairway Road and Fairway Lane. Best access to the floor level or back hallway locker rooms/offices is through the tunnel entrance.”*

Answer any Additional Dispatch Questions

**4) ADDITIONAL DUTIES**

Retrieve first-aid equipment

Provide first-aid care (to extent of training)

Open, unlock, and/or prop open all access doors

Meet and direct ambulance/police/fire services

Provide scene control

*Updated 11.25.02*

Appendix L – Student-Athlete Advisory Committee Survey

		<p><i>SAAC Survey</i></p> <p>NCAA Certification Self-Study for WSU Equity, Welfare, and Sportsmanship sub-Committee Sportsmanship and Ethical Conduct sub-Committee</p>			
	Question 1 Are you aware of WSU and NCAA policies regarding sportsmanship?	Question 2 What does the coaching staff for your sport do to promote sportsmanship? Provide examples.	Question 3 Do all of your team members have a Student Athlete Handbook? Student Handbook?	Question 4 Have you seen the accompanying NCAA flyer concerning sportsmanship before?	
<b>Sports Team</b>					
Rowing	Yes Compliance meeting at beginning of year.	Yes, encourages us to support cougs-go to games/meets, etc.	Yes!-a planner-for questions they may have Prefer the SA handbook	Yes. In weight room & in Wanda's office.	
Tennis	Yes In every competition respect, fairness, honesty & responsibility are emphasized	Our coach always tells us about the importance of being honest and to have a positive attitude at the court. You really have to stress out the honesty part because tennis is a part where you make your own calls.	Yes Does not notice members using handbook. Prefers the SA handbook, because it easier to find what you find in it.	No	
Women's Basketball	No not really? We have gone over some rules in the handbook at the beginning of the year. I've gone over some policies at the Pac-10 forum in San Francisco.	We have never really had any sportsmanship issues to address.	Yes I don't really notice anyone using, or talking about either handbook. Prefers neither.	I think I have seen one similar as a poster? I am not sure where.	
Volleyball	Yes Compliance meeting at beginning of the year and through the coaches.	Doesn't condone talk through the net. Encourages us to be good losers & winners	Yes Prefers Student Handbook smaller than the Athlete Handbook.	Yes, from Mark Summerson	

Appendix L – Student-Athlete Advisory Committee Survey (cont.)

Soccer	No	Nothing we can think of...	Yes Prefers mostly the Student Handbook. Smaller size & calendar has more space to write in.	Yes, same academic poster in Academic Offices behind Wanda.
Swimming	Yes	Handbook Yes, we talk about it before meets when we know we are either a much better team or are going to win by a lot.	Yes I haven't noticed, I know they use the calendar in the SA Handbook.	Yes, I think our coach handed it out once.
Women's Golf	Yes	Our Athletic Handbook Through team meeting, we are encouraged to apply honesty & fairness w/in the team & against our opponents.	Yes Only knows that her team mates has them. She prefers the Athlete Handbook.	Compliance Meetings.
Women's Track	No	Places emphasis on sportsmanship, talks to the team at the beginning of each year.	Yes Prefers SA Handbook.	No
Cross Country	Yes	We have seen these policies presented to us in meetings & compliance up in. We make cheers before meetings.	Yes Use the Student Handbook for scheduling. Student Handbook is easier to carry.	Yes compliance meeting
Men's Track	No	They pay attention to NCAA Rules and abide by them, thereby leading by example.	Yes Prefer Student Handbook it's thinner	No
Men's Golf	Yes	Athletic Handbook Your coach conducts individual meetings with his players & motivates his players one on one	Yes Doesn't know Prefers Athletic Handbook	Compliance Meeting
Baseball	Yes	In compliance meetings, Coach is big on sportsmanship.	Yes	Yes

Appendix L – Student-Athlete Advisory Committee Survey (cont.)

	on the pamphlet given to them.	Just talking to our players, not to opposing teams.	Uses handbook for phone numbers & calendar. SA Handbook	Outside Mark's office at
Men's Basketball	Yes	Compliance meeting at beginning of the school year.	Yes Notifies team mates using SA Handbook Prefers SA Handbook	Yes in Bohler Addition
Football	Yes	Coaches, Sports Psychologists, and Forms.	Yes No, both used regularly. Prefers SA because it provides schedule of event Center	Yes Seen it in the Athletic Academic resource
		Programs of the community Visiting elementary schools.		
		Team Unity activities, working with outside non-profit agencies, and lead by example.		



**Appendix M – Coaches Survey**

**NCAA Certification Self-Study for WSU  
Equity, Welfare and Sportsmanship sub-Committee  
Sportsmanship and Ethical Conduct sub-Committee**

Please answer the following questions to the best of your ability. Use the back of this form if you need additional room for any of these questions.

Sport: \_\_\_\_\_

- 1) Are you aware of WSU and NCAA policies regarding sportsmanship?

If so, could you please describe where and how you have seen these policies presented?

- 2) What does the coaching staff for your sport do to promote/encourage sportsmanship (within your team and/or otherwise)? Please provide as many examples as possible.

- 3) To the best of your knowledge, do all of your team members have a Student-Athlete Handbook as well as a Student Handbook?

Do you notice them using one handbook over the other? If so, for what purposes?

Which do you prefer and why?

- 4) Have you see the accompanying NCAA flyer concerning sportsmanship before? If so where? (Please feel free to take it home with you.)

Appendix M – Coaches Survey (cont.)

Coaches Survey (April 2002)  
 NCAA Certification Self-Study for WSU  
 Equity, Welfare & Sportsmanship Subcommittee  
 Sportsmanship & Ethical Conduct Subcommittee

Sport	Question #1 <i>How aware are you of WSU &amp; NCAA policies on sportsmanship?</i>	Question #2 <i>Describe how this info is relayed to your team.</i>	Question #3 <i>How does the coaching staff promote &amp; encourage sportsmanship</i>	Question #4 <i>Any inservice training for coaches on issues of ethical conduct &amp; sportsmanship</i>	Question #5 <i>What materials are distributed to your team on sportsmanship &amp; ethical conduct.</i>
<b>Football</b>	Somewhat aware	Code of Conduct	Staff encourages; punish players who don't	Not much	Players notebooks; posted in locker rm; card with schedule & code of conduct
<b>Baseball</b>	Aware	Handout set of policies & team rules	No one talks to opponents from dugout; address own players in positive way; players not to argue with umpires; Behavior of respect.	NA	NA
<b>Volleyball</b>	Aware	None specifically; just expect it & address it if needed	Stress manners; no trash talk or rudeness to opponents or officials	Don't need this; perhaps PAC-10 should do for all institutions	Articles, handouts & readings which address 'life manners & ethics'
<b>Rowing</b>	Fully aware	Team meetings; daily expectations	Coachs & captains encourage	Adventure dynamics as a team & discuss; staff inservice in August	Verbal discussion pre race & post race

Appendix M – Coaches Survey (cont.)

Track&Field	Somewhat aware	Just in overall behavioral expectations	Conduct yourself with dignity & class at all times.	Team policies handout: 2x/yr
<b>Tennis</b>	Fully Aware	Copies of new info; post on lockers; discuss as group	Everyday in practice exhibit sportsmanship; same in public & competition; Strict about this	Discuss any NCAA, Pac-10, ITA info/brochures with team; Coaches lead by example
<b>Golf</b>	Adequately aware	Poor sportsmanship is not tolerated; punishable by suspension or removal from team	Shake hands with opponents; thank hosts or facility; send thank you in mail	Student-athlete handbook annually; rules of golf annually
<b>Swimming</b>	Adequately aware	Team Handbook has guidelines & procedures	Encourage teammates; Home meets have pizza parties with opponents; Talk with team	Team handbook; Weekly meetings with coaches & community members.
<b>Basketball-M</b>	No Report			
<b>Basketball-W</b>	No Report			
<b>Soccer-W</b>	No Report			