

Washington State University

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



October, 1996

**WASHINGTON STATE
UNIVERSITY**

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INTRODUCTION

It is important to understand that sports have made a major contribution to the history and traditions of Washington State University. Since the beginning, athletics has been a part of our legacy.

Samuel H. Smith, President, Washington State University, writing in the forward to Crimson and the Gray, 1989, p. vii.

Within days of the school's opening in 1892, the men and women of the first student body organized the Washington Agricultural College Athletic Association. Today, Washington State University's President, Samuel H. Smith, is the chair of the NCAA Presidents' Commission. From the beginning of WSU's certification process, Dr. Smith has made it clear that this self-study is a high priority for the institution's Administration, for Athletics, and for him personally.

In June of 1994, President Smith appointed the first members of what was to become a 16 person NCAA Certification Self-study Steering committee. This steering committee began meeting in December of 1994 to plan the self-study. In the spring of 1995, President Smith appointed four subcommittees to draft the four subsections of the certification self-study report. The five appointed committees are a diverse group and total nearly 60 members of the university community. Major constituencies including the Student body, Faculty Senate, Staff Senate, Student Athletes, Academic Areas, Alumni, Administration, and Athletics are represented.

The reporting structure for Athletics has changed significantly over the last several years. In 1994, the responsibility for monitoring compliance moved from the Vice President for University Relations to the President's office. Positions were added to improve and strengthen compliance functions. At the same time, the responsibility for the business policies and procedures of Athletics was moved from the Vice President for University Relations to the Vice President for Business Affairs. It was a move designed to ensure that the business practices and procedures in the department would be the same as those of other, similar University units. The Fiscal Integrity subsection of this report shows that this move has, to a large degree, been successful. As a result, in the Spring of 1996, the responsibility for Athletics was consolidated and moved to the President's Office. As these reporting changes were being made, WSU hired a new Athletic Director.

With these significant changes to the organization and a new Athletic Director, there could not be a more opportune time to conduct a self-study such as this one. This NCAA certification process has given us the impetus and the structure to conduct a complete assessment of the recent organizational moves. It has allowed the Administration to see what has worked and what still needs improvement.

We have attempted to make the report available to all university constituents. The complete document is available at the WSU Library or can be accessed online at http://www.wsu.edu/IR/home_ir.html. We hope the report will allow any member of the university community to better understand how the Department of Athletics functions.

SELF-STUDY INSTRUMENT

INTRODUCTION TO SELF-STUDY REPORT

[Note: Please complete this form and include it at the beginning of the institution's self-study report.]

Institutional Information

1. Type of institution: Public Private
2. Year institution was founded: 1890
3. Special affiliation (e.g., church, military)? Yes No

4. Coeducational? Yes No
5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: Fall 1995, 18,936
6. Number of faculty [using a full-time-equivalency (FTE) basis]: Fall 1995, 1,020 Instructional Only
7. Highest level of academic degree offered: PhD
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: Full 1990, Interim 1995
10. Changes in key senior-level positions (if any) since the institution initiated this self-study:
Thomas L. Purce, appointed Vice President for Extended University Affairs

11. Other events/circumstances affecting this certification self-study (if any):
Administration of Intercollegiate Athletics has been moved from
Vice President, University Relations to Vice President for Business
Affairs to the President's Office

Athletics Information

1. Subdivision status of athletics program: IA IAA IAAA
2. Conference affiliation(s) or independent status: Pacific-10 Conference

3. Athletics program structure: one combined athletics department separate men's and women's departments incorporated unit separate from institution department within a physical education division

4. Certification pilot-program participant? Yes No If yes, year of participation: _____

5. Date of last NCAA major infractions case (if any): 1994

6. Date of most recently completed NCAA institutional self-study guide (ISSG): October 1989

7. Other key dates or events in history of intercollegiate athletics program: _____

1. June 1992. Sanctions imposed on WSU as a result of problems in reporting and monitoring processes.

2. January 1993. An update on gender equity in athletics was provided.

3. May 1993. Funding for the design of Bohler Gym was approved to accommodate the growing number of women in athletics and the need to continue to address gender equity issues.

4. June 1994. Budget reduction resulted in elimination of Men's Tennis.

5. October 1994. Approval to proceed with development of Bohler Gym Addition

Certification Self-Study Information

1. Steering committee chair (name and title): James B. Rimpau, Director, Institutional Research, Capital Budgeting & Space Management

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

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

NCAA Certification Committees

Steering Committee

Jim Rimpau, Director, Institutional Research, Chair
Sam Smith, President
Oliver Bangera, President, Graduate and Professional Student Association
Rick Dickson, Athletic Director
Geoff Gamble, Vice Provost for Academic Affairs
Sallie Giffen, Vice President for Business Affairs
Jessie Harris, President, Associated Students of Washington State University
K. J. "Gus" Kravas, Vice Provost for Student Affairs
Val Limburg, Professor, School of Communications
Ernestine Madison, Vice Provost for Human Relations and Resources
Carol Pinch, Director, Budget and Resource Planning, College of Agriculture and
Home Economics
Marcia Sanholtz, Senior Associate Athletic Director
Sally Savage, University Counsel
Marcia Senn, President, Student Athletic Advisory Board
Irv Tallman, Professor, Faculty Athletic Representative

Academic Integrity

Irv Tallman, Chair, Professor, Faculty Athletic Representative
Donna Arnold, Retention Learning Specialist, Student Advising & Learning Center
Barbara Aston, Student Affairs Officer, Multicultural Student Services
Michael Brooks, Assistant Registrar
Carlos Daniel, Student-Athlete
Terry Flynn, Director, Admissions
Scott Hardin, Student
Otwin Marenin, Director, Criminal Justice Program
Eileen Oliver, Assistant Professor, Department of English
Roy Ramsey, Electronic Media Producer Lead, Intercollegiate Center for Nursing
Education
Pam Bradetich, Director, Academic Compliance, Athletics

Commitment to Equity

K. J. "Gus" Kravas, Co-Chair, Vice Provost for Student Affairs
Ernestine Madison, Co-Chair, Vice Provost for Human Relations and Resources
Gary Bryan, Professor, Department of Veterinary Clinical Services
Al Jamison, Director, Student Advising and Learning Center
May Ly, Student

Commitment to Equity (continued)

Sue McLeod, Associate Dean, College of Liberal Arts
Vicky Murray, Compliance Officer, Center for Human Rights
Steve Nakata, Assistant Director for Multicultural Student Recruitment and
Community Relations
Mary Schilling, Budget Director, Student Publications
Shannon Wyckoff, Student-Athlete
Marcia Saneholtz, Senior Associate Athletic Director
Jim Bauman, Sports Psychologist

Fiscal Integrity

Carol Pinch, Chair, Director, Budget and Resource Planning, College of
Agriculture and Home Economics
Debby Carlson, Associate Budget Director, Budget Office
Rodney Fort, Professor, Department of Economics
Leslie Johnson, Accountant, Controller's Office
Larry Meinert, Professor, Department of Geology
Bill Middlebrook, Finance Officer, Intercollegiate Center for Nursing Education
Jody Payne, Student-Athlete
David Reiter, Student
Ernie Renfro, Assistant Vice President Business Affairs
Steve Schauble, Director of Finance, University Affairs
Robert Wright, Accounting Supervisor, Controller's Office
Harold Gibson, Associate Athletic Director
Mike Connell, Director of Athletic Development

Governance and Commitment to Rules Compliance

Geoff Gamble, Chair, Vice Provost for Academic Affairs
Dan Akins, Fiscal Technician, Controller's Office
Bennie Harris, Assistant Director of Corporate & Foundation Relations
Keith Lincoln, Executive Director, Alumni Centre
Esther Louie, Student Affairs Officer, Multicultural Student Services
Michael Morris, Student
Fred Muehlbauer, Research Geneticist, Crops and Soil Sciences
Monty Nielsen, Registrar,
John Skukanec, Student-Athlete
Nancy Youlden, Associate Director, Admissions Office
Dan Peterson, Associate Athletic Director

NCAA Certification Steering Committee

Sam Smith -- President
 Oliver Banger -- GPSA
 Rick Dickson -- Athletic Director
 Geoff Gamble -- Vice Provost for Academic Affairs
 Sallie Giffen -- Vice President for Business Affairs
 Jessie Harris, ASWSU
 K. J. "Gus" Kravas -- Vice Provost for Student Affairs
 Val Limburg -- Professor
 School of Communications

Ernestine Madison -- Vice Provost for Human Relations & Resources
 Carol Pinch -- Director, Bud & Res Plan, CAHE
 Jim Rimpau -- Director IR, Chair
 Marcia Saneholtz -- Sr. Assoc. Athletic Director
 Sally Savage -- University Counsel
 Marcia Senn -- SAAB
 Irv Tallman -- Faculty Athletic Rep.

Academic Integrity

Irv Tallman, Chair
 Donna Arnold
 Barbara Aston
 Michael Brooks
 Carlos Daniel, Stu/Ath
 Terry Flynn
 Scott Hardin, Student
 Otwin Marenin
 Eileen Oliver
 Roy Ramsey
 Pam Bradetich, Staff

Commitment to Equity

Gus Kravas, Co-Chair
 Ernestine Madison, Co-Chair
 Gary Bryan
 Al Jamison
 May Ly, Student
 Sue McLeod
 Vicky Murray
 Steve Nakata
 Mary Schilling
 Shannon Wyckoff, Stu/Ath
 Marcia Saneholtz, Staff
 Jim Bauman, Staff

Fiscal Integrity

Carol Pinch, Chair
 Debby Carlson
 Rodney Fort
 Leslie Johnson
 Larry Meinert
 Bill Middlebrook
 Jody Payne, Stu/Ath
 David Reiter, Student
 Ernie Renfro
 Steve Schauble
 Robert Wright
 Harold Gibson, Staff
 Mike Connell, Staff

Governance & Commitment to Rules Compliance

Geoff Gamble, Chair
 Dan Akins
 Bennie Harris
 Keith Lincoln
 Esther Louie
 Michael Morris, Student
 Fred Muehlbauer
 Monty Nielsen
 John Skukanec, Stu/Ath
 Nancy Youlden
 Dan Peterson, Staff

WASHINGTON STATE UNIVERSITY NCAA CERTIFICATION SELF-STUDY TENTATIVE SCHEDULE

June 1994	Steering committee appointed by the President
December 1994	First Steering committee meeting
January 1995	Institutional Research Office begins collecting data
March 1995	Subcommittees appointed by the President
March 1995	First Subcommittee meetings
April 14, 1995	NCAA orientation visit
April 1995	Steering committee meeting to review NCAA representative's recommendations and to finalize the implementation plan
May 1995	Subcommittees meet to discuss "Self-study items"
June-July 1995	Institutional Research staff work with Subcommittee chairs and available committee members to compile data, information resources, and appendices for reports
August-Oct 1995	Subcommittees prepare written responses to their Self-study items
Nov-Dec 1995	Steering committee meets to review subcommittee reports and operating principles
Jan-March 1996	Subcommittees review steering committee comments and prepare final drafts including plan for improvement
March-April 1996	Steering committee reviews final draft
May 1996	Final report printed and forwarded to NCAA
Sept 1996	Campus evaluation visit by the peer review team

Governance and Commitment to Rules Compliance

Self Study Item #1

Describe any recent major changes in policy and organization that affect the institution's current efforts in matters related to the operating principles listed previously regarding institutional athletics governance and rules compliance, focusing on those implemented during the last three years.

Over the last two years, Washington State University has undertaken significant structural reorganization in athletics and related areas to strengthen and improve compliance functions. A major commitment to increased oversight of these functions was made by providing review and control at the presidential level. In 1994, the reporting line for Athletics was shifted from the Vice President for University Affairs to the Vice President for Business Affairs, and the University Counsel was appointed to be the primary contact point and liaison between the President and Athletics. To provide a broader point of contact between Athletics and administrators from other areas of the institution, the Athletic Director has been made a member of the President's Cabinet. In April 1996, the reporting line for Athletics shifted from the Vice President for Business Affairs to the President's Office.

A standing Compliance Committee was appointed by the President and charged to oversee and facilitate compliance issues among all University departments. The

committee is comprised of representatives from the President's Office, Athletics, Admissions Office, Registrar's Office, Financial Aid Office, and the Student Advising and Learning Center (SALC). The committee is charged to review policy issues related to compliance, make recommendations to appropriate university offices, and review rule violations to determine the need for changes in systems or procedures. The committee is chaired by the Faculty Athletic Representative and staffed by the Associate Athletic Director for Compliance and Academics.

A restructuring of the role and responsibilities of the Faculty Athletic Representative was also undertaken during this period. To support this position, additional release time, staff and budget have been provided. A position description (Appendix F) was developed that more clearly delineates the responsibilities of the Faculty Athletic Representative, including specifically those dealing with eligibility certification.

Additional steps toward strengthening the institution's compliance program included two major personnel changes in the Athletic Department. In April 1994, the University appointed a new Athletic Director who has a documented commitment to institutional athletics governance and rules compliance. Soon, thereafter, the Athletic Director reorganized the compliance and academic functions of the Athletic Department. The Compliance and Eligibility Office and

the Academic Services Office were merged under a new Associate Athletic Director position. This position reports jointly to the Athletic Director and to the President's Office through the University Counsel. An Administrative Assistant position was upgraded to Compliance Coordinator to provide additional support for substantive compliance issues. Additionally, a second full-time Compliance Officer position and a half-time law student intern have been added. The salaries and associated operating budget for compliance functions are funded and managed by the President's Office. Because of this, reorganization compliance issues are a more integral part of the athletic department's administrative structure as well as a recognized responsibility of other University offices.

A second major organizational change related to compliance dealt with eligibility certification. It involved the creation of an Athletic Eligibility Coordinator position within the University Registrar's Office. This position is responsible for the compilation and review of academic transcript information and preliminary determination of continuing eligibility. This position also verifies initial eligibility for freshmen and transfer eligibility and satisfactory progress for transfer student athletes. This position works closely with the Faculty Athletic Representative and together the two offices provide a coordinated and more effective eligibility certification program. In addition, to bolster support and overview in the Financial Aid area, there has been a half-time position added.

Self Study Item #2

Explain how the mission of the athletics program relates to that of the institution as a whole.

Central to Washington State University's Mission (Appendix A) is maintaining a curriculum that enables students to think critically and express themselves effectively both orally and in writing; to provide instruction to help develop responsible citizens and provide professional and technical skills needed by the state and society; and to help graduates develop an aptitude and understanding of the skills and concepts needed for competency in their chosen fields as well as an understanding of their personal and vocational roles in society. As reflected in the University's Strategic Plan (Appendix B) and Academic Vision (Appendix C), this mission is carried out within a context that provides for a holistic undergraduate experience including opportunities for development of leadership skills, physical skills, cultural sensitivity, international orientations, and social-political-cultural awareness.

The mission of the Athletic Department is to create through proper leadership an environment which provides an opportunity for student-athletes to achieve their highest potential both academically and athletically during their higher education experience. The Athletic Department strives to develop intellectual, social, moral, emotional, cultural and vocational as well as physical growth. As we lead students and assist them in developing good sportsmanship and character, including loyalty,

cooperation and teamwork, honesty, a sense of fair play, and individual responsibility, we endeavor to help them attain the skills, knowledge and values necessary to maximize their potential. We believe that:

1. Collegiate athletics are conducted primarily for the benefit of the student-athletes who participate in them;
2. Participation in athletics is a privilege, not a right;
3. Collegiate athletics are an integral part of the educational system and should assist in developing the leadership potential of the individual;
4. The student-athlete is an integral part of the student body and should function as such; and
5. There is a clear line of demarcation between college athletics at Washington State University and professional sports.

The policies and purposes of the Athletic Department are in keeping with the intent of the National Collegiate Athletic Association (NCAA) and the Pacific 10 Conference (PAC-10) as well as the central mission of Washington State University.

Self Study Item #3

Describe the process followed and the role of various participants in the development, formal approval and most recent review of the mission of the athletic program. Also, describe how and to whom the completed mission statement is circulated.

The most recent revision of the Athletic Department Mission Statement (Appendix D) was completed in August 1995. The statement was previously published in the Departmental Policies and Procedures Manual as a "philosophy statement" and during last year's annual revision to the manual the document was designated a mission statement.

The original statement for the Athletic Program was developed by a former WSU Athletic Director. There was not broad university development in the process, the department's senior staff being the major participants in formulation and adoption of the statement.

The most recent revision of the Athletic Department Mission Statement (Appendix D) was completed in August 1995. The revised mission statement has been published in the *Student-Athlete Handbook* and in the Athletic Department Policies and Procedures Manual. The statement has also been distributed to the Athletic Council.

Broader university input and review of the Athletic Department Mission Statement is desirable. The Athletic Certification process provides an excellent opportunity to solicit input and involve appropriate participants in further revision and expansion of the current mission statement.

Self Study Item #4

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 key individuals or groups (e.g., faculty, students) in this process.

The organizational structure of Washington State University is based on principles of shared governance which provides 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.

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 who have, or have had significant responsibilities for athletics include the Vice President for Business Affairs and the University Counsel. 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. Between 1994 and 1996, the reporting

line for athletics was assigned to this area. The Athletic Director, who is responsible for day-to-day management of the Athletics Department now reports to the President's Office. 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.

The University Counsel serves as chief of staff to the President, oversees the university's legal affairs, directs administration of the President's Office, and serves as the President's representative. The University Counsel acts as the day-to-day contact point in the President's Office for the Director of Athletics and the Faculty Athletic Representative. The Associate Athletic Director for Compliance and Academics reports jointly to the University Counsel and the Director of Athletics. Responsibility for issues pertaining to compliance is through this reporting line, involving the Associate Athletic Director, the Athletic Director, the Faculty Athletic Representative, the University Counsel, and the President. This group 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 this structure.

Executive management of the university rests with the Executive Committee which consists of the President, the Vice Presidents, the University Counsel, the Vice Provost, the Executive Director of Budget and Planning, and the Budget Director. 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. Examples of decisions relating to athletics that would be considered by the Executive Committee include significant reorganizations within the department; appointment of major administrators such as the Director of Athletics; creation of new positions, such as the Athletic Eligibility Coordinator in the Registrar's Office and the Administrative Assistant to the Faculty Athletic Representative; decisions relating to adding and dropping of sports; and significant rule violations cases, including corrective actions and penalties.

The Executive Budget Committee is a subcommittee of the Executive Committee consisting of the same membership. It also meets weekly and is concerned with all matters pertaining to the operating and capital budgets of the institution. The

Executive Budget Committee 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. It also recommends internal budget allocations to the President. In addition, the committee considers significant budgetary issues pertaining to individual areas of the institution. The committee reviews and approves the proposed budget for athletics each year, recommends the annual allocation of institutional funds in support of athletics, reviews and approves revisions of the athletics budget throughout the year. Examples of other decisions relating to athletics, in which the Executive Budget Committee would be involved, include the allocation of money to fund new positions such as those described above; the allocation of funds to support other new needs such as the increased release time for the Faculty Athletic Representative, the purchase of the DARS and SIS computer systems, and the purchase of new computing equipment for the Faculty Athletic Representative's office. The Executive Budget Committee is also significantly involved in decisions relating to the capital needs of the athletic program, including allocations for major capital expenditures, such as the replacement of artificial turf and the construction and renovation of facilities. Recently, funds were appropriated by the state for a major renovation of, and addition to, the existing athletics facilities at WSU, which is the culmination of a planning process spanning approximately ten years. The Executive Budget Committee directed the entire process until the point that appropriations were

received, at which time the Vice President for Business Affairs became the responsible administrator for the project.

Another significant body within the institution is the Reconfiguration Committee. This group consists of the executive officers of the institution, plus representatives of the faculty, staff, and students. This committee is concerned with matters relating to the elimination or major reorganization of programs within the institution which are occasioned by budgetary or other considerations. The committee reviews proposed actions for their impact on such issues as program quality, diversity, and consistency with the role and mission of the institution. The committee makes recommendations on proposed reconfigurations to the President and the Board of Regents through the Executive Committee. Most recently, the decision to eliminate the Men's Tennis program was considered by the Reconfiguration Committee prior to being implemented at the end of the 1994 season.

Self Study Item #5

Based upon the institution's experience in the last three years, list the decisions related to intercollegiate athletics in which the institution's governing board or individual board members have been significantly involved (if any).

The Board the of Regents takes an active role in all major capital, financial and academic issues affecting the university. A review of minutes from the Board of

Regents meetings document the following activity relative to athletics during the past three years.

June 26, 1992

Following a report from Vice President Stan Schmid on the sanctions imposed upon WSU by the PAC-10 Conference as a result of problems in reporting and monitoring processes, Regent Albrecht stated that the Regents wish the institution to ensure that WSU is in complete compliance with PAC-10 and NCAA rules and regulations.

January 22, 1993

Vice President Stan Schmid provided an update on gender equity in athletics. He also identified other issues and goals set in 1988 as part of a long-term plan in gender equity in athletics and identified the goals that had been achieved.

May 7, 1993

Vice President Stan Schmid informed the Regents that funding for the design of Bohler Gym had been approved by the state legislature and remarked that this will address the facility needs to accommodate the growing number of women in athletics and the need to continue to address gender equity issues.

June 25, 1994

Provost Thomas F. George presented details of proposed budget reductions and discussed the reconfiguration process and recommendations from the Reconfiguration Committee. The Board of Regents approved a declaration of

financial stress and further approved implementation of the reconfiguration recommendations including elimination of the Men's Tennis program at the end of the 1994 season.

October 14, 1994

It was moved and seconded that the Washington State University Board of Regents approve schematic design documents, grant permission to proceed with design development and delegate authority to the President or his designee, the Vice President for Business Affairs, to approve construction documents for the Bohler Gym Addition. The motion was carried. The facilities will replace the existing weight room, house a locker room for an additional WSU team sport, offices for the academic support staff, compliance personnel, sports information, study and meeting areas.

In addition to these actions taken at the formal Regents' meetings, the Board is kept apprised of significant issues through regular conversations with the President. Most significantly during the past three years, the Board was continuously advised by the President of the status of the infractions case in which WSU was involved, including the self imposed penalties, and corrective actions and penalties imposed by the Conference and the NCAA.

Self Study Item #6

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.

President Samuel H. Smith has been significantly involved in decisions related to intercollegiate athletics in the following ways:

The President took an active role in the selection process and approved the appointment of the new Athletic Director;

The President withdrew athletics from the purview of the Vice President for University Affairs and reassigned it to the Vice President for Business Affairs;

The President appointed the University Counsel to oversee compliance;

The President added the Athletic Director as a member of the President's Cabinet and charged the Athletic Director to reorganize the compliance and academic functions of the Athletic Department;

The President's Office undertook a review of the Faculty Athletic Representative position and provided additional budget support, including funding for increased release time and an Administrative Assistant position to assist the Faculty Athletic Representative;

The President meets monthly with the Faculty Athletic Representative to review current academic and compliance issues;

The President's Office approved the creation of an Athletic Eligibility Coordinator position within the Registrar's Office and provided funding for this position;

In April 1996, the President's Office assumed complete responsibility for Athletics.

The President was fully involved in the infraction cases in which WSU was involved in 1992 and 1994. The President directed the internal investigation of these cases, approved the corrective actions to be taken and penalties to be self-imposed; and represented the institution at hearings before the PAC-10 and NCAA.

Self Study Item #7

Describe the activities that the institution has established for its athletic booster groups and other representatives of the institution's athletic interests, as well as those organized or initiated by the booster groups. Also, describe how the activities of these groups and individuals are maintained under the clear control of the institution, including whether institutional personnel serve on booster-club 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 Development Office and the Marketing and Promotions Office. The operations of each of these units is set forth below:

Athletic Development

Revenue generated from private gifts account for approximately 16% of the Athletic Department's yearly operating budget. Revenue from private gifts is primarily dedicated towards covering scholarship costs for the department's 450 student-athletes. Each year nearly 3,500 donors contribute about \$2,000,000 to the department.

WSU utilizes a constituency-based fund raising model wherein each major academic and programmatic unit of the university engages in fund raising 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 fund raisers who plan, initiate, and oversee the unit's comprehensive fund raising activities. The salaries and operations of the Athletic Development Office are paid by the university through funds allocated to the Athletic Department. The Director of Athletic Development reports jointly to the Athletic Director and to the Associate Vice President for University Affairs. Importantly, neither the university nor the Athletic Department maintain separate non-profit organizations which oversee or are involved in athletic fund raising.

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 mailed by the department's ticket office), or by personal solicitation made by one of the department's four professional fund raisers. All private gifts received by the department are deposited with the university. Any expenditures from these funds are subject to state and institutional guidelines.

The volunteer involvement in athletic development activities is focused mainly on helping to stage events throughout the state. These events are jointly staged by local booster organizations (known as Cougar Clubs) and by the Athletic Development Office. Some of the events are fund raisers while others are simply "friend raisers." At the friend raisers, the objective is to capture the names and interest of the attendees and to solicit them to become donors.

Institutional control over booster club activities is coordinated by the Athletic Development Office. 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 Director of Athletic Development before they are included on the department's calendar and thus promoted by the department. Further, only approved activities receive WSU coaches and administrators as

“celebrity” attendees. Booster club activities are also discussed at periodic meetings of the Cougar Club President’s Council. This council, which is made up of the Presidents of the local Cougar Clubs, meets on a quarterly basis with the Director of Athletic 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 its meetings are called by the department. Finally, the institution maintains strict control over the bank accounts help by the local Cougar Clubs to facilitate the staging of events. The tax identification number for these accounts is that of the WSU Foundation. Checks are only signed by an institutional employee and bank statements are sent to the Athletic Development Office. A detailed description of check processing and reporting policies is set forth below.

Check Processing

In general, all check requests should be initiated by the local club treasurer. Once approved by the treasurer, the WSU authorized representative should prepare the check and mail the check to the vendor. In order to facilitate this process, following procedures are followed:

- All invoices are received and approved by the individual responsible for incurring the expense (generally, this would be the event coordinator); approval of the invoice acknowledged by initialing the invoice; and any discrepancies resolved by the event coordinator prior to payment.
- Copies of the invoice are maintained by the event coordinator and the original forwarded to the treasurer.

- The treasurer should approve the invoice, retain a copy and forward the original to WSU.
- Upon receipt, WSU will prepare payment and mail the check to the vendor. Original copies of the invoices will be filed by WSU.

Reporting

- Each month the treasurer will report to the board the cash activity for the month and that the account has been reconciled to the WSU balance.
- The event chair shall report a summary of income and expenses for the event to the board. This report should be prepared in coordination with the treasurer.
- The treasurer shall reconcile the net income/expense of the event with the net change in the cash account.
- All reconciliation prepared as described above under "Cash Handling" shall be retained by the treasurer with copies distributed to WSU.

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 has been included in Butch's Beat. This publication is mailed on a semi-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 Director of Athletic 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 (primarily the academic colleges and branch campuses) employs development professionals and staff, relying on the central foundation staff to provide consistency required to coordinate the cooperative effort, a common theme, professional management of endowment and trust assets and integration with volunteer boards. The Athletic Development Director attends monthly meetings chaired by the Director of WSU Development/Foundation. Donor strategy meetings, skill seminars and discussions relative to donation processing are other examples of communication between these offices.

Marketing and Promotions

Approximately ten years ago, the Athletic Department began a program called Cougar Mania. It involves corporate sponsorship with the food and beverage industry and has been effective in generating revenues for the Athletic Department, primarily for the purpose of funding electronic media advertising. Each participant makes an up front payment based on their level of involvement in the program.

Currently, Cougar Mania generates in excess of \$300,000 annually. The vast majority is used to purchase all radio and television advertising supporting Cougar Athletics. Any remaining funds are transferred to the Athletic Department at year end as a revenue source. (For further discussion and evaluation, see the Fiscal Integrity Report.)

Check Processing

In order for a 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 Business Affairs or 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.

Self Study Item #8

Describe how the institution has organized itself to maintain compliance with NCAA rules. 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., recruiting coordinator, financial aid officer, admissions director, internal auditor) who are responsible for documenting and monitoring compliance with NCAA rules.

Appendix E is the Department of Athletics organization chart.

Prior to the hiring of a new Athletic Director in April 1994, a sequence of organizational changes were 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 merged under a new Associate Athletic Director

position. This position reports jointly to the Athletic Director and the President's Office through the University Counsel. Further, an Administrative Assistant position was upgraded to a Compliance Coordinator to provide additional support for substantive compliance issues and a second full-time Compliance Officer position was added. The salaries and associated budget for compliance functions are funded and managed by the President's Office.

The position description for the Faculty Athletic Representative (Appendix F) was modified to better delineate the requisite duties, including those dealing with eligibility certification and rules compliance, and to provide more appropriate release time for the person in the position. Additionally, the President's Office provides additional budget support, including funding for an Administrative Assistant to assist the Faculty Athletic Representative. Separate office space in proximity to the Athletic Department has also been provided.

To better integrate compliance responsibilities within appropriate institutional offices outside the Athletic Department, the President's Office approved creation of funding for an Athletic Eligibility Coordinator position within the Registrar's Office. This position with the Registrar's Office, together with the Faculty Athletic Representative, are responsible for athletic certification. A similar position has been created in the Financial Aid Office to provide more effective integration of

compliance within this office. This reorganization provides for necessary checks and balances within the appropriate university administrative units.

The integration of compliance issues within the university has also occurred through the creation of a University Compliance Committee. This committee is comprised of representatives from the President's Office, Athletics, Admissions Office, Registrar's Office, Financial Aid Office, and the Student Advising and Learning Center. The committee meets bi-monthly 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 systems or procedures. The committee is chaired by the Faculty Athletic Representative and staffed by the Associate Athletic Director for Compliance and Academics.

Admissions Athletic Liaison

The Office of Admissions is responsible for determining student-athletes' admissibility to the University. The Admissions Athletic Liaison is appointed by the Director of Admissions and reports directly to that administrator. The Athletic Liaison is responsible for monitoring the admission status of a prospective student-athlete and communicating these issues to the Compliance Office. The Admissions Office also issues Transfer Credit Reports for transfer student-athletes and pre-approves the transferability of off-campus summer school course credit for student athletes.

Athletic Eligibility Coordinator

The Athletic Eligibility Coordinator (AEC) reports to the Assistant Registrar for Academic Enrollment Services. 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 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.

Director of Financial Aid

The Director of Financial Aid is appointed by the Vice Provost 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 Financial Aid. All letters of intent, renewals, cancellations, and exemptions are administered by the

Compliance Coordinator for Financial Aid under the supervision of the Financial Aid Director.

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 audit 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.

Faculty Athletic Representative (FAR)

The Faculty Athletic Representative is appointed by and reports to the University President. The FAR participates with the President and Athletic Director, as well as other key administrators, in establishing policy and direction for athletics. The FAR oversees the academic performance and educational experience of student athletes and certifies student-athlete eligibility under NCAA, conference and institutional rules. The FAR regularly reviews and evaluates current financial aid 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 FAR oversees, in conjunction with the Athletic Director, University Counsel and Associate Athletic Director for Compliance and Academics, any major

institutional inquiry into alleged or suspected violations of NCAA or PAC-10 Conference rules. The FAR 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 FAR assists in the activities of the Compliance and Academic Services Offices and is responsible for monitoring participation in the institution's self-study and peer certification processes.

Director of Athletics (AD)

Since April 1996, the Director of Athletics reports to the President's Office. The AD acts as chief administrative officer of the Athletic Department, supervising all personnel in the department. The Athletic Director has a 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.

Senior Associate Athletic Director (SAAD)

The SAAD reports directly to the Athletic Director. The SAAD is responsible for events and facilities management. The SAAD supervises, plans, and evaluates the student support services structure, operation, and personnel. The SAAD supervises Swimming, Women's Basketball, Men's and Women's Cross Country and Track and Field, Crew, Baseball, Men's and Women's Golf and Tennis. The

SAAD serves as Senior Woman Administrator and represents WSU on the PAC-10 Senior Women Administrator's Committee and PAC-10 Council. The SAAD issues and confirms competitive contracts as necessary for all sports except Men's Basketball and Football. The SAAD coordinates the development of the department's policies and procedures manual and the *Student-Athlete Handbook*.

The SAAD serves in an ex-officio capacity on the Athletic Council, and on the Facilities for Physical Recreation Subcommittee of the University Planning Committee. The SAAD prepares and manages the Event Operations and Facilities Management budget. The SAAD is the designated departmental key coordinator, coordinates the Athletic Awards Program and acts as AD in the absence of the AD.

Associate Athletic Director for Compliance and Academics (AADCA)

The AADCA reports to the Athletic Director and University Counsel. The AADCA develops, implements, and monitors the institution's compliance program, coordinated with the department's academic services 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 Conference; and oversight of the management of compliance-related student-athlete data. Academic services entail oversight of the development and refinement of an academic standards program; the facilitation of a counseling process; the monitoring of academic progress toward a degree by student-athletes; and working jointly with the Director of Academics/Compliance in making financial aid awards for summer school.

The AADCA develops, recommends and manages the operating budgets for all compliance functions and for the departments academic services unit, and also performs other duties as assigned by the Athletic Director and/or University Counsel.

Director of Academics/Compliance

The Director of Academics/Compliance reports directly to the AADCA and has primary responsibility for planning, implementing and evaluating a comprehensive academic support program which will assist all student-athletes in identifying and meeting their academic goals leading to graduation. This position develops budget recommendations and manages approved academic services budget. In addition, 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.

Compliance Officer

The Compliance Officer has primary responsibility for the recruiting process, including, but not limited to, eligibility information via the clearinghouse, official and unofficial visits and recruiting logs. The Compliance Officer also serves as the primary compliance liaison to the Academic Services unit with respect to recruiting issues. The Compliance Officer will apply and interpret WSU admission requirements; monitor team travel by tracking travel rosters and itineraries; draft hardship eligibility petitions, NCAA waivers, and update compliance sections of Athletic Department Policies and Procedures manual.

Compliance Coordinator

The Compliance Coordinator will assist the Associate Athletic Director in developing, implementing, and monitoring a system of compliance procedures that provides proper checks and balances within the university. The Coordinator will administer all PAC-10 Conference and NCAA reports, forms and procedures necessary for compliance with eligibility certification, financial aid, recruiting legislation and all other regulations.

Coaches

The coaches are hired by the Athletic Director (AD) and report directly to the AD or the Senior Associate AD. Coaches have administrative duties in the areas of University/department relations and program organization. Coaches are expected to maintain public 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 a 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 Conference.

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.

Self Study Item #9

Describe the procedures by which the institution processes alleged or self-discovered violations of NCAA rules.

Rules Violations

Each Washington State University staff member is responsible for ensuring that athletics operates with the highest level of ethical conduct. To this end, the NCAA places an obligation on each staff member to report violations or suspected violations of NCAA legislation or conference rules. Each year, Athletic Department staff members are required to sign NCAA Form 95-2 under which they verify that any known or suspected violations have been reported in accordance with institutional procedures.

As provided for in the Athletic Department Policies and Procedures Manual, the following represent the universities procedures, investigating, and reporting alleged or suspected violations.

Procedures for Investigating and Reporting Violations

1. Internal Reporting

Any possible violation of NCAA legislation or PAC-10 regulations should be promptly reported to the Associate Athletic Director for Compliance and

Academics, who shall subsequently notify appropriate Athletic Department and University representatives.

A possible violation involving the Associate Athletic Director for Compliance and Academics should be promptly reported to the Faculty Athletic Representative or Athletic Director.

2. Investigating

The Associate Athletic Director for Compliance and Academics will obtain all the pertinent information to determine whether a violation occurred. A written report indicating that a violation did not occur will be made to the Athletics Director and the University Counsel.

If it is determined that a violation occurred, then the following information will be gathered by the Associate Athletic Director for Compliance and Academics with assistance (if needed) of the Athletic Director or the University Counsel:

- a. The date and location of the violation;
- b. A description of the violation, including the rule citation;
- c. The identity of the coach(es), prospective and enrolled student-athletes, and other individuals involved in the violation;
- d. The reason the violation occurred;

- e. A statement indicating whether any eligibility issues need to be resolved and, if so, whether WSU is requesting restoration of eligibility for any prospective or enrolled student-athlete; and
- f. The means by which WSU became aware of the violation.

3. External Reporting

The information will be compiled by the Associate Athletic Director for Compliance and Academics and will be reviewed for accuracy by each individual who is named in the report. Any differences in the background section of the report will be noted. Named parties will also be given an opportunity to review the proposed "Actions Taken" section.

The report will then be submitted to the Athletic Director, the University Counsel and Faculty Athletic Representative who shall make the findings as to fault, ratify or amend any corrective or disciplinary actions taken by WSU, and indicate the institution's position regarding the information.

The report will be sent to the PAC-10 Office by the Faculty Athletic Representative. If restoration of eligibility is requested, then it will also be forwarded to the NCAA Director of Eligibility. Copies of the report will be distributed to the involved WSU parties.

All reports of violations and corrective action(s) taken will be systematically reviewed by the Compliance Committee for recommendation on revisions of appropriate compliance procedures.

Self Study Item #10

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.

Student Athletes

Each year the Compliance Office conducts compliance meetings for each team. Attendance is mandatory for every student-athlete. During these meetings, significant emphasis is placed on rules education. For instance, the Associate Athletic Director or the Director of Academics/Compliance reviews each of the continuing eligibility rules. The financial aid compliance liaison reviews the pertinent financial aid rules. The Compliance Coordinator reviews legislation dealing with banned drugs, employment limitations, gambling and agents.

This year, the Athletic Department initiated 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 Academics/Compliance and the Associate Athletic Director dedicated major portions of their respective sessions to stressing the importance of degree progress. They discussed WSU degree

certification and graduation requirements and how these requirements relate to the NCAA continuing eligibility rules.

A monthly newsletter, Prowl, is published that goes to all student-athletes and their parents. The newsletter includes a compliance column that seeks to educate student-athletes on a number of issues regarding compliance.

The Athletic Department employs eight full or part-time academic counselors who meet with student-athletes on a periodic basis. Each semester, prior to preregistration, 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 ongoing opportunity that is made available to each team.

Finally, 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.

Athletics Department Staff Members

There are a number of venues where rules education takes place for the Athletic Department staff members. The NCAA manuals are distributed to all head and assistant coaches and unit directors in each Athletic Department area. The recruiting guidebook is also provided to each head coach. Head coaches meet twice per month and the Associate Athletic Director for Compliance and Academics has a major portion of the agenda where rule issues are addressed. 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:

- Disseminate rule education news to staff and boosters through the weekly department newsletter and through the twice-monthly booster publication;
- Conduct mandatory rule education sessions for all members of the Athletic Department and for the Compliance Liaisons in Financial Aid and the Registrar's Office;
- Provide staff training for the Athletic Academic Services and Compliance Offices staff on initial eligibility and continuing eligibility;
- Develop and administer rule education tests to all members of the Athletic Department;

- Every year the Associate Commissioner of the PAC-10 conducts a compliance review audit that involves an in-service training for coaches regarding recruiting rules.

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 year the PAC-10 conducts a compliance review that involves meeting with the various representatives of university offices responsible for compliance.

The Faculty Representative administers the 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. The President's Office is directly involved as the University Counsel meets regularly

with the Athletic Director, Associate Athletic Director, and the Faculty Athletic Representative. The University Counsel also receives copies of all rule interpretations and is involved in the adjudication of rules violations.

Representatives for the Institutions Athletics Interests

The role of rules education with boosters has been minimal. However, on a monthly basis the Associate Athletic Director for Compliance and Academics writes a column in the Athletic Department newsletter, Butch's Beat, that goes to all athletic boosters. The column is intended as a rules education opportunity.

Evaluation and Plan for Improvement

Institutional Mission

The University conforms to sections b, c, d, and f of the Operating Principle #1, Institutional Mission. The mission and goals of the athletics program as reflected in its Mission Statement and its Policies and Procedures Manual support section (b) in that it clearly relates to those of the institution. The mission and goals also support: (c) the educational objectives and progress of student-athletes; (d) equitable opportunity for all students and staff; and (f) are reflected in the practices of the athletics program.

The University only partially conforms with section (a). The Athletic Department's Mission Statement appears in published form but has not been given wide circulation within the institution and among its external constituencies.

The University does not conform with section (e). Development and Review of the Athletic Department's Mission Statement has not resulted from a process involving major constituent groups of the institution.

Plan for Improvement

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 the 1997, the final document will be circulated to major internal and external constituencies.

Institutional Control. The University is in conformity with this operating principle. Recent changes to rule compliance processes reflect the commitment to a high level of institutional control at WSU.

Presidential Authority, Governing Board. The University is in conformity with this operating principle. The Board of Regents provides oversight and input into athletic policy; responsibility for the operation of athletics is delegated to the President.

Shared Responsibilities. The University is in conformity with this operating principle. The changes implemented over the past two years have helped better integrate athletics into the educational framework of the university. Each appropriate constituency, including the Registrar's Office, Admissions Office, Financial Aid Office, and the faculty is now able to review implementation of policy and provide input.

Assignment of Rules-Compliance Responsibilities. As a result of recent changes, the University is in conformity with this operating principle. The current written policies and procedures delineate the responsibilities both internal and external to athletics and provide for the regular participation of persons external to athletics.

Rules Compliance Accountability. The University is substantially in conformity with rules compliance accountability. There are ongoing educational efforts that involve student-athletes, Athletic Department personnel, and other institutional staff. The rules compliance education with boosters is somewhat less robust, consisting of a monthly column in the Athletic Department Newsletter which discusses issues pertaining to rules compliance.

Plan for Improvement

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.

Rules-Compliance Evaluation. The institution is in conformity with the operating principle by providing ongoing evaluation through the President's Office of its rules-compliance program. Beginning with the 1996-97 academic year, the University will do internal compliance audits every year.

WASHINGTON STATE UNIVERSITY
ROLE AND MISSION STATEMENT
August, 1994

Description

Washington State University (WSU), founded in 1890, is the state's land-grant research university. The university includes ten major academic units: eight colleges (Agriculture and Home Economics; Business and Economics; Education; Engineering and Architecture; Liberal Arts; Pharmacy; Sciences; and Veterinary Medicine); the Intercollegiate Center for Nursing Education in Spokane (with extensions in Yakima and Wenatchee); and the Graduate School. The original, and largest, campus is in Pullman, and the university also has campuses in Spokane, the Tri-Cities, and Vancouver. It also maintains the Extended Degree Program at locations throughout the state. As the land-grant university, WSU includes the Agricultural Research Center, a state and federal research partnership with major centers in Puyallup, Prosser and Wenatchee and smaller centers elsewhere, and Cooperative Extension, a state-federal-county partnership in public service/outreach education programming. In addition, the university operates the Small Business Development Center throughout the state.

Purpose

Washington State University fills a role unique among the state's colleges and universities. In keeping with the traditions and responsibilities of its land-grant status, the university continues to be responsive to the demands and needs of its constituencies in today's society. As mandated by its charter and a continuously evolving sense of purpose, the university pursues learning in the liberal arts and natural sciences, as well as in agriculture, home economics, engineering, business, health-sciences, veterinary medicine, and education; all are essential elements in its comprehensive approach to higher education. The unique role of the university arises from the interrelationship of instruction, research and public service/outreach--functions which are interdependent, mutually supportive, and central to the land-grant character of the institution.

Program

The university is committed to maintaining general education curricula to enable the students to develop the ability to think critically and to express themselves both orally and in writing. Instruction is conducted in both the liberal and practical arts to develop responsible citizens and to provide professional and technical skills needed within the state and in the larger society. The university's programs and facilities help faculty, staff and students develop aptitudes and an understanding of the skills and concepts needed for competence in their chosen fields, as well as an understanding and appreciation of their personal and vocational roles in society. The university seeks also to broaden the intellectual scope of its students by fostering an understanding and appreciation of diverse cultures and sociopolitical systems both domestically and internationally. The university environment promotes intellectual curiosity, integrity, a high sense of responsibility, and moral values.

The university grants bachelor's, master's, and doctor's degrees in a broad array of programs. Instructional programs in the liberal arts and basic sciences occupy a central place in the curriculum along with engineering, architecture, home economics, business, education, nursing, and pharmacy. State statute prescribes that traditional land-grant programs, their respective application to agriculture, home economics and rural life, and programs in veterinary medicine are offered exclusively by WSU.

WSU's provision of undergraduate and graduate instructional programs is augmented by the Washington Higher Education Telecommunication System (WHETS). Operated by WSU, WHETS provides two-way audio and video communication within the multi-campus system and to many other sites, enabling effective distance learning. Through Cooperative Extension, there is also a network of satellites in every county.

Almost half of all baccalaureate degrees conferred by WSU are in business, engineering, health sciences, or social sciences. At the master's level, business, education, engineering, and life sciences are the areas in greatest demand. At the doctoral level, education, life sciences, physical sciences, and social sciences predominate.

Research of the highest quality in fundamental and applied areas is the cornerstone of a great university. In a land-grant institution, research assumes additional importance because of its relationship to instruction and public service/outreach. Thus, research is conducted in almost all units and locations at WSU. The chief aims of research are to add to knowledge and to discover ways in which knowledge may be applied to improve the quality of life. A strong research component assures that instruction and public service/outreach will reflect the most current knowledge; conversely, instruction and public service/outreach direct the university's research to the most significant problems of the state, nation and international community.

Public service/outreach programs deliver the results and creative work of the university to the people of Washington and to many beyond its borders. Principal activities involve the application of knowledge to the solution of social and economic problems through consultation and extension work at locations throughout the state, including 4-H; teaching, primarily to adults for whom the student role is secondary; and the presentation of scientific and scholarly information, exhibitions, and performances. Strong public service/outreach programs, well integrated with the teaching and research functions, enhance the impact of excellence in those areas of the university.

Constituencies

Students. Students, undergraduate and graduate, form the primary constituency of the university. Although the university has a special responsibility to meeting the needs of students from the state of Washington, it also serves students from other states and countries who, in turn, contribute to the richness and diversity of the university experience for all. WSU provides an environment in which students can develop academically and personally; student life on the Pullman campus is further enhanced by its predominantly residential character.

The majority of the undergraduate students are juniors or seniors, especially because of large numbers who enter WSU from community colleges and other institutions of higher education. At the campuses outside Pullman, all undergraduates are juniors or seniors.

Eligibility for freshman admission is based on completion of a prescribed pattern of high school courses and on high school grades and test scores that predict finishing the first year in good standing. Entering students are expected to be well prepared for university study; students admitted as exceptions are supported by programs designed for the purpose. Admission is offered to transfer students who have successfully completed a full year of college-level work. Similarly, eligibility for admission to graduate study depends on academic records and test scores.

Faculty. The faculty consists of administrative, resident instructional, research, library, extension, and student affairs personnel. To a very large extent, the quality of the university depends on the quality of its faculty, so each faculty member is recruited with great care, and the quality of his or her work is judged against strict criteria, thoughtfully established in a consultative manner.

Support staff. The effective functioning of the university also depends on the skilled and conscientious efforts of support staff. They include classified staff, administrative/professional, students and other part-time employees.

Other constituencies include: the beneficiaries of the university's research and extension activities; participants in noncredit programs; the state legislature, county and local governments, and the citizens whom they represent; employers of the university's graduates; individuals and organizations who provide non-state funding for the university; alumni; and other friends of the university.

*Strategic Plan for
Washington State University*

SPRING 1996





Strategic Plan for Washington State University

Spring 1996

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Executive Summary

The Strategic Plan for Washington State University (WSU) is designed to help chart the course for the university as it moves into the 21st century. The overall document contains a summary of WSU's role and mission, a statement of the values which lay the foundation for the Plan, a discussion of the external environment which provides a broad context for the Plan, and the Plan itself, consisting of the statement of an academic principle, a list of planning goals, and a list of support goals. A set of strategies is provided for the principle and each of the goals. Below are highlights of the Strategic Plan:

VALUES

- Lifelong Learning
- Shared Community
- Individual Responsibility
- Empowering Leadership
- Academic Freedom and Integrity

ACADEMIC PRINCIPLE

Balance of Teaching, Research, and Service/Outreach: As a land-grant research university, WSU will continue to have a balanced program of teaching, research, and service/outreach for enhancing the well-being of the state of Washington and beyond through the 21st century.

PLANNING GOALS

Goal 1: Selective Excellence

WSU will build on its strengths, striving to enhance its reputation as a premier land-grant university, and will sustain or attain eminence in areas appropriate to its mission.

Goal 2: Expanded Access with Quality

WSU will develop into a university system with educational programs and students of the highest quality, offering a residential experience on the Pullman campus while providing access for placebound students at the branch campuses and other locations. WSU is committed to expanded educational opportunities throughout the state by modern telecommunications and computer technology.

Goal 3: Increased Diversity

The university as reflected in all of its goals is committed to global and cultural pluralism among the faculty, staff, and students.

Goal 4: Enhanced Graduate Education and Research

WSU will strengthen its graduate and professional education and research programs. This will be accomplished by increasing their enrollments and increasing externally-sponsored activities.

Goal 5: Enriched Learning

Students who graduate from WSU with a baccalaureate degree will receive a liberal education along with specialized emphases provided by their majors. They will be able to express themselves both orally and in writing, think critically, and possess strong quantitative skills and computer literacy. They will have benefited from a personalized educational environment like that associated with private colleges along with the opportunities provided by a major research university.

SUPPORT GOALS

Goal 6: Diversified Funding Base

While the core activities at the institution will continue to require state funding, WSU will further diversify its funding base to significantly enhance its base of non-state resources.

Goal 7: Effective Personnel and Resource Management

WSU will strive for the recruitment and retention of the very best personnel. It will effectively manage its resources in order to support its teaching, research, and service/outreach programs, including the maintenance, improvement, and/or replacement of capital facilities as necessary to preserve and enhance the unique physical character of each WSU campus.

INTRODUCTION

The role and value of our nation's higher educational institutions in today's world are under careful scrutiny by society, legislators, and educators themselves. Traditional methods of operating must be examined and modified as higher education's relative share of public resources declines, while demands on the institutions continue to increase. In order to



maintain its leadership role as a premier land-grant institution in a constantly changing social context, Washington State University must continue to clearly articulate the role, mission, and values needed to fulfill its overall land-grant charter. For that purpose, this Strategic Plan has been prepared to help chart the course for WSU as it moves into the 21st century. The Plan builds on various earlier documents: *Institutional Planning: The Path to Excellence* (1984); *Planning for the Second Century—Common Understandings: A Context for Planning at Washington State University* (1990); *Academic Vision* (1993); and *Role and Mission Statement* (1994).

The process for developing this Strategic Plan began in early 1994 with the WSU President appointing a committee of faculty, staff, and administrators, chaired by the Provost, to prepare

a first draft of such a plan. This was accomplished over a period of five months through a series of meetings involving the committee and various invited guests from across the university community. During the summer of 1994, the completed draft of the Plan was shared with the Faculty and Staff Senates, the Associated Students of Washington State University, and the Graduate and Professional Student Association; it was also discussed at a retreat with a group of Regents, at another retreat with the Council of Deans, and at a meeting with the Provost's Council. During the 1994-95 academic year, the Faculty Senate Planning Review Committee, along with the Provost and Vice Provosts, met regularly to analyze and rewrite the Plan. The resulting document was then shared in the summer and fall of 1995 with the Board of Regents, the President, the groups mentioned above, the Alumni Association, the local bargaining units of the Washington Federation of State Employees, the City of Pullman, and various state legislators. Based on their feedback, this final version was produced and printed in early 1996.

This Plan is seen as a dynamic document, one that should and will change as the university community continues to provide input, but it also offers a plan of action, one that can be used not only as a base for further discussion but also as an outline for current implementation. The success of this planning is dependent upon a systematic and continual program of assessment through which the institution will gauge the effectiveness of its actions and make changes needed for improvement. It is hoped that the Plan will also serve as a stimulus for further, specific strategic planning and consequent actions at unit levels throughout the university. The Plan and the actions pursuant to it shall be communicated as broadly as possible in order to define and enhance the image and understanding of the university's role in the state as a premier land-grant institution.

II. ROLE AND MISSION

ROLE

WSU serves a unique role in the state. The university, founded in 1890, is the state's land-grant university, and as mandated by its charter, fosters learning in the liberal arts and natural sciences, as well as in agriculture, home economics, engineering, business, health sciences, veterinary medicine, and education. WSU's uniqueness arises from its vision of teaching/learning, research, and service/outreach functions—interdependent, mutually supportive, and central to its land-grant mission.

The university consists of ten major academic units: eight colleges, a nursing education center, and a graduate school. WSU has a statewide presence with campuses in Pullman, Spokane, Tri-Cities, and Vancouver, and an Extended Degree Program at locations throughout the state. As Washington's land-grant university, WSU includes the Agricultural Research Center with major centers in Puyallup, Prosser, and Wenatchee and smaller centers elsewhere, and Cooperative Extension programs in every county within the state. In addition, the university operates the Small Business Development Center throughout the state.

MISSION

The tripartite mission is teaching/learning, research, and service/outreach. WSU is dedicated to meeting the educational demands and needs of its constituencies. To do so, it provides an environment that promotes intellectual curiosity, integrity, and a high sense of moral responsibility among all its students, staff, faculty, and administrators. Taking a comprehensive approach to higher education, the university offers opportunities to enrich the intellectual scope of the people it serves, to advance the frontiers of knowledge, and to provide leadership in solving global problems.

III. VALUES

A set of shared values guides the institution's actions and motivates decision making:

LIFELONG LEARNING—facilitate lifelong learning for all the university's constituencies.

SHARED COMMUNITY—provide an open and affirming environment for all in which individual and global differences are valued.

INDIVIDUAL RESPONSIBILITY—instill a renewed sense of responsibility to one's self and to society.

EMPOWERING LEADERSHIP—ensure proactive, responsive and responsible leadership within WSU.

ACADEMIC FREEDOM AND INTEGRITY—support fully the principles of academic freedom and integrity.

IV. EXTERNAL ENVIRONMENT

A. DEMOGRAPHICS

The state of Washington has a population of 5,255,000. By the year 2010 this is expected to increase to almost 6,600,000. During this same time, the percentage of multicultural citizens in the state should increase from 11.5% to 18.4%. The Asian and Hispanic populations are expected to grow significantly between 1990 and 2010 particularly as a result of increases in net migration. As a result, WSU must prepare to serve a larger, more diverse student population.

More than one-quarter of the population is under 18 years old. In the ten years between 1994-95 and 2004-05, the number of high school graduates in the state will increase from 52,425 to 72,603 (38.5%). Providing increased access for this rapid increase, while retaining quality, will be a significant challenge for all components of the university. Although nearly 23% of the state's population has a baccalaureate or higher degree, Washington ranks next to last in terms of per capita enrollment in upper-division higher education.

B. ECONOMY

In the decade between the 1985-87 and 1995-97 biennia, total state general fund expenditures increased by 91.7 percent. In that same time period, the increase to four-year higher education

institutions has been only 43.2 percent. From the last biennium, 1993-95, to the current 1995-97 biennium, total state general fund expenditures increased 8.6 percent while the increase to four-year higher education was only 4.8 percent.

Personal income is expected to increase at an average annual rate of 5.7% between 1995 and 2005 (compared to a national growth rate of 5.0% per year for the same period). Employment in the state is also expected to increase at just over 2% per year between 1995 and 2005.

C. POLITICAL AND SOCIAL SETTING

As across the country, the 1994 general election reflected a significantly more conservative electorate and state legislature. The mood of lawmakers in the 1995 regular state legislative session was to bring state spending in all areas, including higher education, "under control." Not just fiscally conservative, the legislature appeared to be more populist in philosophy than previous sessions. That is, efforts were made to carry out the "will of the people" as perceived by elected officials. Throughout this movement, which some characterize as a political revolution, was increasing concern for access to public four-year institutions. There is growing recognition in the legislative and executive branches that Washington ranks 49th out of the 50 states in per capita enrollment in four-year institutions and that there is an anticipated 50 percent increase in the high school graduating classes. But a growing number of legislators believe the answer to this critical problem is not additional funding for institutions. Instead, many newly elected legislators favor strategies that would lead to pushing students through the system faster (time-to-degree), increasing class size, reducing administration, reducing research and public service workloads, and containing salaries or benefits, especially for higher paid faculty and administrators. On the other hand, the successful funding of the cooperative libraries project among the six four-year institutions in the state and the expansion of the Washington Higher Education Telecommunication System to become the Washington Higher Education Network augur well for future joint funding requests by the state's institutions of higher education as we strive to increase both access and quality.

D. CONSTITUENCIES

Students, undergraduate and graduate, form the primary constituency of the university. Although the university has a special responsibility to students from the state of Washington, it also services students from other states and countries who, in turn, contribute to the richness and diversity of the university experience for all.

Other constituencies include the faculty and staff; the beneficiaries of the university's research and extension activities; the state legislature; employers of the university's graduates; county and local governments and the citizens whom they represent; individuals and organizations who provide non-state funding for the university; alumni; and other friends of the university.

V. PLAN

This Plan is divided into three parts. Part A contains the statement of an overall academic principle along with a set of strategies associated with that principle. Part B presents a list of five goals with a set of strategies for achieving each of the goals. Part C provides two support goals and associated sets of strategies necessary for successfully addressing the planning goals. Following each individual set of strategies are one or more immediate action items to help serve as a first step toward the implementation of the Plan.

A. ACADEMIC PRINCIPLE

Balance of Teaching, Research, and Service/Outreach

As a land-grant research university, WSU will continue to have a balanced program of teaching, research, and service/outreach for enhancing the well-being of the state of Washington and beyond through the 21st century.

STRATEGIES

- Faculty and staff will be properly recognized and rewarded for their contributions, including tenure and promotion, with the understanding that the balance of teaching, research, and service/outreach can vary from one person to another. It is also understood that these functions are often interactive and synergistic.
- Related to the above, WSU recognizes that for a unit to pursue its mission successfully, a member of that unit or the unit itself,

with the concurrence of the other members and appropriate leadership, may emphasize or de-emphasize one of the three components with respect to the other two.

- In its creative activity, WSU will continue to carry out research relevant to the needs of the state and humanity at large. Research results in turn will be made available to the public with the help of other entities and institutions, including industries, government agencies, and the public education system. WSU will foster activities that turn research into meaningful applications, both within the state and beyond to the nation and world.

ACTION ITEM

- WSU will define the concept of the "unit mission" and explore how each member can contribute in the most effective fashion possible to carry out this mission, recognizing that each member can have a different set of responsibilities according to his/her talents and interests. In this regard, the university will initiate discussions, both at the unit and broader university levels, regarding the appropriate balance among teaching, research, and service/outreach for faculty members.

B. PLANNING GOALS

Goal 1: Selective Excellence

WSU will build on its strengths, striving to enhance its reputation as a premier land-grant university, and will sustain or attain eminence in areas appropriate to its mission.

STRATEGIES

- Building excellence must rest ultimately on the criteria of quality, centrality, need, and cost.
- The programs encompassing the academic core will be supported by budgets adequate to provide quality teaching, research, and service/outreach. The programs will continue to improve through assessment activities and internal reallocation of resources.
- The university community and its stakeholders will identify through the colleges programs either within or across colleges for which eminence is to be sustained and/or attained. A very small number of these or appropriate

combinations will be maintained or adopted as university priorities. The university can afford to contribute to the support needed for eminence for just a modest number of programs, which can be assisted through the budget process only if they are clearly identified.

- The strategies formulated above will help periodically to establish the agenda for the university's reconfiguration process, which will continue regardless of changes in the university's budget.

ACTION ITEMS

- In 1996 the university will examine the definition of the "academic core" both at the college and university levels.
- As part of its overall assessment activities in programmatic review, by 1996 the university will develop a plan for the periodic review of organized units such as centers, institutes, and laboratories.
- Through periodic reviews including internal and external assessment and accreditation activities, the university will identify programs for enhanced resources and also duplicative and other low-priority programs for consolidation, downsizing, or elimination.

Goal 2: Expanded Access with Quality

WSU will continue to develop into a university system with educational programs and students of the highest quality, offering a residential experience on the Pullman campus while providing access for placebound students at the branch campuses and other locations. WSU is committed to expanded educational opportunities throughout the state by modern telecommunications and computer technology.

STRATEGIES

- Given sufficient resources, as the state's population expands, WSU will expand enrollment at the Pullman campus to maintain at least the current population participation rate. Half of all students at the Pullman campus will be housed on campus or in university-approved housing, to ensure a proper residential climate with benefits equivalent to a small college.
- The branch campuses and ICNE will continue to grow in enrollment, with disciplinary emphases as appropriate to the needs and resources of the various

locations. WSU will continue to capitalize on the opportunities and resources provided by the areas surrounding all campuses for cooperative programs, such as hospitals in Spokane and Yakima, government-supported industries in Tri-Cities, businesses in Vancouver and the greater Portland area, and other educational institutions.

- Expanded enrollment throughout the system will be accompanied by the maintenance and development of educational programs of the highest quality.
- Special efforts will be undertaken to ensure a student body of the highest quality.
- WSU will continue its cutting-edge programs in the use of telecommunications for instruction, extending the Washington Higher Education Telecommunication System to new sites as needed. Other capabilities such as Internet and satellite will be used to expand offerings as the enrollment in the Extended Degree Program is expanded.
- In keeping with its commitment to expand educational opportunities throughout the state, WSU will continue to develop its offerings of continuing and extension educational programs.
- Learning Centers will be created throughout the state in order to expand the university's educational offerings and will draw from all elements across the university including Cooperative Extension, the Agricultural Research Center, and Academic Affairs.
- In an effort to accommodate increased enrollment and to increase educational effectiveness, WSU will develop new facilities with the help of telecommunications and computer technology and explore creative uses of evenings, weekends, and summer session.
- Budget policies, informed by assessment data, will support the allocation of new resources to areas of enrollment growth and the reallocation of existing resources from areas of declining enrollment, if any, to areas of enrollment growth.
- Just over 41% of the graduates of our four-year programs do so in four years, and the average time needed is 4.8 years. By the year 2010, we expect to raise the percentage graduating in four years to 60% and to

lower the average time-to-degree to 4.5 years. As an intermediate measure of performance, we have goals of 4.7 for the year 2000 and 4.6 for 2005.

ACTION ITEMS

- The review and implementation of the Enrollment Management Plan will proceed in 1996 with the help of the Enrollment Management Team and the Faculty Senate Planning Review Committee.
- The university will assess and redefine as necessary the relationships among the academic and budgetary structures of the university system. For example, tenure and promotion responsibilities for branch campus faculty rest with the academic dean, while budgetary control resides with the campus dean.
- An assessment program for time-to-degree for both full-time students (Pullman campus) and part-time students (branch campuses and Extended Degree Program) will be carried out and reported on an annual basis. This will include the percentage of course requests that are honored, the availability of financial aid and other services, and issues of retention. The university will also work cooperatively with the K-12 system and community colleges to ensure sufficient preparation of students for course work at WSU. Timelines will be periodically established, analogous to those of 1994 by the WSU Committee on Statewide Time-to-Degree Legislation.
- A process will be implemented and concluded in 1996 that will assess the relationship between expanded access and various indicators of student quality.
- A four-year baccalaureate degree agreement will be implemented in 1996 for a majority of the undergraduate programs.

Goal 3: Increased Diversity

The university as reflected in all of its goals is committed to global and cultural pluralism among the faculty, staff, and students.

STRATEGIES

- The university will recruit, employ, and retain a diversified work force which equitably represents persons of color, persons with disabilities, and women in faculty, staff, and administrative positions.

- WSU will continue its commitment to providing access to higher education for all students regardless of their economic or disability status, gender, ethnicity, sexual orientation, religious background, or geographic location.
- The university will take a leadership role to advance the goals of diversity within the communities which it serves.
- The university will continue its commitment to maintaining an environment free of discrimination where harassment of any kind is not tolerated.
- WSU values the contributions of foreign faculty, students, and staff in the promotion of global education and understanding. The university will continue to encourage international cooperation throughout its academic programs, with special emphasis on the Pacific Rim, including expansion of foreign language offerings.
- WSU will strengthen its diverse and multicultural effort in all aspects of university life, including the curriculum and campus-wide extracurricular activities, to foster understanding and provide cultural enrichment.

ACTION ITEMS

- The diversity plans established by each of the colleges, branch campuses, and the university as a whole will be implemented.
- As part of the implementation of the above strategies, WSU will increase its percentages of faculty, staff, students, and administrators of color by rigorous recruitment and retention efforts. Periodic targets for adding faculty of color and admission of students of color will be set as necessary.
- The university will strengthen its efforts to diversify the curriculum.
- Progress on the above action items will be tested on an annual basis through a properly developed plan of assessment.

Goal 4: Enhanced Graduate Education and Research

WSU will strengthen its graduate and professional education and research programs. This will be accomplished by increasing their enrollments and increasing externally sponsored activities.

STRATEGIES

- Anticipating economic and cultural needs and responding selectively, WSU will double the enrollment of graduate and professional students by the year 2010, while maintaining high quality as substantiated through appropriate assessment activities.
- WSU will examine opportunities for growth in various professions that are placing greater importance on master's degree programs.
- Much of the growth in graduate enrollment will be at the branch campuses. Graduate programs will be offered that meet the special scheduling requirements of students and economic needs of the regions served by each campus, such as health sciences and design at Spokane, engineering, science, and agriculture at Tri-Cities, and natural resources and education at Vancouver. Crucial to the growth at branch campuses will be networking among the libraries throughout the WSU system and beyond.
- Recognizing that graduate teaching assistantships are important not only to graduate students but also to the undergraduate teaching programs, the university will secure increased funds for such assistantships. Further, the university will encourage more externally funded research assistantships as a necessary means for increasing graduate enrollment, particularly in doctoral programs.
- WSU will recruit and retain greater numbers of underrepresented graduate and professional students.
- To promote enhanced development of its research mission, WSU will increase the level of external grants and contracts. The university will provide a supportive environment and sufficient resources to faculty and staff in order to carry out their programs.
- The university will strengthen corporate relations and look for innovative partnerships with industry and entities both within and outside the state that serve to enhance and modernize its teaching and service/outreach missions as well as those that increase its financial base for research.
- The university will seek new and effective means of transferring the results of research and technology to society.

ACTION ITEMS

- The university will work toward the goal established by the Higher Education Coordinating Board for doubling the graduate enrollment at WSU by the year 2010.
- By 2010, WSU will become one of the top fifty universities in federally sponsored research.

Goal 5: Enriched Learning

Students who graduate from WSU with a baccalaureate degree will receive a liberal education along with specialized emphases provided by their majors. They will be able to express themselves both orally and in writing, think critically, and possess strong quantitative skills and computer literacy. They will have benefited from a personalized educational environment like that associated with private colleges along with the opportunities provided by a major research university.

STRATEGIES

- All WSU campuses will recruit, retain, and graduate the best and most diverse students possible.
- The university will provide the preeminent undergraduate learning environment in the state.
- The university will remain dedicated to quality teaching and will facilitate faculty exploration of new ways of enhancing student learning. This includes the Honors Program, further integration of technological and other innovations into the pedagogical process, interdisciplinary and team learning, and partnerships with public and private entities. The Teaching Portfolio will continue to assist in this effort, and beginning in the 1995-96 academic year, all faculty under consideration for tenure and promotion will submit Teaching Portfolios. Faculty will be given an expanded opportunity through the Portfolio to establish their effectiveness in teaching, including measures of the enhancement of teaching by research and vice versa.
- All undergraduate students at WSU will participate in the university's General Education Program (or its analogue in the Honors Program). This program, including increased emphasis on oral and written communication throughout the

curriculum, quantitative skill improvement, computer literacy, and the World Civilizations courses which include issues of diversity, will be subject to continual improvement and refinement. It is the foundation for appreciation of knowledge, principles, and values, and provides a sound preparation for lifelong learning.

- The academic departments will continually reevaluate and modify their disciplinary curricula to meet the needs of the state and society. Assessment will continue to play a key role throughout the curriculum.
- The university will aggressively examine innovative forms of pedagogy and design of curriculum to better enhance student learning at WSU and encourage students to become independent, lifelong learners.
- The university's environment will provide an enriched co-curricular educational experience so that students may benefit fully from its residential nature. It will enable students to excel both academically and personally through formal educational programs and extracurricular activities, including the development of interpersonal relationship and leadership skills among peers, faculty, and staff, and participation in a wide range of programs including athletics and cultural events.
- WSU will strengthen the interactions of students with faculty and staff through improvements to academic advising, student counseling, and mentoring programs.
- WSU will enhance intercultural and international understanding through its curricular, international, and extracurricular programs. It will provide increased opportunities for exposure to and appreciation of cultural and societal diversity essential to institutional and personal success in an increasingly global community.

ACTION ITEMS

- Virtual WSU will continue to be developed. Innovative technology will play a greater role in instruction through asynchronous, self-paced learning and interactive networking, and will be coordinated with capital planning. Programs will be established to ensure that all students participate in some aspect of the virtual learning environment, acquiring

the necessary computer skills accordingly. From 1996 to 1999, the percent of the freshman class being served by at least one virtual education course will increase from 50% to 100%. Faculty involvement will increase from 100 faculty to 1,000 faculty in that same period. By 1999, 40 percent of the overall curriculum will be part of Virtual WSU.

- Pilot assessment activities including surveys of student satisfaction with the use of multimedia and computer technology in instruction will be broadened and extended throughout the university.
- During 1996, WSU will establish an Institute for Teaching and Learning that will be dedicated to enhancing learning success among WSU students and continual improvement of the university's educational programs.

C. SUPPORT GOALS

Goal 6: Diversified Funding Base

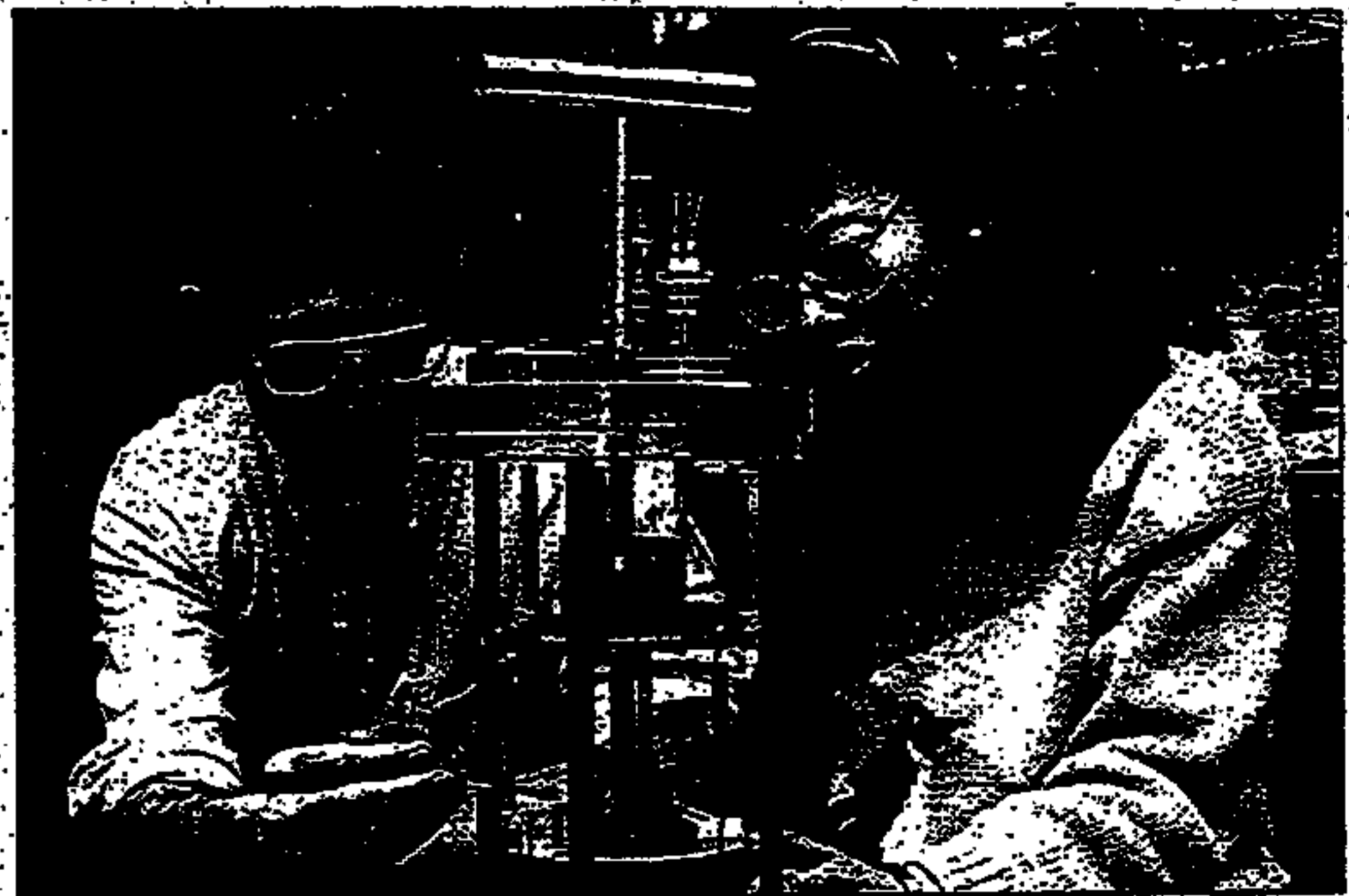
While the core activities at the institution will continue to require state funding, WSU will further diversify its funding base to significantly enhance its base of non-state resources.

STRATEGIES

- WSU will manage its endowment, trust, and management portfolios to sustain or increase payout in real dollars, maintain an inflation hedge to avoid depreciation of the principal, and increase endowment and trust assets through appreciation.
- WSU will continue to work with the state legislature to establish maximum flexibility for managing its resources.
- The university will continue to offer incentives to individual units for increasing their funding base through donations, grants, and other extramural sources.
- Units within the university, with the support of the WSU Foundation, will aggressively identify and pursue gift opportunities with foundations, industries, and individual donors. These include resources dedicated directly to students, such as scholarships, and to faculty, such as professorships, and to teaching/research, such as the libraries.
- With the support of the Office of Grant and Research Development (OGRD) and

legislative liaison personnel, units will increase their level of support from federal and state governments, industries, and other sources (e.g., foreign governments) in order to enhance educational and research opportunities.

- Given the changes in the national and global economies and environment, WSU will develop new strategies for establishing partnerships with industry, governments, and other institutions. This effort will rely on nontraditional as well as traditional means that entail closer cooperation among the WSU Foundation, WSU Research Foundation, OGRD, Government Relations, and other sectors of the university.



- WSU will adapt its policies on licensing, royalties, and technology transfer and commercialization to given opportunities in order to increase potential revenue for the enhancement of the educational and research programs of the university.

ACTION ITEMS

- The university will seek new mechanisms to provide incentives for individuals to increase the university's funding base through more extramural support.
- WSU will explore novel ways and nontraditional granting processes for entering into partnerships with industry. In this regard, the university will examine the mission of the Research Foundation and how this might be modified to be more responsive to changing needs and demands of the faculty.

- WSU will examine the role of the Office of Grant and Research Development on the branch campuses.
- The university will more aggressively work to increase the level and stability of state support to provide a solid foundation for quality programs. This includes resources crucial to successful teaching and research, such as the libraries.
- WSU will improve its communications with all key constituencies who influence decisions about funding, especially taxpayers, legislators, media, and donors. Progress in this regard will be periodically assessed not only by looking at the levels of funding but also through appropriate surveys and opinion polls.

Goal 7: Effective Personnel and Resource Management

WSU will strive for the recruitment and retention of the very best personnel. It will effectively manage its resources in order to support its teaching, research, and service/outreach programs, including the maintenance, improvement, and/or replacement of capital facilities as necessary to preserve and enhance the unique physical character of each WSU campus.

STRATEGIES

- All WSU campuses will recruit and retain the very best and most diverse faculty and staff and maintain a university environment that is hospitable and supportive of its entire employee community. Attention will be paid to promoting collegiality; creating opportunities and resources to increase educational, professional, and personal development; addressing issues of appropriate recognition and rewards; and maintaining an attractive quality of life at WSU.
- WSU will establish and maintain excellent facilities and services in order to enable university programs to thrive.
- To ensure an environment of continuous improvement, the university will rely on the responsible involvement of all employees in the management process, will be an effective steward of public and private funds, and will continually find ways to make operations more efficient.
- WSU is a university system with many locations. Therefore, a faculty member's affiliation with a department or program is

within the university system and defined by the geographic site of the faculty member. Efforts will be made to integrate faculty members into the university system at all levels regardless of geographic location.

- All WSU campuses will maintain high-quality standards for faculty research, teaching, and service/outreach. The same standards for tenure and promotion will be maintained across all WSU campuses.
- WSU will provide the necessary infrastructure, facilities, and support staff for instructional and support services to students and also its employees to increase educational opportunities and enhance the collegiate experience.
- External constituents (including legislators, state and federal officials, alumni, donors, corporate and community leaders, the media, and Washington citizens generally) are a valuable resource to WSU. The university will expand its efforts to build supportive relations with these groups and will seek their views and ideas.

ACTION ITEMS

- By 1996 the university will codify personnel procedures for the Administrative/Professional staff and consider analogous processes for graduate assistants.
- WSU will strengthen its working relationships between the union and the university.
- The university will establish a mechanism for employees to suggest greater efficiencies across all the campuses and locations throughout the state.

APPENDIX C

ACADEMIC VISION

With the changes in academic leadership in the Office of the Provost during the past two years, it seems appropriate to issue a statement of vision which identifies the directions along which we plan to proceed during the remainder of this century. This statement should be applicable in times of both positive and negative budget shifts, and hence should serve as a guide for both growth and reduction of programs. It should also provide a suitable background for any reconfiguration process. This statement has been prepared within the context provided by previous statements, most notably "Planning for the Second Century—Common Understandings: A Context for Planning at Washington State University" (1990) and "Policy on Reconfiguration of Units" (1993). From these two statements we can identify four criteria which underlie the evolution of academic programs at WSU: Quality, Centrality, Need, and Cost. As we think about our academic future, we want to keep these four principles at the forefront of our planning and the way we institute change at WSU.

This is intended to be a dynamic document eliciting discussion within and outside the academic community regarding the role of Washington State University (WSU) in the state, nation, and world. We begin below with a set of general visionary remarks followed by eleven specific topics in no significant order. ■

GENERAL VISION

WSU must continue its efforts to become a better place:

- in which its students can grow, learn, and live,
- in which its employees (faculty and staff) can work and lead productive and satisfying lives,
- and through which the people of Washington and beyond can recruit competent, responsible, civilized, and useful graduates; can develop valuable new ideas and other intellectual products; and can help improve the overall quality of life.

The most important component of this university community is people—faculty, students, and staff. And for all members of the community, WSU must continue to improve as a place that is intellectually lively, economically and socially productive, civil, and just.

UNDERGRADUATE EDUCATION

Everyone who receives a baccalaureate degree from Washington State University will have completed both a broad liberal education (general education) and at least one robust packet of specialized education (the "major"). Since 1986 WSU has been developing a new general education curriculum which has received nationwide attention, and to which the university is firmly committed. In this curriculum, the course requirements fall into three "tiers":

Tier I, building on the high school course requirements for admission, will provide a general foundation for university study and will include freshman composition, a two-course sequence in World Civilizations, a mathematics course, and a science requirement intended to assure an appropriate level of science literacy.

Tier II will include selected courses in five major categories (communication, intercultural studies, sciences, arts and humanities, and social sciences) to enable each student to gain a deeper appreciation of the content and methods of the principal disciplines.

Tier III will require of each student a course—most often a "capstone" course—which will draw together elements of the preceding academic experience.

Each student will also choose an "area of coherence"—a sequence of about five related courses that will tie the general education experience together. The general education program will be accompanied by a carefully crafted writing program consisting of courses, proficiency tests, and resources for extracurricular writing support.

It is expected that the new general education and writing programs will be completely defined and in full operation by 1995, but will receive continual assessment, revision, and commitment. Meanwhile, the majors will be routinely scrutinized and refined to meet the needs of prospective employers of graduates, supply needed preparation for graduate study, and remain abreast of developments in the various fields. WSU will continue to maintain its leadership in honors education through its highly regarded Honors Program.

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"In keeping with our mission as a research university, we support the goal set by the Higher Education Coordinating Board that our number of graduate students double to 4,000 by the year 2010."

GRADUATE EDUCATION AND RESEARCH

As one of only two research universities in the state, WSU will maintain and achieve growth in selected graduate academic and research programs. We will look for the best human resources and locations for graduate programs and research. We must also continue to articulate to the public the value of a research university to the intellectual and economic well-being of the people of the state, as well as to graduate and undergraduate students. The success and stature of our graduate programs depend strongly on our ability to generate external funding, particularly from federal and industrial sources. The dollar level of sponsored programs has doubled since the arrival of President Samuel H. Smith in 1985, and we shall strive to maintain a high rate of growth such that the level of non-state funding will double again by the end of the twentieth century.

TEACHING

For a long time, WSU has rightfully taken pride in the quality of its teaching, and has attracted or nurtured many distinguished teachers in many subjects. In the past several decades, however, while the traditional quality of teaching at WSU has to a large extent been maintained, the successful effort to raise standards in research may have caused the cardinal teaching function of the university to receive less attention than it might have. Although there is certainly room for more improvement in the university's re-

search endeavors, they have reached a point where renewed attention to teaching is in order. This will be in accord with a nationwide trend toward a broadened concept of scholarship that includes not only publishable research but "the scholarship of teaching" and other forms of scholarly activities.

We shall look carefully into how teaching is rewarded in regard to both promotion and salary increases. We are in the process of ensuring that teaching is well documented in promotion and tenure dossiers. We shall encourage an expanded view of teaching to include not only fostering student learning (including the use of established methods, new instructional technologies, introduction of multicultural elements, etc.) but also, when appropriate, publications in pedagogical journals and participation in conferences dedicated to teaching and learning. Along these lines, we shall explore the concept of the teaching portfolio, about which much has been written during the past several years. This will also help us better define teaching to the general public and legislature, and clarify how many of our non-classroom activities are indeed teaching.

ENROLLMENT PLANNING AND MANAGEMENT

In keeping with our mission as a research university, we support the goal set by the Higher Education Coordinating Board that our number of graduate students double to 4,000 by the year 2010, and in fact hope to achieve that goal before 2010. The percentage of graduate students in our overall student body is indeed low as compared to that of our peers. We expect the number of our undergraduates to increase, in response to demographic forces and the role of community colleges. We want to tailor our admissions so that at least half of new entering students are at the freshman level, with the remaining being transfers and other students returning to the university after a hiatus in their higher education.

UNIVERSITY SYSTEM

The student body at WSU is changing to include more "non-traditional" students. Many students are unable to proceed through a higher education experience in four or five continuous years. Family, economic, and geographic circumstances often dictate personal patterns of higher education quite different from the traditional pattern. To serve such students, branch campuses in Spokane, Tri-Cities, and Vancouver were formally instituted in 1989, so that WSU has become a university system.

"It is expected that the new general education and writing programs will be completely defined and in full operation by 1995, but will receive continual assessment, revision, and commitment."

Branch Campuses

WSU's branch campuses are still developing, and hence their rate of growth is expected to be greater than that of the campus at Pullman. Nevertheless, because all faculty belong to WSU and their department affiliations are WSU-wide, the evolution of the branch campuses is tied closely to that of the Pullman campus. Within the branches we see the following areas of emphasis:

SPOKANE

Health Sciences, Engineering, Architecture, and Design

TRI-CITIES

Sciences, Engineering, Agriculture, Business, and Education

VANCOUVER

Liberal Arts, Education, Business, Health and Human Services, Natural Resources, and Engineering

The Undergraduate Experience in Pullman

Along with the development of the new general education curriculum mentioned above, WSU Pullman will draw on its attractive rural location to provide its students with a special environment which promotes an intense involvement with the university community and helps provide the atmosphere and benefits of a small college setting and liberal education along with the benefits of a major research university. This holistic undergraduate experience at a research university is a unique offering within the state of Washington, and we anticipate that the number of students within and outside the region wanting such an experience will increase during the decade. Out-of-classroom experiences will include opportunities for development of leadership skills, multicultural sensitivity, international orientations, and social-political-cultural involvements.

OUTREACH

In keeping with our land-grant mission, we are committed to access for all types of students, regardless of background or geographic circumstances. In this regard we have taken a lead nationally in delivering academic programs throughout the state. For example, our two-way, digitized audio/video Washington Higher Education Telecommunication System unites Pullman and other locations in Washington and Idaho, including the branch campuses and the Intercollegiate Center for Nursing Education in Spokane. We are also using satellite downlinking to locations around the state. Our recent Extended Degree Program allows students to complete their baccalaureate degrees without residing at Pullman or a branch campus. We plan to develop further this important form of outreach throughout Washington.

We will expand our partnerships with K-12 and look for more ways to cooperate with other institutions of higher education in Washington and nearby states, such as Idaho and Oregon. We will continue to develop educational and research ties with industries and laboratories throughout the state (e.g., Boeing, Battelle Pacific Northwest Laboratories, and Hanford). We will maintain external collaborations and look for new initiatives through our Agricultural Research Center, Cooperative Extension, Small Business Development Center, Office of Intellectual Property Administration, WSU Research and Technology Park, the Spokane Intercollegiate Research and Technology Institute, and the Washington Technology Center. We will foster the transfer of university advances to applications useful to society.

INFORMATION TECHNOLOGY

Building on the principles presented in the above discussion, we shall maintain our prominence in the use of information technology, which we want well integrated into the fabric of the university. The use of computers in our World Civilizations course has received national acclaim, and we intend to further advance the use of instructional technology at WSU with the help of the computer industry. We will continue to shift computing support from the mainframe to a distributed system.

The WSU Libraries will continue to provide the university with rapid access to educational and scholarly information using the best current resources, techniques, and technologies; and to help clients learn how to find, evaluate, and manage information. This will require aggressive pursuit of new funding from the state and elsewhere.

DIVERSITY

Inspired by reports to the President from the Commissions on the Status of Minorities and Women, we created the Office of the Vice Provost for Human Relations and Resources in 1992. This action signals our dedication to increasing diversity at WSU. A key concern of diversity is to increase the number of under-

"WSU Pullman will draw on its attractive rural location to provide its students with a special environment which promotes an intense involvement with the university community and helps provide the benefits of a small college experience and liberal education along with the benefits of a major research university."

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represented groups at WSU in our student, faculty, staff, and administrative ranks. In particular, we want the percentages of minorities in the student body to be close to those in the state's population. Another important aspect is diversity in the curriculum, recognizing the contributions made by women and minorities to the various disciplines and to the academic structure of the institution. One specific effort in this regard will be in the development of Tier II courses for General Education.

INTERNATIONALIZATION

With advances in communication, the reduction of political barriers between countries, and the need to enhance our quality of life through trade and the sharing of intellectual and technological advances, WSU is playing an ever-increasing role in promoting interactions worldwide. WSU has already established many fruitful relationships with universities and industries in countries throughout the world, and we shall aggressively pursue these and other activities, searching for more financial support for them.

FUND-RAISING

Support from the state as a percentage of WSU's overall budget has been steadily decreasing, so that we now derive less than half of our support from the state's general fund and tuition and fees. At the same time, the percentage of support from grants, contracts, and private gifts has increased. We expect this to continue. (In fact, the very best public research universities in the country derive less than a third of their budgets from state sources.) Our fund-raising efforts are tied

closely to academic priorities, and our launching into a major campaign for WSU is involving the entire university community. The dollars raised through various donations should continue to benefit directly the academic units.

WSU: THE STATE'S UNIVERSITY

The health and vitality of WSU are excellent and have led to a level of excitement at Pullman, at the branch campuses, and among other programs throughout the state that is at an all-time high. We are proud to be the state's land-grant institution. Part of our mission is to provide the opportunity for higher education to all qualified people, regardless of their economic status, gender, ethnicity, sexual orientation, religious background, or geographic location. We are the people's university and try to serve the state in every way possible through our first-rate educational programs. We have a superb faculty, student body, and support staff and administration. We are on a "fast track" to achieving higher levels of excellence, and we shall strive to remain on this track regardless of financial setbacks which may result from budget reductions within the state.

This statement was prepared by Provost Thomas F. George with advice and input from the University community, including the Board of Regents and the President.



APPENDIX D

ATHLETIC DEPARTMENT MISSION STATEMENT

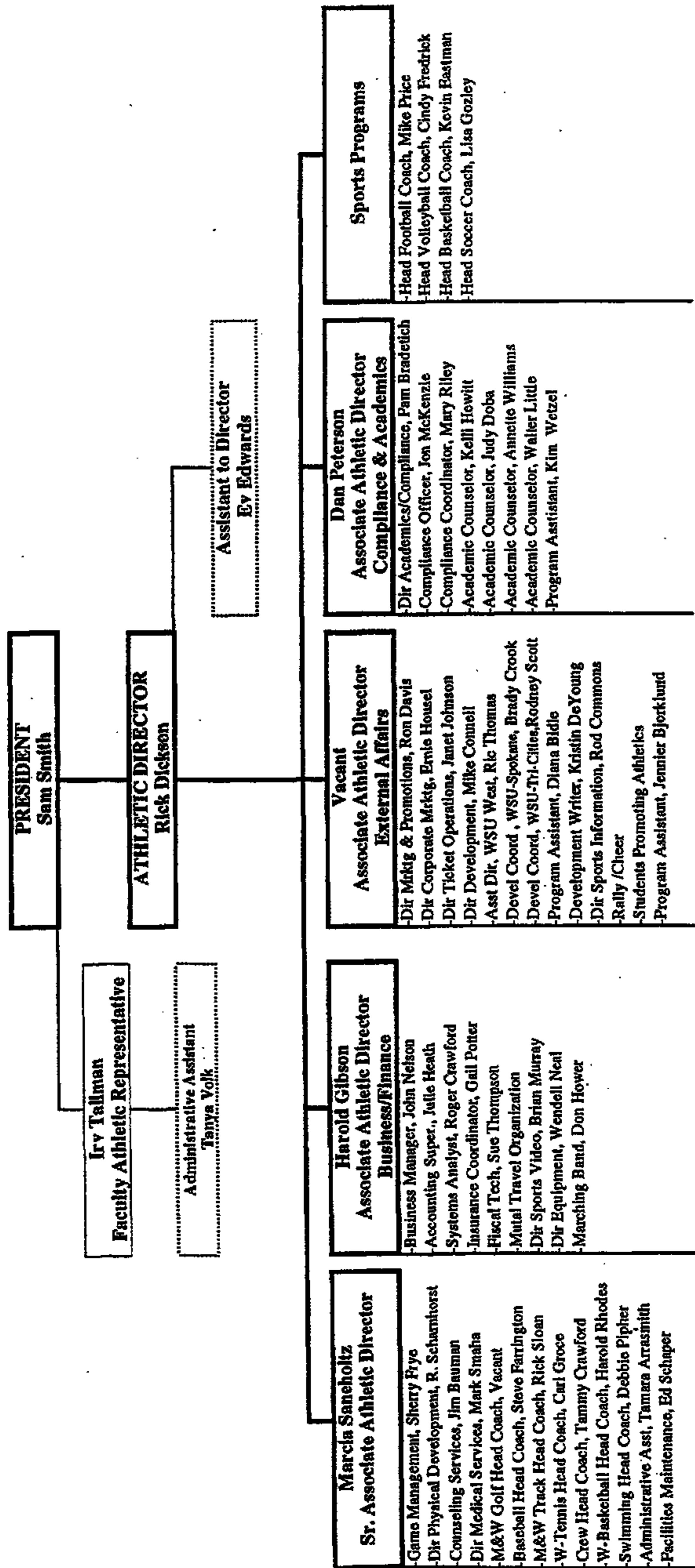
It is our responsibility to create, through proper leadership, an environment which provides an opportunity for the student-athlete to achieve academically and athletically in the higher education experience. We strive to develop intellectual, social, moral, emotional, cultural, and vocational growth, as well as physical. As we lead students and aid them in developing good sportsmanship and character - including loyalty, cooperation and teamwork, honesty and a sense of fair play, and individual responsibility - they will attain the skills, knowledge, and values necessary to maximize their potential. We believe that:

1. Collegiate athletics are primarily for the student-athletes who participate in them.
2. To participate in athletics is a privilege - not a right.
3. Collegiate athletics are an integral part of the educational system and should assist in developing the leadership potential of the individual.
4. The athlete is an integral part of the student body and should function as such.
5. There is a clear line of demarcation between college athletics at Washington State University and professional sports.

The policies and purposes of the department are in keeping with the intent of the National Collegiate Athletic Association (NCAA) and the Pacific-10 Conference. We intend to abide by those principles.

APPENDIX E

Washington State University Department of Intercollegiate Athletics



APPENDIX F

TITLE: ATHLETIC DIRECTOR**QUALIFICATIONS:**

Master's degree or doctoral degree preferred. Demonstrated managerial skills, success in directing broadscale public relations and fundraising activities, unquestionable personal and professional integrity, a commitment to equity in all aspects of intercollegiate athletics and a full understanding of all rules and regulations established by the various governing bodies related to the Department of Intercollegiate Athletics. The Athletic Director should have demonstrated a thorough understanding of a major teaching and research university and possess the ability to integrate the Department of Intercollegiate Athletics into a university community.

REPORTS TO:

University President and Vice President for Business Affairs

SUPERVISES:

All personnel in the Department of Intercollegiate Athletics

**PERFORMANCE
RESPONSIBILITIES:**

1. Supervise the organization and administration of the intercollegiate athletic program.
2. Advise superiors on a regular basis of the fiscal operations and activities of the Athletic Department.
3. Act as chief administrative officer of the Athletic Department. The Director may delegate specific responsibilities to assure an efficient and productive operation of the department. Selection of staff members will be based on accepted university recruitment policies.
4. Have direct working knowledge of the rules and regulations governing the operation of the intercollegiate athletic program. The rules and regulations of the Pac-10 Conference and NCAA are applicable to the men's and women's programs.
5. Supervise compliance of all staff members with the rules and regulations governing the operation of the athletic program.
6. Plan, develop, and recommend for the Athletic Council's consideration those specific policies, procedures, programs, and methods designated to implement the general athletic philosophy and policies of the University.
7. Exercise responsibility for all head coaches.
8. Plan and coordinate the fund-raising activities of the Athletic Department.
9. Act as official spokesperson for the department on interpretation of University and external associations' rules, regulations, and procedures.

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10. Develop programs which will assure meaningful, enriching, and rewarding experiences for all who participate and/or are involved in the program.
11. Serve as a well-informed and aggressive representative to the Pac-10 Athletic Directors Committee, Pac-10 Conference Council, and the NCAA
12. Maintain open communicative channels with the University, athletic directors of other schools, students, news media, and staff.

TITLE: SENIOR ASSOCIATE ATHLETIC DIRECTOR

QUALIFICATIONS: Bachelor's Degree required; Masters preferred. Demonstrated experience in facilities and event management, and supervision of support and sports programs within a major intercollegiate athletic program.

REPORTS TO: Athletic Director

SUPERVISES: Facilities and events management, student support services, and sport programs personnel

PERFORMANCE RESPONSIBILITIES:

1. Events Management
 - a. Supervise Director of Event Operations.
 - b. Monitor, evaluate, and revise as necessary event operations, policies and procedures.
 - c. Act as event manager for football.
 - d. Ensure effective adherence to the Washington Administrative Code and other applicable national, state, university crowd control/safety/access codes and policies.
2. Supervise/Plan/Evaluate student support services structure, operation, and personnel - medical services, sports psychology, physical development, and life skills program.
3. Facilities Management
 - a. Coordinate use of facilities for Washington State University athletic teams in accordance with University policy and existing practices. Schedule facilities for all athletic department sponsored events and practices.
 - b. Coordinate scheduling and assignment of facilities by outside groups during athletic time.
 - c. Plan future use of existing and projected facilities for Washington State University athletic teams/Department of Intercollegiate Athletics. Prepare the biennial department capital budget request.
 - d. Supervise the athletic Supervisor of Maintenance and Facilities.
 - e. Coordinate with Physical Plant and/or Facilities Planning, the maintenance, repair, and construction of facilities.
 - f. Coordinate all the above activities as necessary with Campus Recreation, Kinesiology and Leisure Studies, and Intramural Departments.
 - g. Coordinate execution of facilities use contract with outside user groups..

4. Supervise: Swimming, Women's Basketball, Men's and Women's Cross Country and Track and Field, Crew, Baseball, Men's and Women's Golf and Tennis.
5. Serve as Senior Woman Administrator, one of four official institutional representatives to the NCAA.
6. Represent WSU on Pac-10 Senior Women Administrator's Committee and Pac-10 Council. Serve on Pac 10 Committees as appointed.
7. Issue and confirm competitive contracts as necessary for all sports except men's basketball and football.
8. Coordinate development of department policies and procedure manual and student athlete handbook.
9. Serve on the Athletic Council in an exofficio capacity.
10. Serve on the Facilities for Physical Recreation Subcommittee of UPC (University Planning Committee)
11. Prepare and manage the Event Operations and Facilities Management budget.
12. Designate department key coordinator. Authorize key orders and assignments. Supervise record keeping.
13. Coordinate the Athletic Awards Program
14. Act in the absence of the Athletic Director.

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. 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. Review and participate in student-athlete orientations, tutoring, study halls, etc.;
 - d. 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.

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.

TITLE: ADMINISTRATIVE ASSISTANT TO THE FACULTY ATHLETIC REPRESENTATIVE AND THE ASSOCIATE ATHLETIC DIRECTOR FOR COMPLIANCE AND ACADEMICS

QUALIFICATIONS: Bachelor's degree preferred; high school graduate or equivalent required. Two -years minimum experience working at the administrative assistant to an executive level of support. Background or knowledge of the area of compliance and academics helpful. Strong written communication skills required. Understanding of current computer and communication technology required.

REPORTS TO: Faculty Athletic Representative and Associate Athletic Director for Compliance and Academics

PERFORMANCE RESPONSIBILITIES:

1. Plan and coordinate policies and procedures for the day-to-day and long-term operations of the Faculty Athletics Representative (FAR) office and the compliance office:
 - a. Be an active participant in the conversion of data management from multiple spreadsheets to a single NCAA database, including the facilitation of linkages with the registrar and financial aid, and the organization and coordination of the input of student-athlete records;
 - b. Provide administrative support to the FAR and the Associate Athletic Director; schedule meetings, oversee travel arrangements; review mail; and research and compose appropriate responses to mail and phone communications for review by the FAR and the Associate AD;
 - c. Maintain a comprehensive and efficient filing system;
 - d. Establish a system for logging incoming and outgoing communication.
2. Control access and requests for NCAA and Pac-10 rules interpretations.
3. Assist in the production of annual Pac-10/NCAA reports required in the area of compliance.
4. Coordinate the production of various documents, including composition of correspondence and completion of forms, such as NCAA eligibility petitions and Pac-10 eligibility waivers, NCAA squad lists, and Pac-10 eligibility reports.
5. Assist with the preparation and monitoring of general/administrative budget expenditures.

6. Make recommendations with regard to operational procedures to accomplish goals and objectives to ensure the office is working at the maximum levels of efficiency.
7. Provide office management by managing workspace and equipment requirements, overseeing and preparing requisitions, purchase orders and other required University forms, overseeing inventory of office supplies and equipment, and maintaining a comprehensive filing system, including student-athlete files and electronic data, as well as other required records.
8. Effectively communicate with various university offices, such as the President's, Admissions, Registrar's, and the Athletic Director's; outside agencies, such as the Pacific-10 Conference Office and the NCAA; and the compliance and academics staffs.
9. Perform other duties as assigned.

TITLE: ASSOCIATE ATHLETIC DIRECTOR FOR COMPLIANCE AND ACADEMICS

QUALIFICATIONS: Bachelor's degree required; advanced degree in law or a related field, preferred. Demonstrated administrative experience 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. Ability to work in a joint-reporting environment.

REPORTS TO: Athletic Director and University Counsel (President's Office)

SUPERVISES: Director of Academics & Compliance and academic services personnel, Compliance Coordinator and compliance office interns, and joint supervision of Administrative Assistant to Faculty Athletic Representative and Associate Athletic Director.

**PERFORMANCE
RESPONSIBILITIES:**

1. Develop, implement, and monitor a compliance program, coordinated with the department's academic services program, that utilizes appropriate institutional offices for assistance with compliance functions and features adequate and appropriate checks and balances.
2. Compliance Services
 - a. Oversee all day-to-day operations of the compliance office including but not limited to:
 - processing eligibility issues for review by Registrar's Office and approval by Faculty Athletics Representative;
 - monitoring recruiting and team travel;
 - monitoring financial aid, awards and benefits that are provided to student-athletes;
 - documenting outside income received by athletic department personnel.
 - b. Review all rules interpretations prepared by compliance office staff in response to inquiries by coaches or other personnel; in questionable cases, facilitate communication with the compliance staff of the Pac-10 Conference or NCAA.
 - c. Coordinate 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 Faculty Athletic Representative.

- d. Plan and implement the rules education program conducted for athletic department and appropriate institutional staff.
 - e. Facilitate the drafting and submittal of information requested by the NCAA or Pac-10 Conference.
 - f. Oversee the management of compliance-related student-athlete data using the NCAA Compliance Assistant software and other software systems such as degree audit.
3. Academic Services
- a. Oversee the development and refinement of an academic standards program that defines academic expectations for student-athletes, inventories available academic resources and prescribes consequences for nonperformance by student-athletes;
 - b. Facilitate a counseling process that enables athletic academic counselors to assist with monitoring the continuing eligibility and satisfactory-progress status of student-athletes, and in communicating that status to the student-athletes and respective coaching staffs;
 - c. Monitor academic progress towards a degree by student-athletes. Oversee implementation of counseling support programs that will encourage and facilitate graduation by student-athletes.
 - d. Work jointly with the Director of Academics and Compliance in making financial aid awards for summer school and in recommending awards through the department's degree completion program;
4. Develop, recommend and manage the operating budgets for all compliance functions and for the department's academic services unit.
5. Perform other duties as assigned by the Athletic Director and/or University Counsel.

TITLE: DIRECTOR OF ACADEMICS/COMPLIANCE

QUALIFICATIONS: Advanced degree in counseling, education, athletic administration, or related area required. Demonstrated experience in administering academic support services. Experience counseling student-athletes required. Demonstrated commitment to and knowledge of NCAA rules and regulations required. Strong organizational, communication, and supervisory skills required. Demonstrated genuine concern and interest for the welfare of student athletes.

REPORTS TO: Associate Athletic Director For Compliance And Academics

SUPERVISES: Academic counselors, learning specialist, compliance coordinator in Associate Athletic Director's absence, graduate assistant, secretary, interns

**PERFORMANCE
RESPONSIBILITIES:**

1. Plan, implement, and evaluate a comprehensive academic support program which will assist all student-athletes in identifying and meeting their academic goals leading to graduation:
 - a. Assess academic needs of student-athletes and determine academic counselors assignments;
 - b. Counsel student athletes on academic matters;
 - c. Coordinate and monitor student-athlete interaction with university Student Advising and Learning Center (SALC). Schedule supervision of SALC during evenings/mornings for study sessions;
 - d. Serve as the liaison between athletic academic support services and other university departments and programs;
 - e. Coordinate proactive and reactive monitoring systems to assist student athletes with tracking progress in each course. Maintain periodic contact with each head coach.
2. Develop budget recommendation and manage approved academic services budget.
3. Access official student-athlete academic records from the Registrar, and coordinate with the Compliance Office the maintenance of accurate and comprehensive academic records to monitor student progress and compliance with University, Pac-10, and NCAA regulations:
 - a. Oversee the tracking of student-athletes progress toward degree completion;

- b. Monitor performance of academically at risk student-athletes throughout each academic term;
 - c. Inform coaches of student athletes' academic progress and work with them in efforts to improve academic performance;
 - d. Monitor student athletes' academic performance in summer school and the Degree Completion Program;
 - e. Prepare academic summary reports (semester, yearly, longitudinal);
 - f. Oversee academic scholarship and award nominations.
4. Meet with recruits to review NCAA initial-eligibility requirements and WSU admission requirements and to provide an overview of available academic support services.
 5. Oversee Compliance Office in Associate Athletic Director's absence.
 6. Complete other projects and responsibilities as assigned by Associate Athletic Director for Compliance and Academics.

TITLE: ACADEMIC COUNSELOR

QUALIFICATIONS: Bachelors Degree in guidance and counseling, education, or related area required. Advanced degree in related area preferred. Demonstrated successful experience in academic counseling, preferably within an intercollegiate athletic department. Working knowledge of NCAA academic rules and regulations required. Strong interpersonal and organizational skills required. Basic computer skills required. Demonstrated genuine concern and interest for the welfare of student athletes.

REPORTS TO: Director of Academics/Compliance

SUPERVISES: Interns

**PERFORMANCE
RESPONSIBILITIES:**

1. Advise/counsel student-athletes on academic matters, including course/major selection, developing graduation plan, time management, goal setting, career planning, learning and study strategies, test taking, note taking, and other skills necessary for academic success.
2. Track student athletes' progress throughout the semester. Maintain open, consistent, and periodic contact with coaches of assigned student athletes.
3. Supervise Student Advising and Learning Center study sessions, as assigned.
4. Assist with the academic component of new student orientation.
5. Assist in the coordination of athletic academic support services with existing university-wide programs.
6. Maintain accurate and current student files for assigned athletes. Provide academic statistical reports as assigned.
7. Assist with academic planning and tracking of student-athletes progress toward degree completion.
8. Meet with recruits to provide an overview of available academic support services.
9. Complete other projects and responsibilities as assigned by the Director of Academics/Compliance or Associate Athletic Director for Compliance and Academics.

TITLE: COMPLIANCE COORDINATOR

QUALIFICATIONS: Bachelor's degree required; advanced degree preferred. Thorough knowledge of NCAA rules and demonstrated successful experience administering compliance and eligibility procedures in a NCAA Division I athletic program. Ability to work with students, coaches, and administrators to interpret and apply NCAA rules to a broad range of situations. A working knowledge of database applications.

REPORTS TO: Associate Athletic Director for Compliance and Academics or Director of Academic/Compliance (in Associate Director's absence).

**PERFORMANCE
RESPONSIBILITIES:**

1. Assist the associate athletic director in developing, implementing, and monitoring a system of compliance procedures that provides proper checks and balances within the university.
2. Administer all Pac-10 Conference and NCAA reports, forms and procedures necessary for compliance with eligibility certification, financial aid, recruiting legislation, and all other regulations;
3. Remain current with and uphold the rules and regulations of the NCAA, Pac-10 Conference, and university;
4. Serve as the assistant department liaison with the Pac-10 Conference for rules interpretations and eligibility certification. Interface with the associate athletic director to clarify interpretations and report any activity which might be construed as a violation of rules and regulations. Assist with related investigations as required.
5. Assist associate athletic director in providing a continuing rules education program for student-athletes, coaches, athletic department staff, and applicable university units.
6. Serve as athletic department liaison with the NCAA Clearinghouse regarding initial eligibility of student-athletes; coordinate involvement with the WSU offices of Admissions, Registrar, and Financial Aid.
7. Perform other duties as assigned by Associate Athletic Director for Compliance and Academics and Director of Academics/Compliance.

TITLE: INTERN-COMPLIANCE**QUALIFICATION:**

Bachelor's degree required; coursework in progress toward advanced degree preferred. Ability to work with students, coaches, and administrators and to interpret and apply complicated rules to a broad range of situations. Must possess good communication and public relation skills, ability to work independently under pressure, possess excellent report writing skills and have the ability to meet deadlines. Strong computer background with working knowledge of Microsoft 5.0 and Lotus 1,2,3. Demonstrated experience with NCAA Rules preferred.

REPORTS TO:

Compliance Coordinator

**PERFORMANCE
RESPONSIBILITIES:**

1. Maintain and update confidential files containing scholastic and financial aid records and reports on each student-athlete.
2. Apply and interpret WSU admission requirements, NCAA and Pac-10 requirements in an unofficial capacity, and financial aid data in determining initial eligibility; work directly with coaches and liaisons in the Admissions' Office, Registrars Office, and Financial Aid Office in securing needed information. Present ineligible cases to the Compliance Coordinator.
3. Monitor team travel by tracking travel rosters and itineraries; review for accuracy and forward to Associate Athletic Director for Compliance and Academics for approval; facilitate routing of completed forms to Associate Athletic Director for Business and head coaches. File control copy.
4. Do preliminary work for preparation of Petitions for Hardship Waivers. Gather information from coaches, medical personnel, and other agencies as needed, and assist the student-athlete in preparation of a written report. Forward to Associate Athletic Director for Compliance and Academics and Faculty Athletic Representative for approval and submission.
5. Process rules interpretation requests in a timely manner by performing the necessary research, drafting an appropriate response and cataloging the interpretations. Distribute the reviewed responses to the appropriate people. Upgrade WSU's electronic database when appropriate.
6. Perform other duties as assigned by the Compliance Coordinator or Associate Athletic Director for Compliance and Academics.

TITLE: COMPLIANCE OFFICER

QUALIFICATION: Bachelor's degree required; advanced degree preferred. Ability to work with students, coaches, and administrators and to interpret and apply complicated rules to a broad range of situations. Must possess good communication and public relation skills, ability to work independently under pressure, possess excellent report writing skills and have the ability to meet deadlines. Strong computer background with working knowledge of Microsoft Word and Excel required. Demonstrated experience with NCAA Rules and Clearinghouse database preferred.

REPORTS TO: Associate Athletic Director for Compliance and Academics

**PERFORMANCE
RESPONSIBILITIES:**

1. Primary responsibility for monitoring the recruiting process including but not limited to eligibility information via the Clearinghouse, official and unofficial visits and recruiting logs. Monitor the recruiting process. This role will include:
 - approving official visits with the business office and monitoring the number of official visits in men's and women's basketball and football. Keeping all records as necessary.
 - accessing the Clearinghouse for prospective student athlete status.
 - monitoring prospective student athlete recruiting files and recruiting logs.
 - monitoring unofficial visits.

2. Serve as the primary compliance liaison to the Academic Services unit with respect to recruiting issues. This role would include:
 - providing the Academic Services staff academic profiles of all prospective student-athletes who sign a National Letter of Intent.
 - updating admission status of new student-athletes and provide updated mailing list for the new student-athlete medical and orientation summer mailings.
 - assisting with on campus academic recruiting meetings with prospective student-athletes.

- providing the academic staff background information and an academic profile for student-athletes appearing before the Admissions Subcommittee.
3. Apply and interpret WSU admission requirements, NCAA and Pac-10 requirements in an unofficial capacity, and financial aid data in determining initial eligibility; work directly with coaches and liaisons in the Admissions' Office, Registrars Office, and Financial Aid Office as well as Academic Services in securing needed information. Present ineligible cases to the Compliance Coordinator and Director of Academics and Compliance.
 4. Monitor team travel by tracking travel rosters and itineraries; review for accuracy and forward to Associate Athletic Director for Compliance and Academics for approval; facilitate routing of completed forms to Associate Athletic Director for Business and head coaches. File control copy.
 5. Draft hardship eligibility petitions and NCAA waivers. Requires gathering information from coaches, medical personnel, and other agencies as needed, and assisting the student-athlete in preparation of a written report. Forward to Associate Athletic Director for Compliance and Academics and Faculty Athletic Representative for approval and submission.
 6. Perform the necessary research, draft an appropriate response and, catalog the interpretations that coaches and administrators submit in a timely manner using the appropriate NCAA manuals, the Pacific 10 handbook, the NCAA interpretations committee manual. Distribute the reviewed responses to the appropriate people. Upgrade WSU's electronic database when appropriate.
 7. Update compliance sections of Athletic Department Policies and Procedures manual.
 8. Perform other duties as assigned by the Associate Athletic Director of Compliance and Academics or the Director of Academics and Compliance.

TITLE: DIRECTOR OF ATHLETIC DEVELOPMENT/COUGAR CLUB

QUALIFICATIONS: Bachelor's Degree in a field which can be demonstrated to have some reference to this position; strong verbal and written communication skills; five years of demonstrated experience in education fund raising. Advanced degree in related field and demonstrated abilities in program administration and collegiate athletic fund raising preferred.

REPORTS TO: Reporting jointly to the Athletic Director and Director of Development Programs, WSU Foundation.

SUPERVISES: Regional development coordinators in Seattle/Spokane/Pullman/ Tri-Cities, program coordinator, advancement writer, clerical support position, and interns.

PERFORMANCE RESPONSIBILITIES:

1. Plan, execute, and evaluate fund raising program for Cougar Athletics, including:
 - a. Annual giving program;
 - b. Major gift program to enhance the athletic department endowment and support special department priorities;
 - c. Support publications;
 - d. Statewide special events and local events;
 - e. Donor stewardship.
2. Serve as the primary Athletic Department liaison to the following areas:
 - a. Cougar Club President's Council
 - b. Office of Advancement Services
 - c. Development Cabinet (comprised of all the fund raising professionals at WSU).
3. Interface with athletic marketing/promotion and ticket office personnel in the planning for season ticket sales.
4. Perform other duties as requested by the Athletic Director or Director of Development Programs.

SUBJECT: HEAD COACH EXPECTATIONS**I. Administrative Duties****A. University/Department Relations**

1. Follow the philosophy and regulations of the University, the Pac-10 Conference and NCAA.
2. Cooperate with the various facets of the University in matters of administration and business office procedures. Cooperate with the athletic administration in the implementation of department operational procedures.
3. Accept constructive criticism and remain accountable for his/her actions and decisions.
4. Cooperate with University academic officials to ensure that team members comply with academic regulations.

B. Program Organization:

1. Manage staff members, graduate assistants, volunteer coaches, & managers.
2. Work closely with student-athletes, academic services personnel, advisors, and professors to ensure student-athletes are making satisfactory academic progress toward a degree in their chosen major. Reinforce with student-athletes the importance of appropriate behavior in the classroom and the primacy of academic integrity.
3. Work closely with athletic trainers and team physicians to protect the health and safety of all team members.
4. Make plans for transportation, travel, lodging and meals for team, and adhere to NCAA, University and departmental policies on these matters.
5. Follow University and departmental policies on matters related to requisitioning and purchasing. Use sound judgment in buying, using, issuing, and collecting all athletic equipment.
6. Maintain adequate records and statistics of player personnel. Cooperate with Associate Athletic Director for Compliance and Academics and Faculty Athletic Representative on all matters pertaining to student-athletes' eligibility.
7. Organize, supervise, coordinate and evaluate practice sessions.
 - a. Demonstrate concern for the student-athletes' mental and physical well-being.
 - b. Maintain poise during trying and tense situations.
8. Make adequate provision for pre-game, half-time, and post-game activities with team.

II. Public Relations**A. Student Relations**

1. Establish open and positive communication with student groups, i.e. student government, school newspapers, spirit groups, yell and pom squads, SAAB, pep/marching bands, and other student organizations.

B. Community Relations

1. Develop positive rapport with faculty, local businesses, sales representatives, media representatives, service and booster clubs, etc.
2. Actively participate in team, athletic department and University fundraising activities.

C. Parents and Alumni

1. Develop positive rapport and honest lines of communication with student-athletes' parents.
2. Establish positive and healthy relationships with alumni. Keep alumni interested in the program - keep them involved.
3. Provide the community and alumni opportunities to meet your team off the court.
4. Help create fun and family-like entertainment opportunities at home events and when traveling for away events.

III. Recruiting**A. Adhere to University, conference, and NCAA regulations.****B. Establish an organized and well-documented recruiting system.**

- C. Demonstrate a commitment to monitoring and enforcing the coaching staff's adherence to NCAA and conference rules.
- D. Demonstrate a commitment to recruit and sign student-athletes who have a reasonable chance to graduate from WSU within a reasonable time frame.
- E. Always be a positive representative for the University. Adhere to the Recruiting Code of Ethics of the Pac-10 Conference. (Pac-10 Handbook, C 6-2)
- F. Demonstrate a commitment to recruit and sign northwest student-athletes. Aggressively recruit the top student-athletes in the state and bordering states.
- G. Demonstrate a commitment to establish nationwide recruiting contacts, within budgetary constraints.
- H. Establish an honest and positive relationship with high school and junior college coaches.

IV. Coaching

A. Relationship with Players

- 1. Use ethical means of motivation.
- 2. Emphasize values of academic success, acceptable personal behavior, intelligent decision-making, personal accountability and responsibility, teamwork, sportsmanship, and other positive, lasting values for the individual.
- 3. Serve always as an exemplary professional and role model.

B. Organization - Plan, conduct, and evaluate:

- 1. Staff meetings
- 2. Practices
- 3. Game plans
- 4. Recruiting process

C. Competitive Event

- 1. Pre-Game
 - a. Assume responsibility for bringing his/her staff and team to the event physically, mentally, and emotionally prepared for competition.
- 2. Game
 - a. Maintain self-control and exhibit sportsmanship in relations with staff, players, officials, opponents and spectators.
- 3. Post-Game
 - a. Accept responsibility for outcome of event and in victory or defeat be able to congratulate or console his/her players.
 - b. Carry on an intelligent, common sense press interview.
 - c. Be receptive to high school prospects, alumni and friends of the University.

D. Leadership

- 1. Make sound decisions.
- 2. Delegate authority appropriately.
- 3. Be assertive but cooperative - listen and freely credit those who merit it.

E. Intercollegiate Relationship

- 1. Earn respect of league opponents.
- 2. Develop professional respect with colleagues nationwide.
- 3. Use common sense in providing equal opportunities for opponents.
 - a. Film/Video
 - b. Practice periods

F. Advancement

- 1. Keep informed of modern techniques, trends, and strategies.
- 2. Evaluate the present system with staff and apply new methods where applicable.

V. Competitive Performance Standards

A. Demonstrate a reasonable and representative standard of performance.

B. Achieve a standard of performance of .500 average of wins/losses or better over a three year period against conference or traditional competition. (Assuming the program has adequate budgets, staff members, facilities, and support services and a similar intercollegiate athletic philosophy as the opposing universities).

TITLE: ASSISTANT TO THE DIRECTOR OF ATHLETIC DEVELOPMENT/COUGAR CLUB

QUALIFICATIONS: High school graduation or equivalent and 4 years of progressively responsible experience in office, secretarial, bookkeeping, accounting, or general administrative work.

REPORTS TO: Director of Athletic Development/Cougar Club

SUPERVISES: Clerical support position and interns

PERFORMANCE RESPONSIBILITIES:

1. Assist the Director in distributing information:
 - a. Serve as a donor contact regarding contribution status, ticket requests, parking pass requirements, and donor benefits as they relate to dollar level;
 - b. Answer questions regarding policies & procedures of Athletic Development Office;
 - c. Independently make decisions within established guidelines.
2. Manage the day-to-day operation of the office.
 - a. Coordinate and oversee the daily office operation;
 - b. Serve as liaison with the public, Office of Advancement Services, Ticket Office, Cougar Club Presidents' Council and other University departments.
3. Manage the office operations of the Director of Athletic Development/Cougar Club.
4. Develop information to support budgetary requests and monitor budget on a monthly basis.
5. Deposit contributions to appropriate Cougar Athletic budgets, make direct deposits to excellence funds, and prepare the paperwork for non cash gifts;
 - a. Maintain local club checking accounts, including all deposits, payments, and monitoring.
6. Serve as liaison for trade out accounts and monitor their status.
7. Oversee the Cougar Club Box during football season.

8. Coordinate donor/guest travel with teams.
 - a. Attend all meetings;
 - b. Invite donors and prepare itineraries and mail/fax to guests;
 - c. Complete and disseminate packets.
9. Serve as advisor to Coug Guys & Gals.
10. Perform other duties as requested by the Director.

Academic Integrity

Self Study Item #1

Describe any recent major changes in policy and organization that affect the institution's current efforts in matters related to the operating principles listed above regarding academic integrity, focusing on those implemented during the last three years.

Recent Major Changes in University Policy

The educational requirements for student-athletes are indistinguishable from those of other students at Washington State University. Consequently, the discussion in section one below pertains to major policy changes in these requirements affecting all students at the University.

1. Changes in General Education Requirements

The University is implementing a new General Education Requirement (GER) Program for all students entering in the fall of 1995. This program is organized vertically allowing for sequential study in depth from the freshman year to the junior or senior year. A proportion of the General Education credit hours must be taken within a designated Area of Coherence (i.e., American Cultures, Nature of Humanity, Foundations of World Civilization, Foundations of the Modern World, Global Perspectives, Artistic Expression, Human Values and Religious Thought, Ecology of the Planet, Evolution of Matter, Science and Society, and Measures of the World). Within each area of coherence, students will select an upper division capstone course which is to provide a summative experience for that particular cluster of courses.

The course sequence of the general education program is organized in three tiers requiring a minimum of 40 credits in which 15 credits must be in an Area of Coherence. In Tier 1, students are required to take 6 credit hours of course work in World Civilization, 3 hours in written communication, 3 hours in mathematics proficiency, and 3 hours in science. In Tier II, the requirements include 3 hours each in communication proficiency and intercultural studies. Students are also required to take 9 hours of arts and humanities or social sciences, with a minimum of 3 in either of these. Finally, during this period, students will earn 3 hours credit in a biological science and 3 hours in a physical science, plus an additional hour credit for 3 hours per week of laboratory. The third Tier requires an upper division capstone course. These are minimal university requirements. Colleges and departments may add additional necessary required courses. These changes have increased the necessity for closer contact between Athletic Department advisors and department advisors. Monitoring of satisfactory progress is complicated by special requirements established in different departments.

The university has also identified writing proficiency as a priority and instituted new requirements to meet writing skill standards for graduation. To develop the writing proficiency mentioned above, all students will take a writing placement examination for the purpose of placing them in appropriate courses. Students will also develop a writing portfolio which involves submitting three papers from previously assigned class work plus two timed and proctored writing exercises. Finally, students must take at least two courses in their major that are specified as writing courses. Each department will designate the specific courses that meet the writing requirement.

2. Changes in Time Limits for "Drop-Adds"

The Faculty Senate approved a change in the "drop-add" system beginning in the fall of 1995. The last date to drop a course has been changed from the 12th week to the 9th week in the semester. This policy change is partially intended to eliminate the practice of some students dropping courses at the last moment in order to protect grade point averages. The policy will impact student-athletes during the season they are competing. They will now need to stay in a minimum of 12 credits for the entire semester, rather than dropping courses after they have completed their season.

3. Changes in the Student Advising and Learning Center (SALC)

A new director for the Center was hired in August 1994. The Center is designed to facilitate learning opportunities for all students. This includes learning strategy workshops, a tutorial program, a computer laboratory, and a study skills course. The Center also provides physical facilities for supervised study and exams. Although these services are open to all students, the SALC staff provides special advising and tutorial services for at-risk students.

The Director of SALC and the Athletic Department's Director of Academics/Compliance meet on a bi-monthly basis to discuss issues related to at-risk student-athletes and integrating student-athletes into the SALC programs.

A number of programs designed to increase learning opportunities and improve learning skills for all students including student-athletes have been instituted at SALC. Among these is the refinement of two courses titled EXCEL I and II.

These courses are designed to provide a supportive interactive learning environment in which students are introduced to the skills necessary for academic success. The Excel course is linked to a GER course. Most incoming at-risk student-athletes are enrolled in this program. The Director of SALC is also attempting to institute an EXCEL-like course for all incoming freshmen called Freshman Year Seminar. Such a course would integrate EXCEL principles with substantive course materials.

4. Pilot Project Combining Athletic Department and SALC Programs to Facilitate Student Athlete Academic Performance

Prior to the 1995 Fall Semester, WSU funded a pilot project, designed to integrate the NCAA Life Skills Program with the University's Excel curriculum. The purpose is to assist student-athletes in developing the skills to succeed academically at WSU, while also developing the skills necessary to lead successful lives after graduation. The course is a collaborative effort involving the WSU athletics student services staff and the Excel faculty. New student-athletes, regardless of their academic profile, are encouraged to take the class. Beginning Fall 1996, the goal is to have new student-athletes enrolled in several different sections of Excel and to have a diverse population, academically and culturally, enrolled in each Excel section. The Student Advising and Learning Center provides the lead instructor, who grades all assignments and submits grades to the Registrar. The course syllabus integrates the five components of the NCAA Life Skills Program (Personal Development, Academic Skills, Career Services, Community Services, and Athletic Commitment) with Excel's Electric Writing Community Program. The course objectives are consistent with the NCAA Life Skills Program and the Excel course objectives. Since the Excel class is linked to a

GER course (Psychology or General Education), the students are able to adapt all Excel learning activities to their own personal needs or class requirements.

5. Installation of Computerized Degree Auditing and Reporting System

The University approved the purchase of DARS (Degree Audit and Reporting System) in the spring of 1995. Four new staff have been hired with responsibilities for developing and activating the system over a period of 18 to 24 months. The system will be pilot tested with the student-athlete population probably during the 1997-1998 academic year. We anticipate that when this system is in place, the process of certifying continuing eligibility for student-athletes will become more automated, thus assuring more timely and efficient degree progress assessments.

Policy Changes Directly Affecting the Relationship Between the Athletic Department and Other University Institutions

6. Increased Role of Faculty Athletic Representative (FAR)

The role of the FAR has been significantly enhanced. In October 1994, a new appointment was created with 25% released time. In the fall of 1995, the released time allocated to the FAR position was increased to 50%. A private office was provided in the Physical Education Building (adjacent to the Athletic Department Building). This made the FAR more accessible to athletic staff members, coaches and student-athletes. In addition, the FAR was provided with an Administrative Assistant (50% time) who was responsible for managing the day to day operations of the FAR office. The FAR meets on a monthly basis individually with the President, University Counsel, and Athletic Director. In addition, the FAR meets

weekly with the Associate Athletic Director for Compliance and Academics and regularly with the Director of Academics and Compliance. The expanded role of the FAR regarding questions pertaining to academic integrity, compliance with NCAA regulations, and determining student-athlete eligibility has, on occasion, led to daily meetings with the Associate Director for Compliance and Academics and other staff members for extended periods of time.

A Faculty Advisory Committee to the Faculty Athletic Representative was appointed in February 1995. The committee consists of senior faculty members, including the former FAR. Its purpose is to advise the FAR on issues relevant to maintaining the academic integrity of the intercollegiate athletic program. In addition to this committee, the FAR also chairs the Athletic Council and the University Compliance Committee. The Compliance Committee will be discussed below. The Athletic Council includes faculty, alumni, student leaders, and members of the University administration. The Council provides a vehicle for informing the entire university community about the purposes, procedures and problems involved in the intercollegiate athletics program at WSU.

7. Formation of the University Compliance Committee

In September 1994, President Smith created the University Compliance Committee. Committee members include: the Faculty Athletic Representative who serves as chair; the University Counsel, the Registrar, the Assistant Registrar, the Eligibility Coordinator, the Director of Admissions, the Associate Director of Admissions, the Director of Financial Aid, the Compliance Lead in Financial Aid, the Director of Student Advising and Learning Center, the Athletic Director, the Senior Associate Athletic Director, the Associate Athletic Director for Academics

and Compliance, the Director of Academics and Compliance, the Compliance Coordinator, and the Compliance Officer. The committee's primary function is to provide university oversight for all monitoring systems relevant to compliance with NCAA regulations. Prior to the formation of this committee, there was no formal university review of the Athletic Department's compliance systems. In 1994, the committee played a major role in the University's decision to purchase the Degree Audit and Reporting System referred to above.

8. Creation of the Athletic Eligibility Coordinator Position

The University created a new position in the Registrar's Office in October 1994 to monitor all NCAA academic requirements. The Athletic Eligibility Coordinator (AEC) records degree progress academic information on the Satisfactory Progress Worksheet and then forwards this information to the Faculty Athletic Representative for certification of continuing eligibility. The AEC also tracks full time enrollment and certification of majors for the daily eligibility report. With this position operative, the Director of Academics and Compliance is provided with degree progress information for each student-athlete on a regular basis. This information is used for purposes of advising and proactive counseling to assist the student-athlete in making satisfactory progress toward his/her degree. Such information also allows the athletic academic counselors to work more closely with the faculty advisors to ensure the degree applicability of each course.

Organizational Changes Within the Athletic Department

In the summer of 1994, the Athletic Department created the Academic and Compliance unit. At that time, the position of Associate Athletic Director with

responsibility for Academics and Compliance was also created. Prior to 1994, academics and compliance had different directors. The Associate Athletic Director reports to the Athletic Director and to the University Counsel. The Director of Academics and Compliance reports to the Associate Athletic Director.

Two additional full time academic counselor positions have been established since the summer of 1994.

Self Study Item #2

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 admissions criteria, approval of special admissions) in these processes and the individuals or groups involved at each point, including the role, either formal or informal, the athletics department plays (if any) in the admissions process for student-athletes.

There are no special procedures that differentiate the admission of student-athletes from other students at this university. Students eligible for regular admission to WSU as freshmen are required to have 15 core courses and an Admissions Index Number (AIN) of 28 or higher (Appendix A). This number is composed of the high school grade point average and test score (ACT or SAT). The AIN was developed by the Higher Education Coordinating Board of the State of Washington. It is based on estimates of the probability of success in college level course work.

If a student has an AIN of 27 or less and/or less than 15 core courses, she/he may be accepted through special admission procedures. The State of Washington

Higher Education Coordinating Board recommends that WSU accept no more than 15% of incoming students through special admission in a given year.

In order to be considered for **special admission**, all students, including potential student-athletes must submit applications, fees, transcripts through the 11th grade, and SAT or ACT test scores to the Admissions Office. The Admissions Office evaluates applications and notifies prospective students if their application is not complete. The same procedure is used for student-athletes. Denial is automatic if the prospective student's GPA is below 2.0 or if she/he has more than three core deficiencies. These denials cannot be appealed.

The University has identified several groups of students to receive additional consideration in the special admission process. These groups include: women, minority students, learning or physically disabled students, adult returning students, low income students, and students with extraordinary circumstances or special talents. Student-athletes are often considered within this last category.

Upon review, students with AIN scores ranging from 15 to 27 may be offered admission or may be asked to submit a narrative and other supporting documents. After reviewing the narrative, admission is granted or denied. If denied, the applicant may request an appearance before the Admission Subcommittee. This committee's decision is final.

If the AIN is 0-14, the candidate must complete the written narrative. These applicants may also be asked to appear (in person or by telephone) before the Admission Subcommittee prior to making a final decision.

In the case of student-athletes, the Admissions Office notifies the Compliance Officer of prospective "special admission" candidates and those who will automatically be denied admission.

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). Coaches may write letters of support, if requested. The Athletic Department's academic services may also provide requested documentation. If requested, coaches or academic support staff may appear before the Admission Subcommittee.

The Athletic Department's Compliance Office distributes application materials to the coaches, receives admission status reports from the Admissions Office, 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 of those student-athletes who have been admitted.

Self Study Item #3

Compare the admissions profiles of student-athletes who received athletics grants-in-aid with the profiles of students in general by submitting the following information for the three most recent academic years for which this information is available: average standardized test scores and average overall high-school grade-point averages for freshman student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight groups listed in the NCAA Division I graduation-rates disclosure form—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 women's other sports) and for all entering freshman students (by gender and by racial or ethnic group).

The most recent admissions data available when this report was written were for the 1992, 1993, and 1994 academic years. The relevant tables comparing student-athletes with the general student body are in Appendix B. (See Attachment 2.1.1 to 2.2.3 for specific breakdowns.)

Gender Comparisons

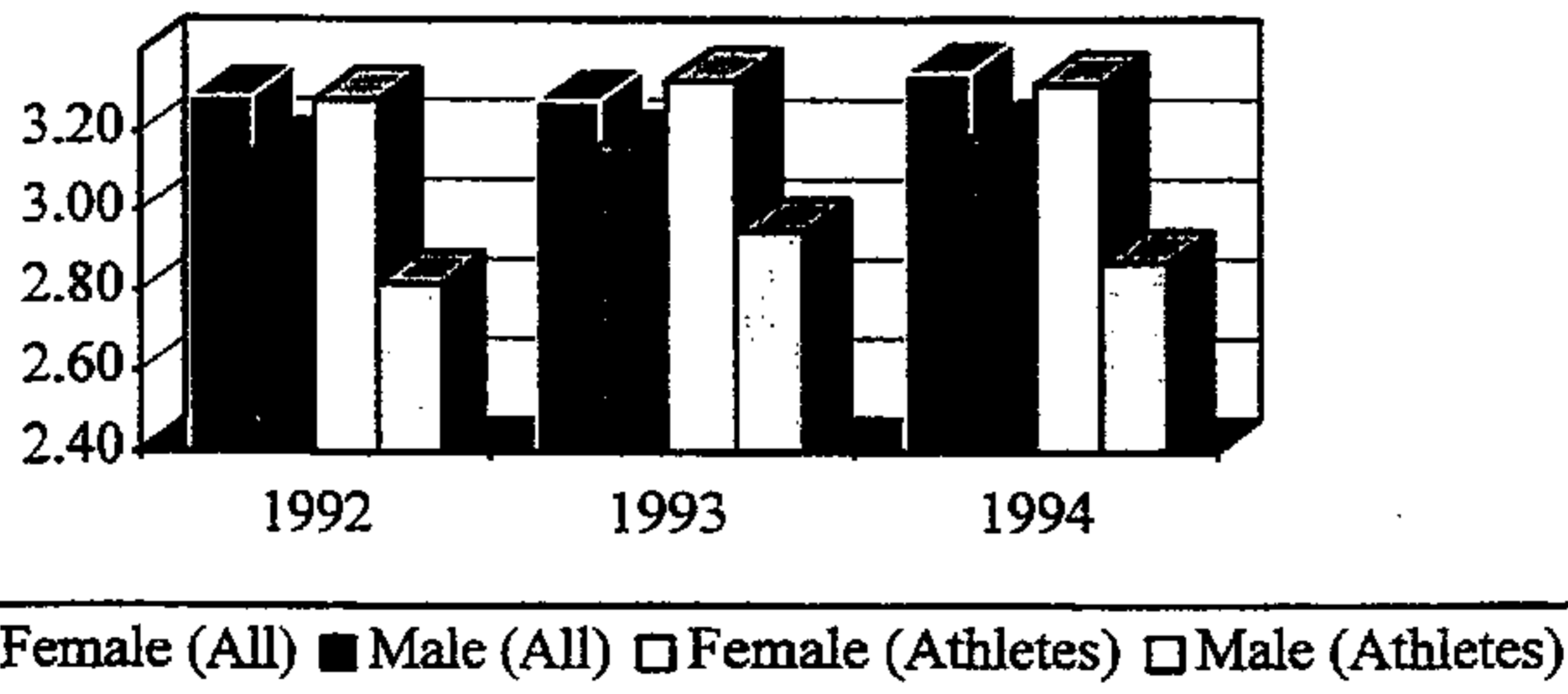


Figure 1: Comparison of mean high school grade point average for student-athletes and general student body by gender and year entering the university.

Figure 1 provides a bar graph that summarizes the high school grade point average (GPAs) differences between student-athletes receiving financial aid from other students by gender and year of admission to the university.

It can be seen from this figure that the entering grade point average is lower for all male students than for females. Moreover, the GPA scores for male student-athletes appear to be significantly lower than for the other comparison groups. There are no significant changes in the groups over the years used for analysis. Figure 2 provides similar data for entering SAT scores. These data also show that male athletes have the lowest scores of any of the comparison groups. However, the discrepancies are not as pronounced as they are for GPAs. There appears to be evidence of a gradual increase in SAT scores for male athletes over the three-year period. The male entering students had the highest scores of any group; these scores gradually increased over the three year period. Except for 1994, women athletes differed only slightly from the other women students. In 1994, they had the lowest scores, except for male student-athletes.

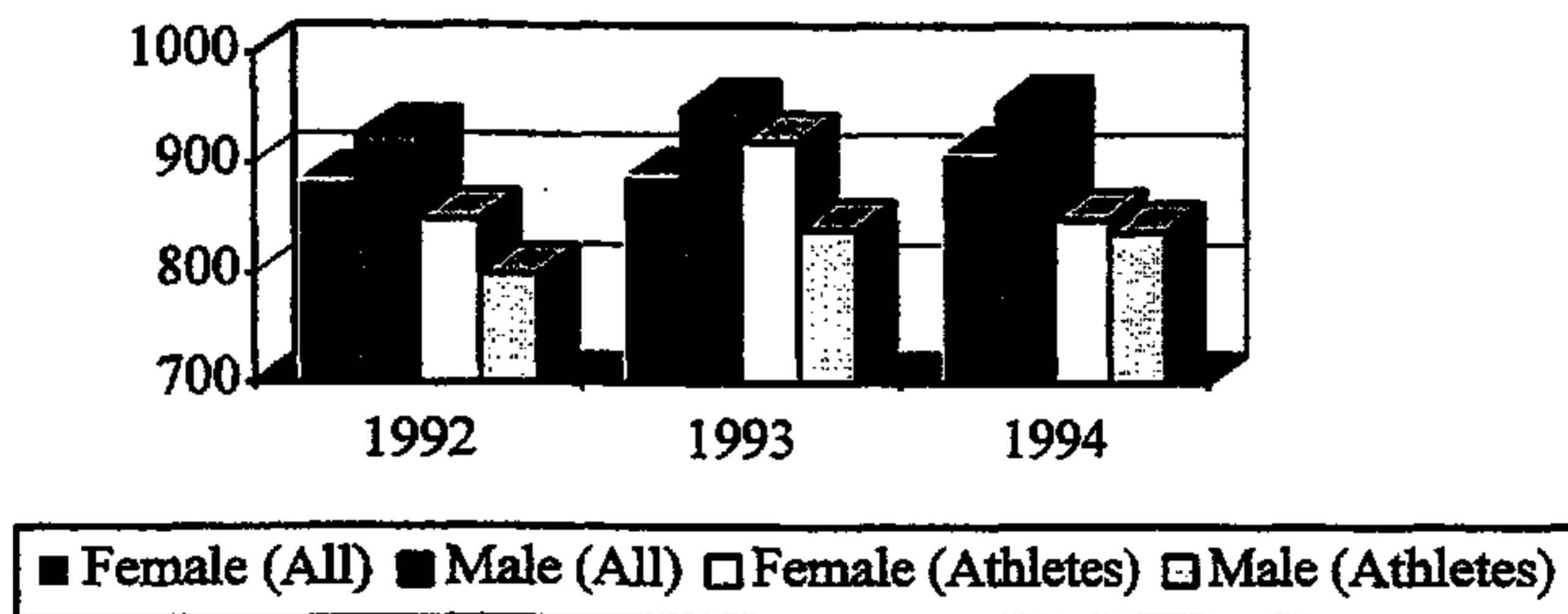


Figure 2: Comparison of mean SAT scores for student-athletes and general student body by gender and year entering the university.

The differences between the comparison groups on ACT average scores appear less apparent than SAT differences. This is partially due to the fact that the range of scores on ACT are more truncated than SAT scores. It should also be noted that only 11% of entering students submit ACT scores.

In 1992 and 1994, male students had the highest ACT entrance scores. In 1993, the female student-athletes had the highest score. However, the differences between female general students and female student-athletes are slight. Although male athletes had the lowest scores over all three years, their 1994 averages were very close to the other three groups.

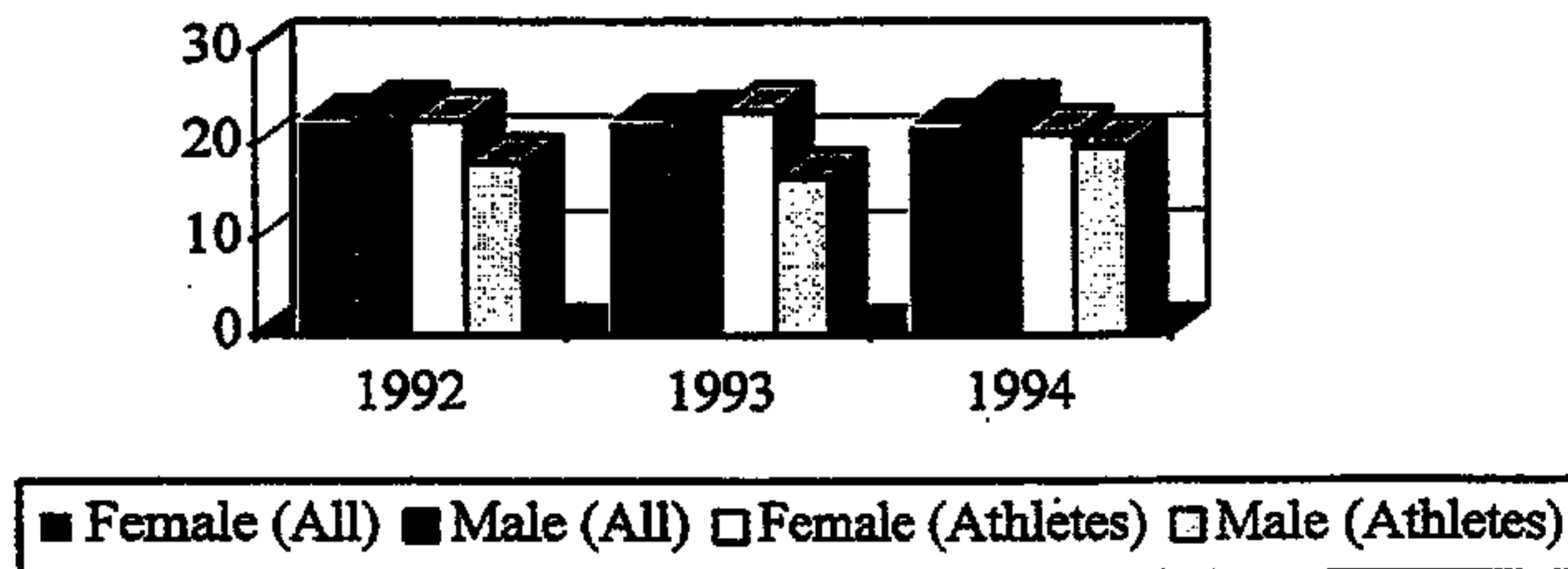


Figure 3: Comparison of mean ACT scores for student-athletes and general student body by gender and year entering the university.

Racial/Ethnic Comparisons

The specific data breakdowns for racial/ethnic groups are shown in Appendix B, Attachments 2.1.3 and 2.2.3. These data are summarized in Figure 4 by race/ethnicity. There is considerable variation from year to year for most ethnic groups. Blacks, however, show relatively constant GPAs averaging around 2.87. Scores for groups with two or fewer student athletes are not computed.

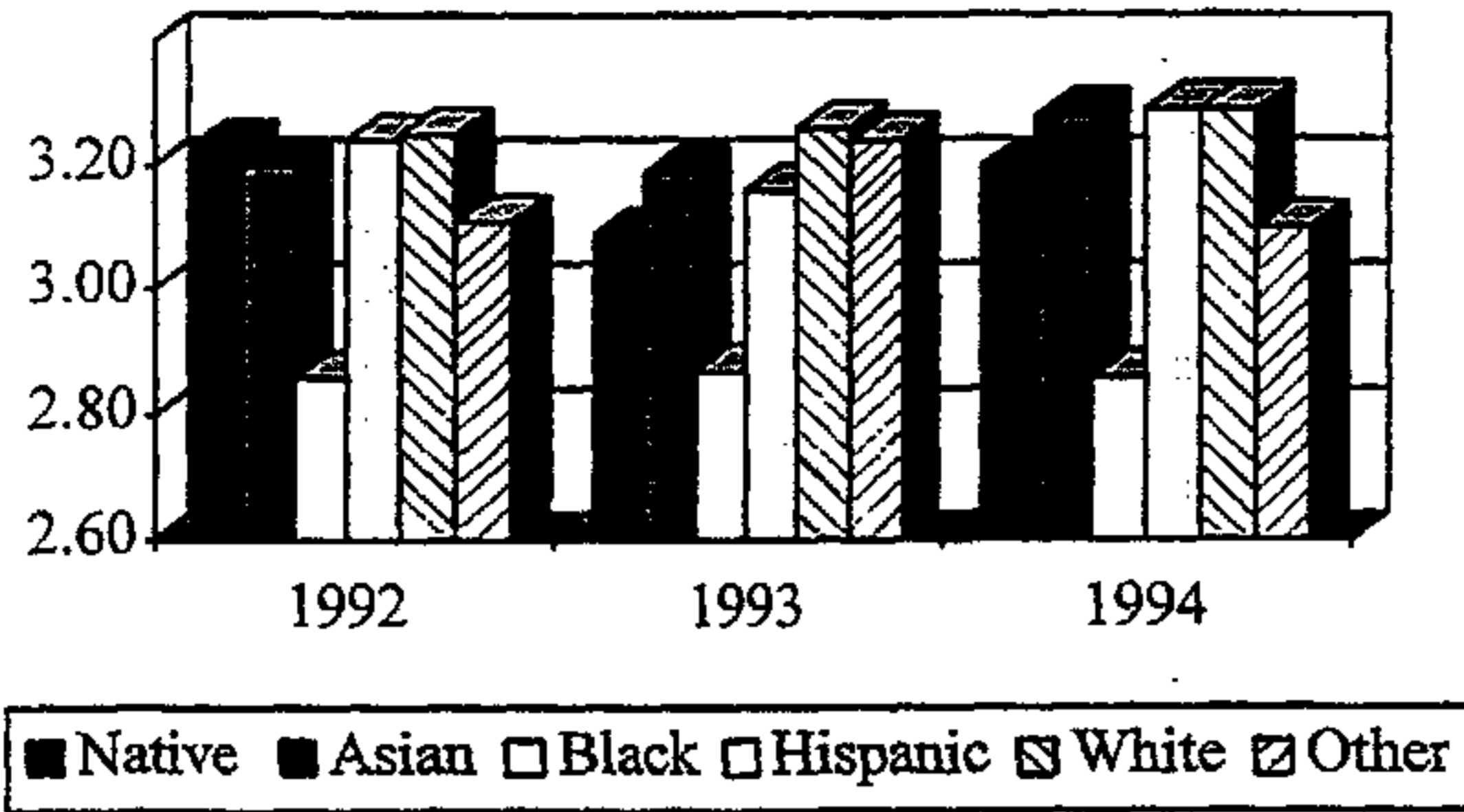


Figure 4: Mean GPA comparisons by race/ethnicity

Figure 5 compares black and white GPA scores for student-athletes and the entering student body over the three year period. These comparisons show little difference between student-athletes and other students. Whites, whether student-athletes or not, have higher GPAs than black students.

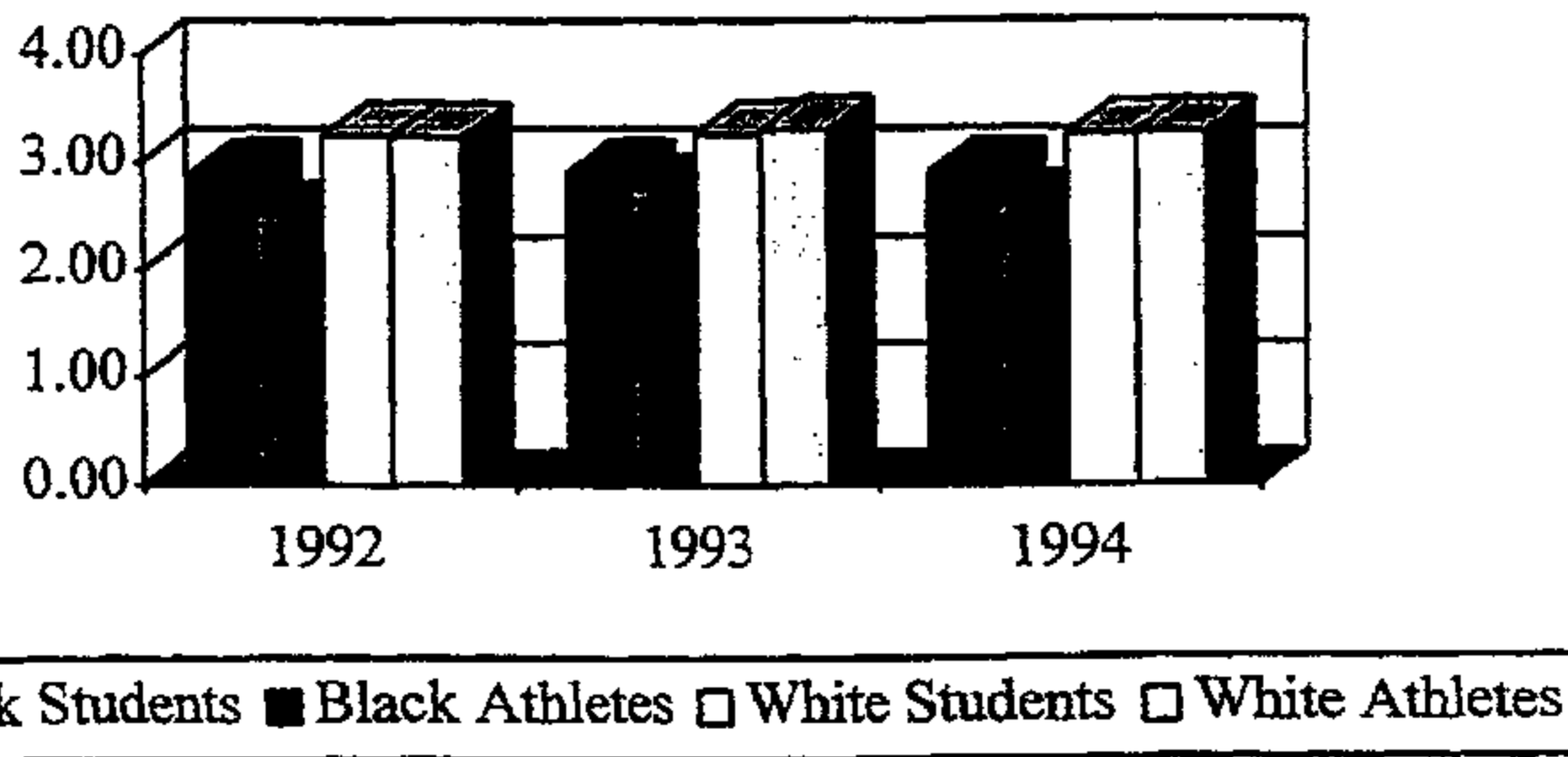


Figure 5: Comparison of Mean GPAs for three years of Black and White General Students and Black and White Student-Athletes

Figure 6 provides the SAT scores for entering students with different racial and ethnic backgrounds. There is some minor fluctuation over the three comparison years for American Indians and Hispanics. The scores for whites, blacks, and Asians remain relatively constant. It is difficult to discern any significant pattern among these scores over the three year period, except for the fact that blacks score somewhat lower than the other racial/ethnic groups. It should be noted that the differences between blacks and other students are not as large for SAT scores as for GPAs.

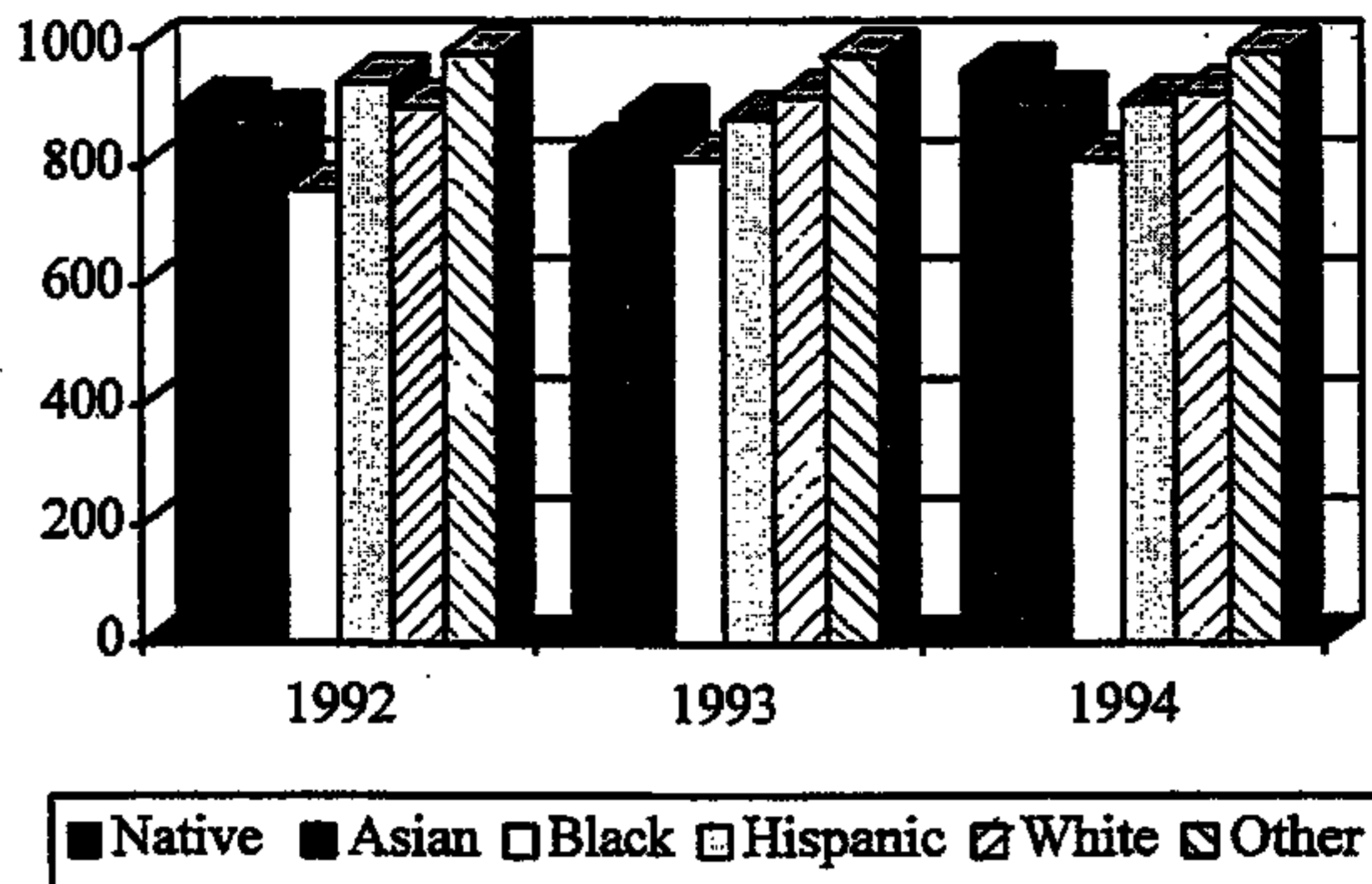


Figure 6: Mean SAT scores for entering students by race/ethnicity and year entered university.

Figure 7 compares black and white student-athletes, the two groups with the largest numbers, with the black and white general entering student body for the three comparison years. It can be seen that the white general student body has slightly higher SAT scores than the student-athletes for both races. The black general students had higher scores than black student-athletes in 1992 and 1994 but not in 1993. However, the differences between the two groups seems minimal.

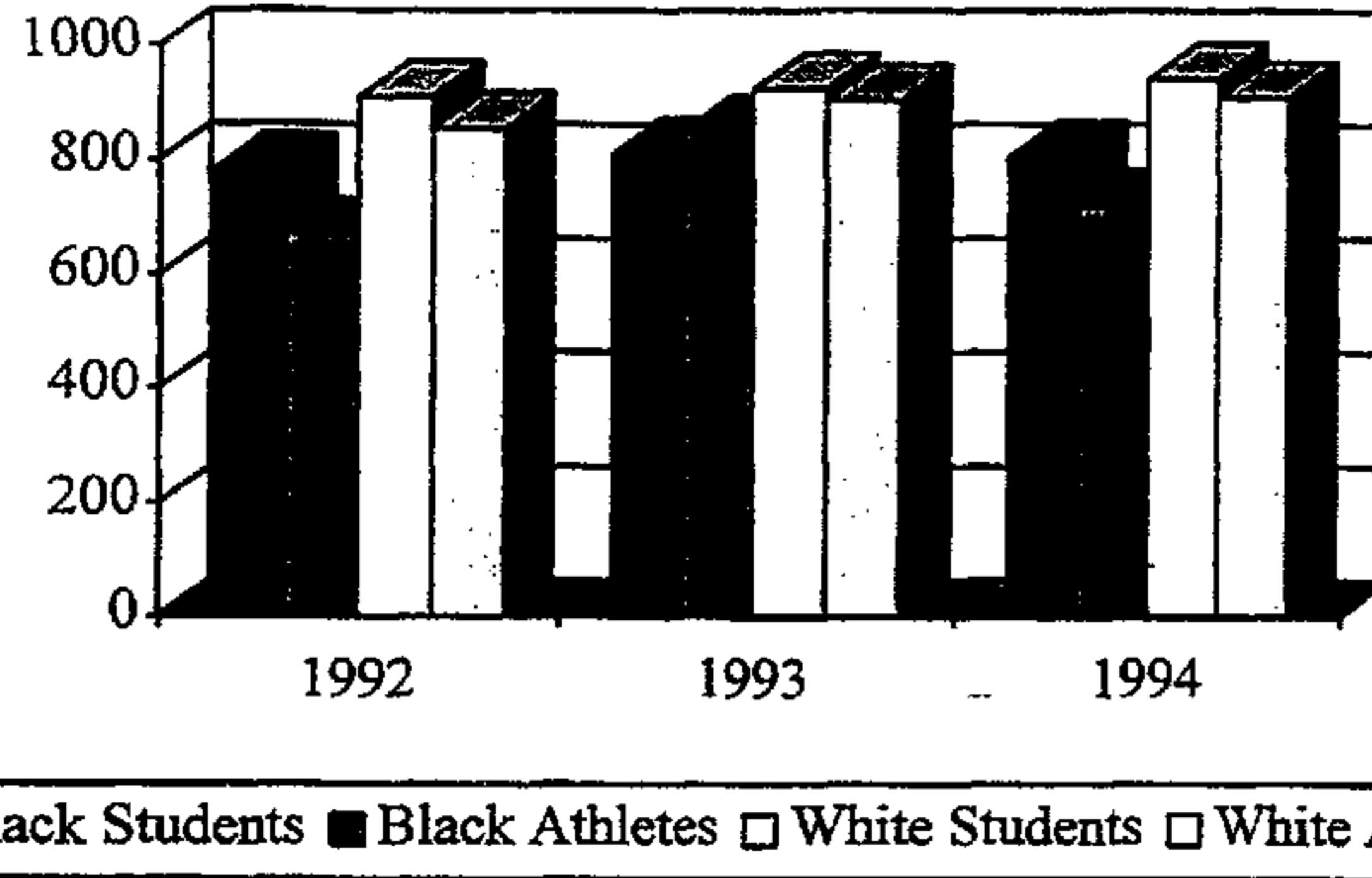


Figure 7: Black-White comparison of mean SAT scores for entering student-athletes compared to other entering students by year of entrance.

The available data for race/ethnicity by ACT scores are summarized in Figure 8. These patterns are similar to those found for SAT scores. There is considerable variation over the three years in the American Indian, Hispanic, and "other" categories, whereas the scores for Asians, whites, and blacks remain fairly consistent over the three-year period. The comparative positions of blacks, whites, and Asians in relation to each other are also similar to those produced by the SAT scores. Once again, Asian and white scores are equivalent with the exception of a slight advantage for whites in 1994. Black scores continue to be lower than the other two groups.

The low number of student-athletes who took ACT entrance exams makes the comparison between student-athletes and the general student body unreliable.

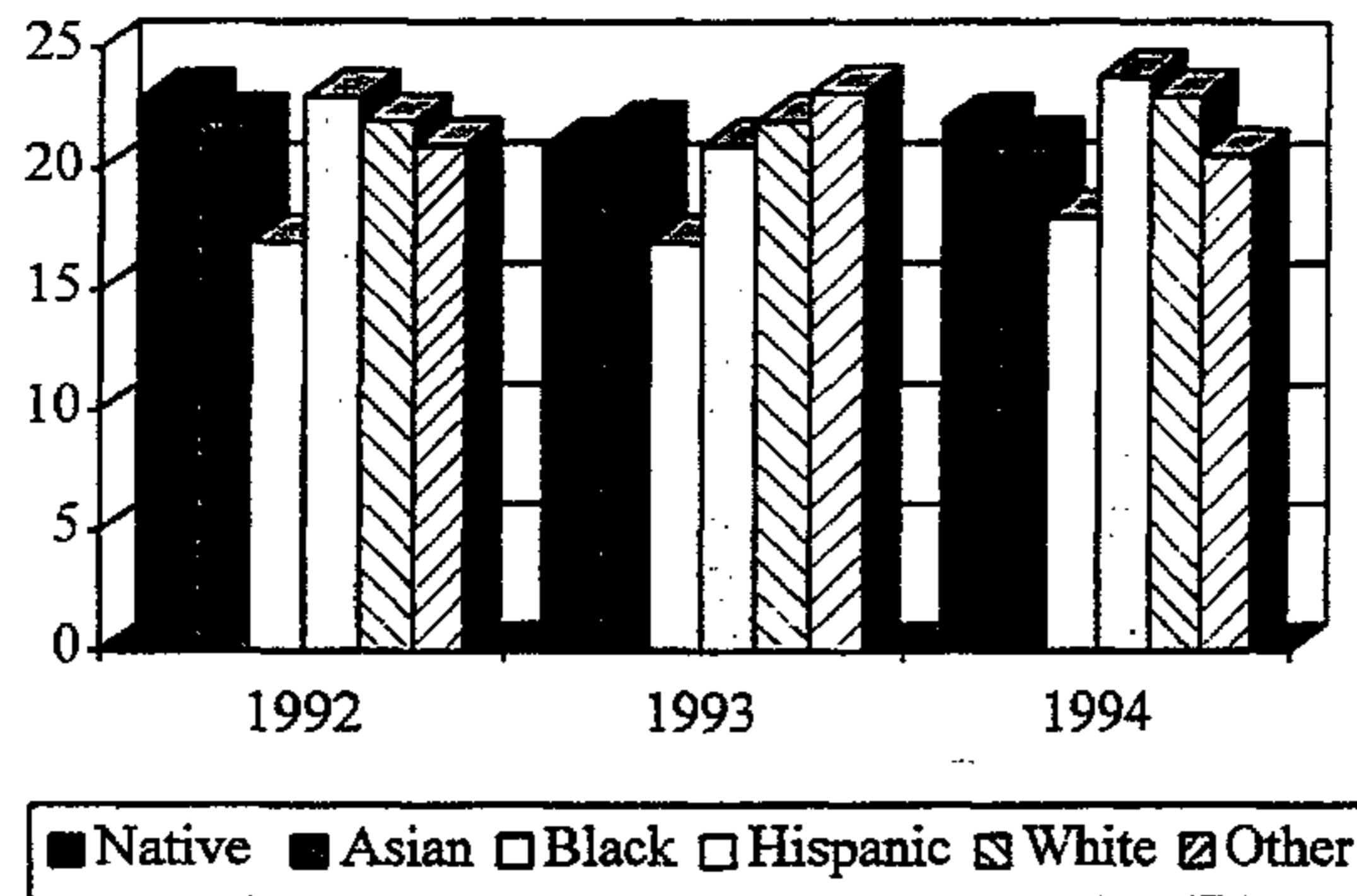


Figure 8: ACT scores for entering students by race/ethnicity for three comparison years.

Sport Group Comparisons

Specific breakdowns by sport groups are shown in Appendix B, Attachment 2.2.1. Figures 9a and 9b provide summary comparisons on entrance GPAs for all sports groups. The scores of every sport group could not be calculated for each of the three years because of the small numbers of student-athletes entering school in some sports during a given year. Thus, data for Men's Track and Cross-Country are omitted for 1992. In 1993, Men's Basketball, Baseball and men's other and mixed sports could not be computed. The omitted data for 1994 were Men's Track and Cross Country and men's other and mixed sports. Over the three years of comparison, Women's Track and Cross Country and women's other sports show consistently high GPAs. Men's Track and Cross Country and Men's Baseball also show relatively high GPAs when reported. Football had consistently lower GPA scores than other sports.

The data for SAT scores by sport groups in Figures 10a and 10b show similar patterns. Women's Basketball varied from year to year. It was among the sports with the highest SATs in 1992, but in 1994 it displayed the lowest scores for any sport. In 1993, Men's Track and Cross Country had the highest SAT scores averaging over 1000 points. Unfortunately, we do not have information for this sport in other years. Football, though showing considerable gains in 1993 and 1994, generally had student-athletes who entered college with the lowest SAT scores. The one exception was Women's Basketball in 1994. Women's Track and Cross Country and Women's other sports tended to maintain relatively high SAT scores over the three-year period. These groups had especially high scores in 1993.

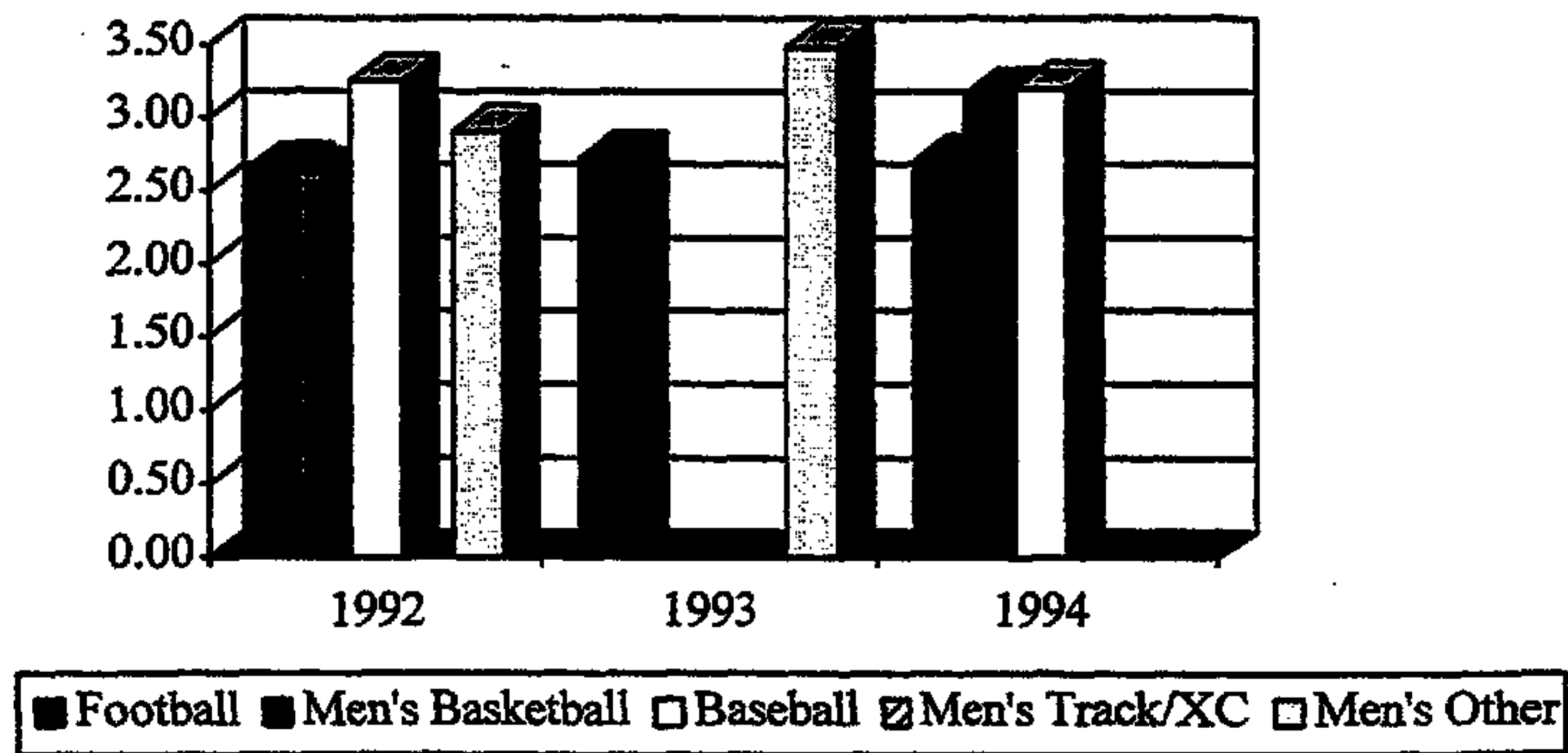


Figure 9a: A comparison of men's entering GPAs by sports groups

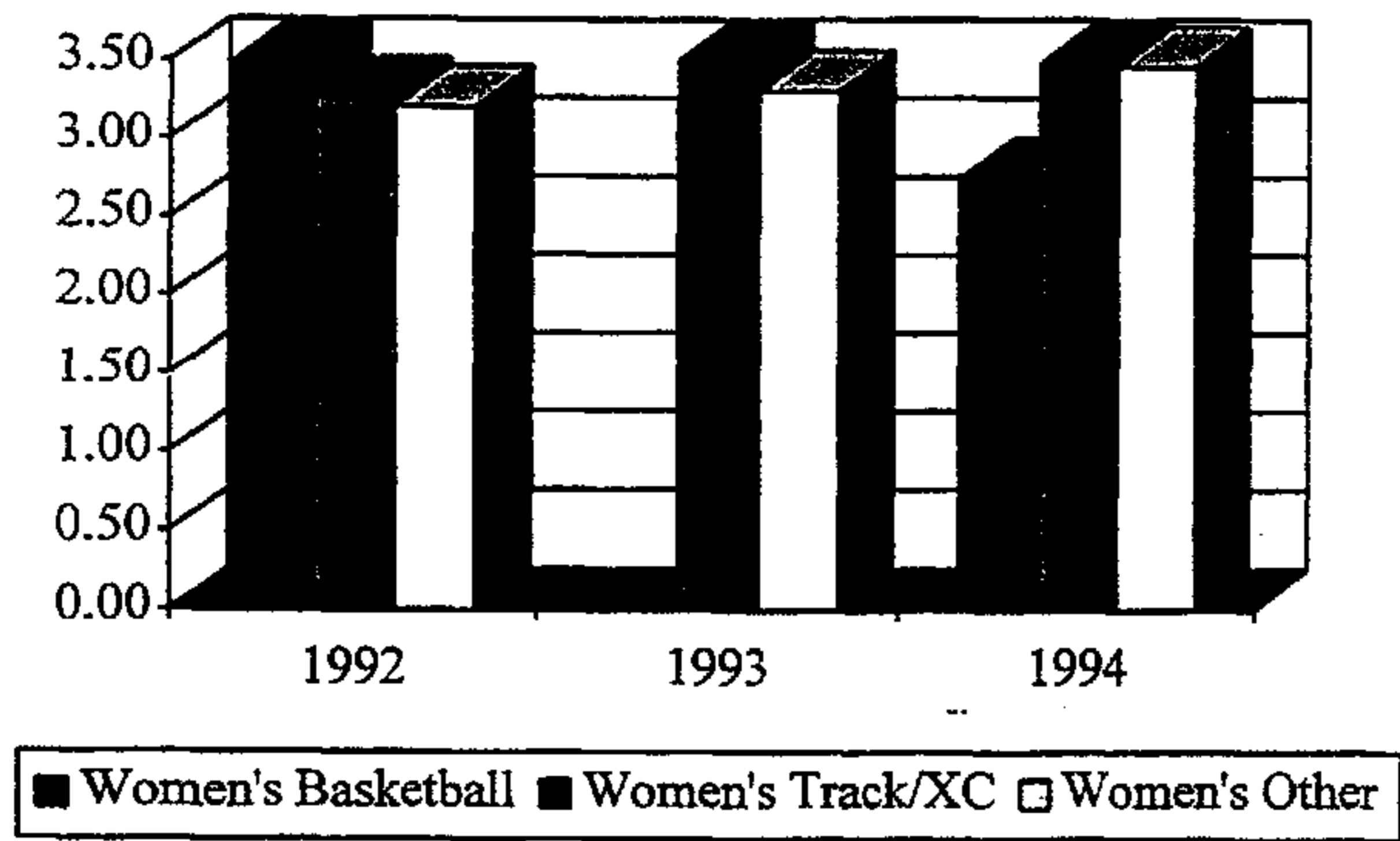


Figure 9b: A comparison of women's entering GPAs by sport groups

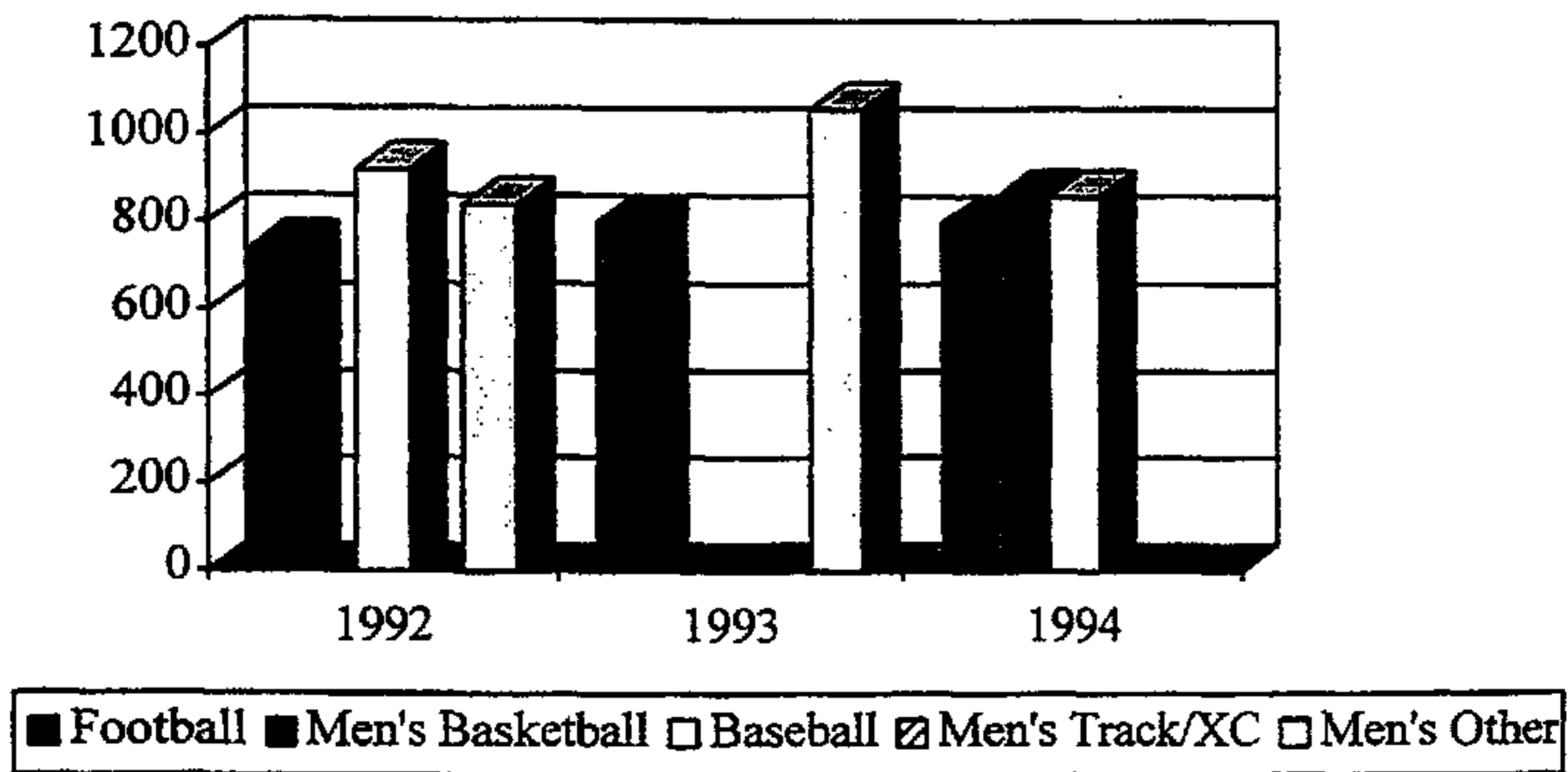


Figure 10a: Comparisons of men's SAT scores by sport group for 1992, 1993 and 1994

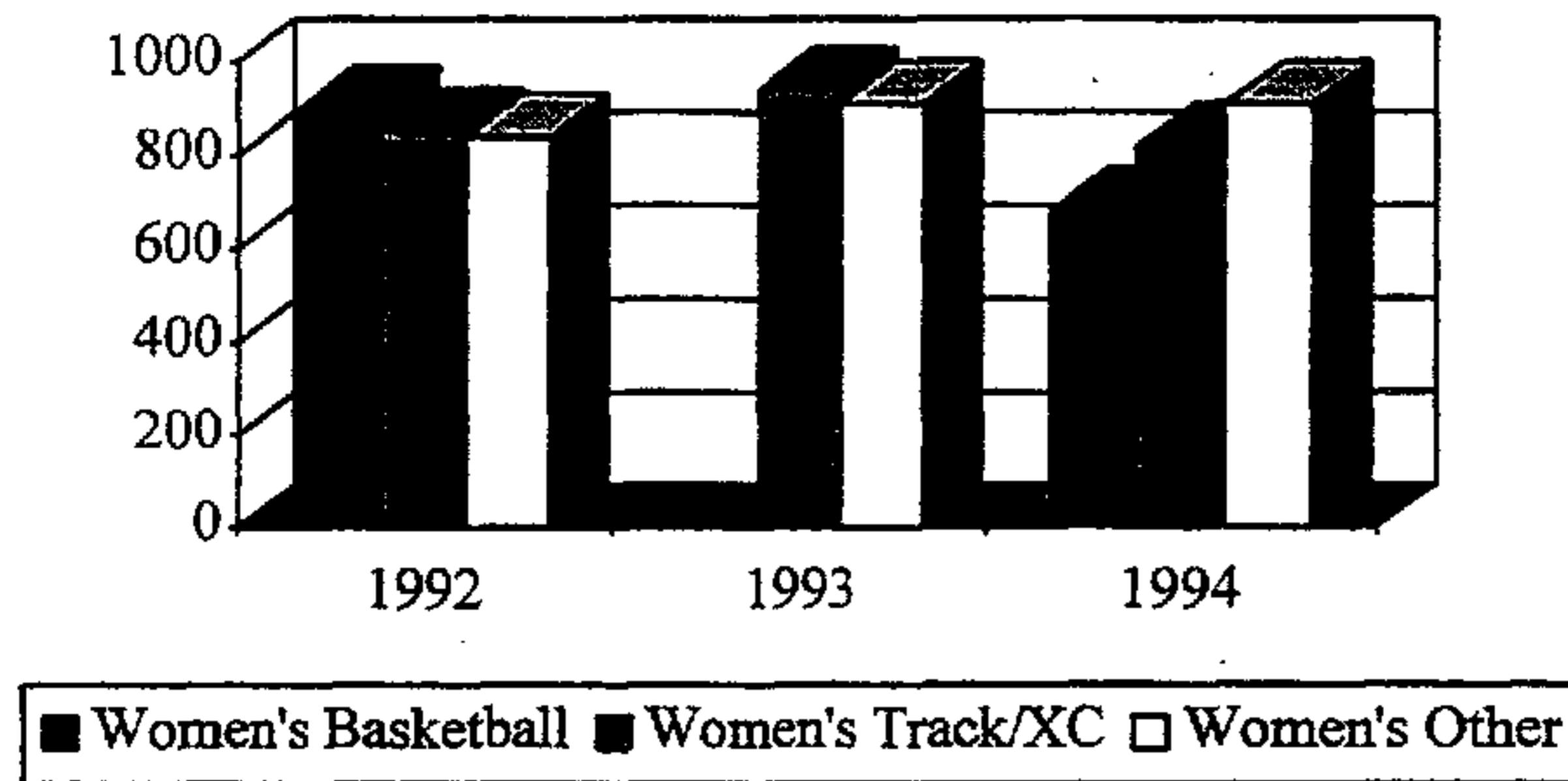


Figure 10b: Comparisons of women's SAT scores by sport group for 1992, 1993 and 1994

The small number of student-athletes who submitted ACT scores only allowed comparisons for Football over the three year period. Therefore, we have not included a bar chart for these data. The football ACT scores improved over the three-year period from 17 in 1992 to 20 in 1994.

Generally, GPAs and test scores fluctuated from year to year for all sport groups. Even for groups for which averages were calculated, numbers are so small that one or two good recruits could shift the average significantly. Compared to the general entering class, GPAs and test scores for some sport groups (e.g., Women's Track/Cross Country, women's Other Sports, and Baseball) approximate those of the entering class, while other groups (e.g., Football) tend to be consistently lower than the entering class average.

Self Study Item #4

Compare the number of freshman student-athletes receiving athletics aid who were admitted by special exception to the institution's standard or normal entrance requirements with the number of freshman students generally who were so admitted by providing these data for the three most recent academic years and, for the student-athlete data, for each of the eight sport groups organized by year listed in the Division I graduation-rates disclosure form.

The general requirements for special admission are stated in the reply to question 2. Specific data breakdowns for special admission for all entering students generally, and for student-athletes organized by year and sports group are given in Appendix B, Attachment 2.3.1. Percentage calculations for special admission by year and sports groups are calculated from Appendix B, Attachments 2.2.1 and 2.3.1. These tables are available in Appendix B and these data are summarized in figures 11, 12 and 13 for each of the comparison years.

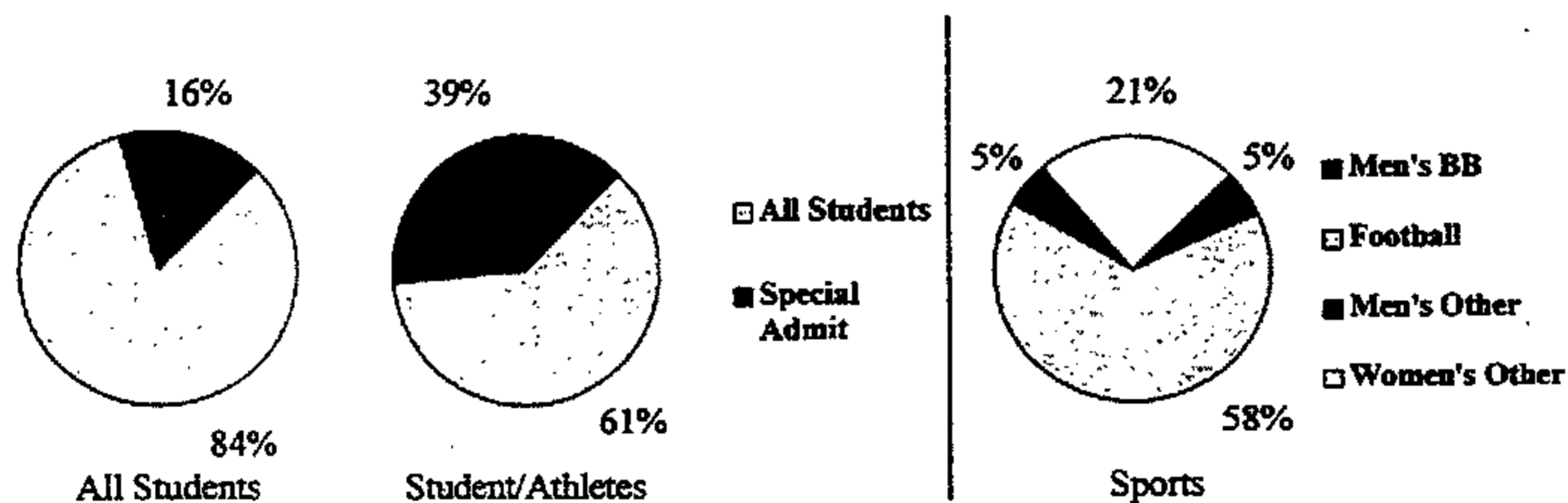


Figure 11: Percentage Comparison of Special Admissions for all entering students, entering student-athletes, and by sport for 1992.

Figure 11 provides a graphic description of the proportion of students and student-athletes on aid that entered the university by way of the special admission process. The figure also provides information about the proportion of special admission by sport. In 1992, of 2,039 freshmen, 16% (326) entered the university through the special admissions process. This compares to 39% (19) of the 49 entering

student-athletes. Of these 19 student-athletes, 58% were in Football, 21% were in women's other sports, and 5% each were in men's other sports and mixed sports and Men's Basketball.

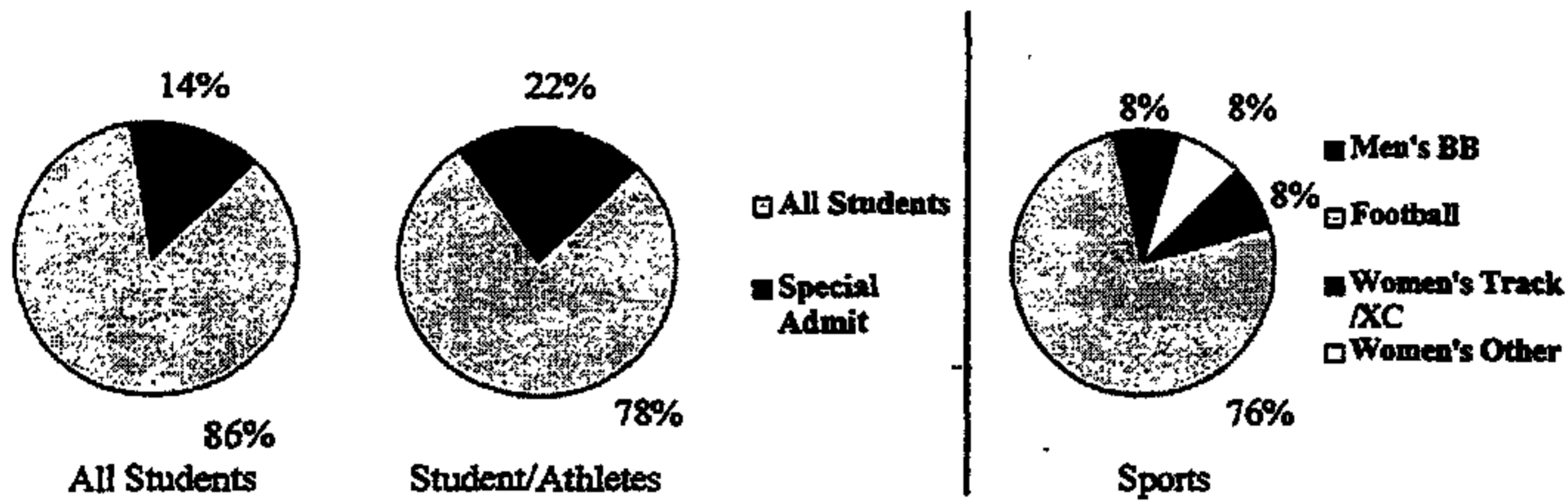


Figure 12: Comparison of Percentage Special Admissions by all entering students, entering student-athletes, and by sport for 1993.

Figure 12 describes the same information for 1993. In that year, the percent of entering students who were special admission decreased from 16% to 14%. The decrease for student-athletes was from 39% to 22%. This 22% represented 13 student-athletes: of this group 10 were from the Football program and one each from Men's Basketball, Women's Track/Cross Country and women's other sports.

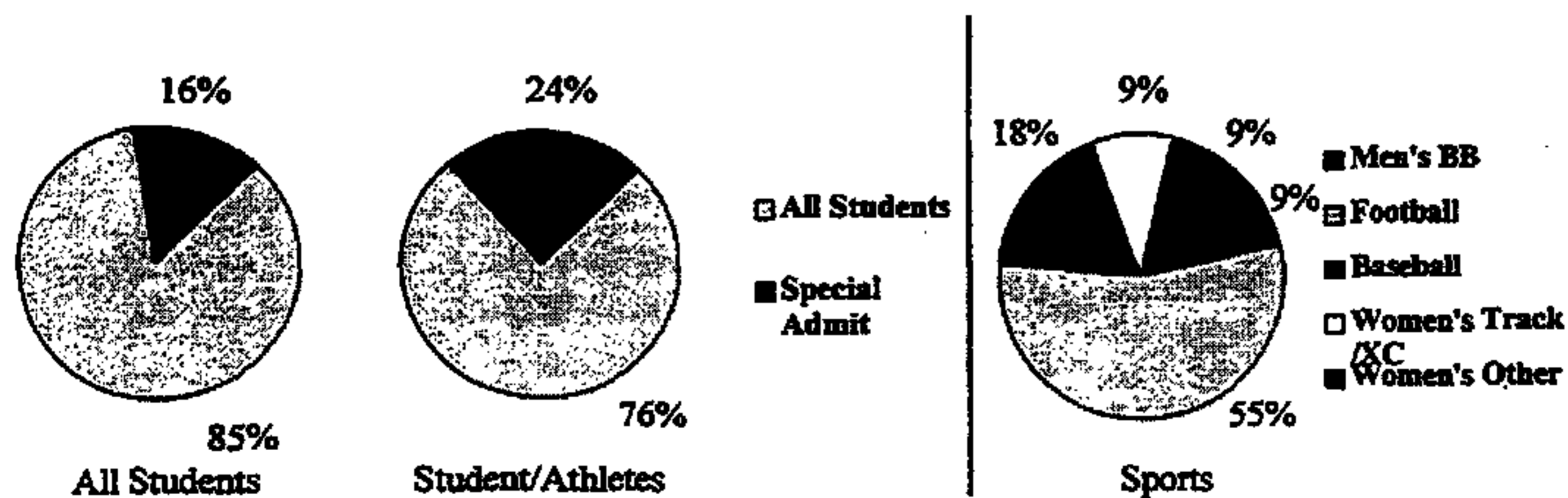


Figure 13: Percentage Comparison of Special Admissions for all entering students, entering student-athletes, and by sport for 1994.

In 1994, 15% (384) students entered through the special admission process. This compares to 24% (11) for student-athletes. Among the 11 special admissions, six were in Football, two in Women's Track/Cross Country, and one each in Baseball, Men's Basketball, and Women's Basketball. These data are depicted in Figure 13.

The numbers in most sport groups are relatively unstable because of the small number of student-athletes involved. Only Men's Track/Cross Country has not admitted any student-athletes, supported by financial aid, through the special admission process. Football has the highest proportion of student-athletes admitted in this way. The number and proportion of such admission has declined since 1992.

Self Study Item #5

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).

Initial eligibility for transfer student-athletes

Admission of transfer student-athletes involves the following procedures:

- Step 1 Coaches identify prospective student athletes (psa's) through recruiting efforts or identifying individual walk-ons. Their names are forwarded to the Athletic Department Compliance Office along with high school and junior college transcripts and test scores.

- Step 2** The Compliance Office forwards the names to the Registrar's Office, AEC.
- Step 3** The AEC assesses psa academic statuses and clock start times.
- Step 4** The Admissions Office evaluates psa's academic records and forwards copies of Transfer Credit Reports (TCRs) to the AEC in the Registrar's office and to the Compliance Office. At this point, the AEC in the Registrar's Office verifies the transfer status of the psa and forwards a recommendation regarding eligibility to the Faculty Athletic Representative, who informs the conference office of the recommendation, and begins a satisfactory progress review.
- Step 5** The Compliance Office forwards copies of TCRs to head coaches and the Director of Academics and Compliance and retains copies in the recruiting files.
- Step 6** The AEC in the Registrar's Office receives TCRs from Admissions and begins satisfactory-progress reviews of psa's academic records.
- Step 7** The Director of Academics and Compliance Office distributes results of the eligibility reviews to head coaches.
- Step 8** Coaches report the TCR information to the psa's and assist psa's with their applications.
- Step 9** PSA's submit their materials.
- Step 10** The AEC Coordinator in the Registrar's Office verifies psa's status with Associate AD Academic and Compliance and then forwards transfer eligibility and satisfactory progress review to FAR. The FAR's Administrative Assistant updates the PAC-10 report and NCAA squad list.
- Step 11** The Faculty Athletic Representative certifies psa's eligibility status.

Self Study Item #6

List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes' continuing eligibility. Identify the individuals with final authority for certifying continuing eligibility, and their title(s).

Continuing Eligibility

- Step 1 The Compliance Office prepares "Student-Athlete Satisfactory-Progress Spreadsheets" (Appendix C) for all projected returning student-athletes, confirms years of remaining eligibility, and submits spreadsheets to the Athletic Eligibility Coordinator (AEC), Director of Academics and Compliance, and the Associate AD for Academics and Compliance for review of continuing eligibility. The Director of Academics and Compliance, Associate AD, and AEC meet to evaluate the academic status of each student-athlete at the middle of the second semester. At the end of the second semester, they prepare final reviews for each student-athlete after summer session grades are posted.
- Step 2 Director of Academics and Compliance orders a transcript for each student-athlete at the end of each semester and summer session for review by the AEC, Director of Academics and Compliance and Associate A.D. for Compliance and Academics. Copies of transcripts are forwarded to AEC for eligibility review and SA's file.

- Step 3** The AEC completes a "Satisfactory Progress Spreadsheet" and GER/Department check list for each student-athlete and consults with academic department advisors when needed to determine various and changing criteria for the relevant majors. The AEC evaluates each student-athlete's transcript for GER's, department requirements, and allowable electives. The AEC, after reviewing transcripts and department checklists make eligibility recommendations to the FAR. These data are used by the FAR's Administrative Assistant to update PAC-10 and WSU Eligibility reports.
- Step 4** AEC tracks full time enrollment and certification of a major on the daily eligibility report. This report is distributed to coaches and support staff.
- Step 5** The Compliance Office transfers updated certification data from the Satisfactory Progress Spreadsheets to NCAA's Compliance Assistant database.
- Step 6** The Associate Athletic Director for Academics and Compliance distributes this information to coaches with instructions.
- Step 7** The Faculty Athletic Representative monitors the certification process and certifies continuing eligibility of all student-athletes.

Self Study Item #7

Describe the academic support system available to student-athletes. Include: (a) the specific academic support services (e.g., tutoring, posteligibility programs, study skills) offered; ; (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 institutional academic oversight of these services, and (e) any means of analyzing, explaining and addressing special academic needs of student-athletes (if any are identified).

Academic Support Services

The goal of the Athletic Department is to assist student-athletes in identifying and meeting their academic goals leading to earning a BA or BS degree. The academic services unit of the Athletic Department is organized to provide comprehensive academic support to all student-athletes. The type and level of programming, monitoring, and support provided is dependent upon their individual needs. These needs are estimated on the basis of the review of existing academic information and academic assessments administered by the academic services staff and/or the university Student Advising and Learning Center. The Academic Services Office informs prospective student-athletes of the available services during recruiting visits from the time of admission. It provides continuous support and services until the student-athletes graduate from WSU. See Appendix D for a list of services available and personnel.

Academic Services staff assist student-athletes with class selection, determination of majors, 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 academic staff also communicates with the staff and faculty to provide assistance with rescheduling

class assignments and exams missed due to team travel.

Specific Services

1. Academic Planning (pre-advising)

Student-athletes are officially advised by university academic advisors in accordance with university policy. Academic Services counselors within the Athletic Department provide pre-advising to student-athletes to ensure they understand university and NCAA requirements and participate in the advising process. Pre-advising also ensures that academic schedules are realistic and meet NCAA satisfactory progress requirements. The counselors focus on class selection, major selection, and tracking progress toward a chosen degree program. This planning includes the development of two- and four-year graduation plans. Pre-advising is also provided by SALC. They have developed an academic advising profile which includes information regarding high school performance, demographic characteristics, placement scores and the sport played by the student-athlete.

2. Proactive Monitoring

An Academic Services counselor meets weekly with new student-athletes and returning student-athletes who have cumulative GPAs below 2.5. These meetings provide a structured academic support program to track academic progress in each class. Staff also assist the student-athlete with major selection, graduation planning, career planning, time management, goal setting, study skills, and learning

strategies. Counselors work closely with university faculty to monitor grades and class attendance.

3. Reactive Monitoring

Midsemester evaluation forms are mailed to the instructors of each student-athlete. Coaches and academic services staff receive copies of each evaluation form and a summary of all reports for each student-athlete. Reactive monitoring assists the academic staff and coaches in providing immediate intervention and reinforcement at a point in the semester when they still have an opportunity to raise their grade. The goal is to provide access to institutional support services as early as possible in the semester.

4. General Academic Counseling

The Academic Services personnel are available for general counseling by appointment and on a drop-in basis. Each student-athlete is expected to meet with his/her academic counselor at least once a semester. The counselors focus on class selection, major selection, monitoring NCAA academic satisfactory progress, and tracking progress toward a chosen degree program, including the development of two- and four-year graduation plans.

5. Individual Tutoring

Student-athletes have access to unlimited tutoring opportunities and are encouraged to take advantage of this service to enhance their performance in challenging courses. Tutors are recruited, trained, scheduled, and evaluated

through the University's Tutorial Program at the Student Advising and Learning Center. Tutoring during summer sessions is also available and is coordinated by the Athletic Department Academic Services counselors.

6. Group Tutorials

Athletic Academic Services staff coordinate group tutorials for classes when large numbers of student-athletes are enrolled. Group tutorials and labs are also provided for computer training (through Student Computer Services Labs) and writing assistance (through students from English Teacher Prep course). Group tutorial facilitators are recruited, trained, scheduled, and evaluated through the Student Advising and Learning Center.

7. Computer Lab Access

The Athletic Department provides access to university computer labs at no charge for all student-athletes.

The (Student Advising and Learning Center) computer lab includes: Macintosh computers, Microsoft software, multi-media instructional lab, internet access and the GRIFFIN library resource. The lab is available for student-athletes' use during all times SALC is open.

The Student Computing Services Labs (five locations on campus) contain: IBM or Macintosh computers, Microsoft software, internet access, multi-media, GRIFFIN library resources, training sessions, lab monitor assistance. The Athletic

Department provides funding for student-athletes to access these labs for training sessions and a limited number of open access hours.

8. Career Services

The WSU Career Services Office offers the following career services for all students: assistance in developing job search strategies; constructing resumes, cover letters and thank you letters, developing interview skills through workshops and mock job interviews. The Center also arranges on-campus recruiting visits and career fairs, information about opportunities for-summer employment, internships and volunteer activities are provided by the Center. The Athletic Academic Counselor/Career Services specialist works closely with the university Career Services staff to connect student-athletes with services provided by the Center. Career Services resources (books, job listings, graduate school materials, etc.) are also available in the Athletic Academic Counselor/Career Services Specialist's Office.

9. Summer School Financial Aid

The goals of WSU funded summer school are to reward academic achievement, enhance progress toward a degree, and provide the student the opportunity to complete his/her degree at the same time eligibility is completed at Washington State University.

According to NCAA regulations, in order to be considered for summer school 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 school financial aid may be awarded only in proportion to the amount of athletically-related financial aid received during the previous academic year.

WSU funded summer school is available to student-athletes who maintain NCAA satisfactory progress during the academic year on recommendation of the Coach and/or Athletic Academic Counselor. Student-athletes must complete an application with degree applicability of summer school credits verified.

An athlete who withdraws from a class without authorization from the Director of Athletic Academic Services and falls below 12 hours in either semester will not be eligible for WSU funded summer school. Exceptions must be approved by the Associate Athletic Director for Compliance and Academics.

10. Degree Completion Program

The purpose of the Degree Completion Program is to assist students who have completed their athletic eligibility to complete the requirements for their first bachelor's degree.

Financial aid is limited to tuition, fees and books in proportion to the amount of financial aid received during the last year of eligibility. Room and Board is also available based on need (as determined by the Financial Aid Office). All students in the Degree Completion Program will be assigned an internship in the Athletic Department. The required hours will be determined by their previous history of athletic financial assistance. Student-athletes must complete an application.

Means of Analyzing, Explaining and Addressing Academic Needs

1. Academic Assessments

The Athletic Academic Services staff and the Student Advising and Learning Center staff assess the academic strengths and weaknesses of student-athletes using existing academic records and measurement instruments. These include the following procedures and tests:

Screening Test of Special Admit Students (AIN below 28). This is conducted by the Athletic Academic Services staff.

University Placement Exams. These are conducted by the individual departments, i.e., Math, English.

Assessment Instrument mailed to new student-athletes during the summer prior to initial enrollment. This is done by the Director of Academics and Compliance.

Referral by Athletic Department Learning Specialist to University Counseling Services for further testing.

Survey from January 1995. All student-athlete meeting (see copy in Life Skills File).

Admissions Subcommittee recommendation for services (i.e., SALC services, ESL classes).

Any student-athlete with a documented learning disability or physical impairment is assigned to the Athletic Department's Learning Specialist. The learning specialist coordinates access to all available University resources through the Disability Resource Center. The learning specialist forwards any recommendation for waiver of NCAA academic requirements to the Associate Athletic Director for Compliance and Academics.

2. Academic Recognition

WSU Athletics and Academic Support Services make every attempt to recognize and honor academic achievement of student-athletes. The following criteria are used for such honors:

Semester Honor Roll: Student-athletes who achieve at least 3.0 while passing twelve (12) or more credits in a given semester.

Two Semester All-Academic Team: Student-athletes who maintain a 3.0 GPA average with at least 24 credits earned for two consecutive semesters.

Freshmen/Transfer All-Academic Team: Freshmen/Transfer who earn at least 3.0 semester GPA while passing 12 or more credits in the first fall semester at WSU.

WSU also recognizes team academic performance in the following:

The Glen Kranc Team Academic Award: The Glen Kranc Plaque is awarded each semester to the team with the highest semester GPA.

Policies Governing the Use of Services Provided to Student-Athletes

All of the above services with the exception of Summer School Financial Aid and the Degree Completion Program (DCP) are available to all student-athletes.

Regular attendance at proactive monitoring meetings are required for student-athletes who have GPA's below 2.5 and for all freshman and transfer students.

In order to be considered for the Degree Completion Program, student-athletes must have a 2.0 cumulative GPA and have earned 96 credit hours over 8 semesters or 120 credit hours over 10 semesters. They must 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. They should be enrolled for a minimum of 15 credit hours each semester of the award unless this is not required for their degree. No more than 18 hours can be taken in a semester. The student can appeal to the Associate Director of Academics and Compliance for consideration of alternative plans to those designated above, if criteria for summer school or DCP aid have not been met.

Mechanisms For Making Student-Athletes Aware of Services

Students are made aware of the available academic support services through the following forms of communications:

A Student-Athlete Handbook is updated and distributed each fall.

A compliance and eligibility meeting is conducted for students each fall by the Compliance Coordinator, Director of Academics and Compliance, and the Associate Athletic Director for Compliance and Academics.

Orientation sessions for new and returning student-athletes are conducted each fall by the Athletics Academic Staff.

Academic counselors attend team meetings.

Recruits meet with an academic counselor to discuss available services after enrollment.

Student-athletes are referred to the Sport Psychologist and Career Specialist, as needed.

Oversight of Academic Support Services

The academic support services are under the direct supervision of the Director of Academics and Compliance. The Director of Academics and Compliance reports to the Associate Athletic Director for Compliance and Academics. The Director also meets on a regular basis with the Faculty Athletic Representative. Bi-monthly meetings with the Director of the Student Advising and Learning Center are held to discuss coordination of academic support emanating from SALC and the Athletic Department. The Director periodically makes presentations to the Faculty Athletic Council.

Teams with over a 3.0 GPA are selected for special recognition.

The PAC-10 recognizes All-Academic Teams for each sport. Athletic Academic Services and Sports Information select nominees and forwards them to the PAC-10 Conference Office. The Athletic Academic Services staff also nominates as many student-athletes as possible for academic awards and scholarships presented by groups outside the University.

Self Study Item #8

Describe the institution's policies related to the scheduling of intercollegiate athletics competitions and practices that minimize interference with class time and examination periods.

Policies Pertaining to the Scheduling of Intercollegiate Competitions and Practices

1. University Policy Pertaining to Absence from Class for Team Travel

Washington State Athletics follows the university guidelines for class absences as approved by the Faculty Senate. The University recognizes team athletic events as University sponsored events. Student-athletes are required to submit an authorized Class Absence Request Form to the instructor prior to the scheduled absence. Instructors are requested not to penalize the student-athlete if such a form is properly submitted and the work that is missed is made up. It is the student-athlete's responsibility to determine the nature of the work missed and to take the necessary steps to complete readings and assignments missed during such

absences. The student-athlete is also responsible for submitting to the instructor all materials necessary to document the completion of such assignments. All missed exams must be made up either before the team trip or as soon as possible after the team returns.

2. *The Student-Athlete Handbook* indicates that student-athletes are required to attend class daily and describes the steps (reported above) to be taken when they are forced to miss class because of team travel.

3. There is no written policy regarding scheduling athletic events and team practices. The Athletic Department is guided in developing these schedules by NCAA regulations pertaining to appropriate practice times and by PAC-10 regulations regarding travel time to basketball games.

There is a general rule that, whenever possible, competitions will not be scheduled during final examination periods. Unfortunately, conference scheduling and certain NCAA sponsored events make strict adherence to this rule difficult if not impossible. However, a comparison of team schedules with the final examination periods indicates that competitions beyond those required by the PAC-10 or the NCAA were scheduled on 13 different occasions between 1992 and 1995. During the winter examination periods of 1992 and 1993, Men's Basketball scheduled a total of five games (four in 1992). Since 1993, there have been no basketball games scheduled during exam periods. In the spring of 1993, Women's Crew and Men's Track each scheduled two competitions during exam week. In the spring of 1994, Men's Golf and Men's Track scheduled two events each during this period. There were no scheduled events that did not involve PAC-10 or NCAA events during the fall 1994 exam period. In the spring of 1995, Baseball scheduled one

game and Men's and Women's Track scheduled a meet during this period. See Appendix E for a breakdown of all events scheduled during exam week over this three year period.

4. Time Blocks: The Registrar's Office allows groups on campus to block students from classes during 8:00am-5:00pm. Student-athletes may be blocked 2:00pm-5:00pm and occasionally early morning.

Self Study Item #9

Review the graduation rates for student-athletes and for students generally during the last three years, and comment on any trends or significant changes.

Student-Athlete Graduation Rates Compared to University Graduation Rates

(See Appendix F, Attachments A1-A6 for Freshman Cohort Graduation Rates)

The data presented in Appendix F provide the rates for six Freshman cohorts beginning in 1984-85 and ending in 1989-90. Average graduation rates for all undergraduates at Washington State University over this period has risen steadily from almost 51% for the 1984-1985 cohort to slightly over 62% for the 1989-1990 cohort. Averaged over the six-year period, this rate is 56 1/2%. Graduation rates for student-athletes over the same period are somewhat more variable, probably because of their smaller numbers. Nevertheless, there seems to be an increase in these rates, especially for the 1988-1989 and 1989-1990 cohorts. The

average rate over the six year period for all student-athletes is 52.3%, approximately 4% lower than the rate for the student body as a whole.

The comparison of male student-athletes with the male student body over this period indicates that the graduation rate is approximately 7 1/2% lower than the general male student body. The poorest graduation rates during this period occurred for Football and Baseball. At this point, we are not in a position to adequately document the reasons for the high drop-out rate for these teams. A number of 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. The many other reasons are similar to other college students, including finances, job opportunities, marriage, family problems, etc. The important finding, for our purposes, is that the male student-athletes graduation rate is lower than that of male undergraduates in general.

The average graduation rates for women student-athletes over the six-year period are slightly higher than for women students in general (59.8 % for student athletes; 58.4% for women students generally). In the two most recent cohorts available for analysis (1988-1989 and 1989-1990), 74% and 75% of the women student-athletes graduated. This represents a 13% greater rate of graduation for the 1989-1990 cohort of student-athletes than occurred for women undergraduates in the same cohort.

The graduation rate for male African-American student-athletes over the six-year period is approximately 3% lower than the graduation rate for the general population of African-American students (31.2% for student-athletes; 34.5% for

all male students). The rate for women African-American student-athletes is 32.4% which is virtually identical with the graduation rate for female African-American students in the general student body. The rate for white male student-athletes is 54%. This approximates the rate for all white male undergraduates. Similarly, the graduation rate for white women student-athletes, averaged over the six-year period, was 58.8% compared to 59.5% for all white undergraduate women. The numbers of student-athletes in other racial/ethnic categories were too small to make meaningful comparisons.

It appears that when race/ethnicity is statistically controlled there is very little discrepancy between the graduation rates for student-athletes and the general student population. The reported differences between the graduation rates for male student-athletes and male students in general is attributable to the large proportion of male African-Americans who are student-athletes. As noted above, African-Americans, whether they are student-athletes or not, have a relatively low graduation rate.

The sharpest distinction between the rates of graduation for student-athletes and the general undergraduate population occurs when transfer students are compared. The numbers of male and female student-athletes in this category are small, and therefore the findings may be unstable. The most reasonable comparison is between student-athletes of both genders in all sports with the rates for all undergraduates over the same period of time. The available data allows us to compare these groups over four cohorts beginning in 1986-1987 and concluding in 1989-1990. The graduation rate for student-athletes in all sports for this period was 43.4%; this compares to 65.14% for the general group of transfer students. At this time, we have no additional information that allows us to explain this large

discrepancy. An adequate explanation would probably require examining the background, training, and motivation profiles of the two groups.

As noted earlier, there are many reasons not attributable to academic performance why students do not graduate from an institution. Although there are no data that accurately account for the proportion of student-athletes who drop out for academic as opposed to other reasons, we do have data showing the graduation rate for those who remain in school and exhaust their eligibility. The rate of graduation for this group is 79%. Thus, it appears that those student-athletes who compete successfully in intercollegiate athletics at WSU also tend to be successful in their academic work at the university.

Self Study Item #10

Describe the specific goal(s) that your institution has set for graduation of students generally and for graduation of student-athletes.

Specific Goals the University Has Set for Graduation and Goals for Graduation of Student Athletes

The most recent statement of University policy regarding graduation rates appeared in a document titled "Areas of Strategic Emphasis for 1995-1996" provided to the University Board of Regents. As part of this statement a commitment is made to "Increase the number of students graduating with baccalaureate, professional and advanced degrees, to increase the overall graduate rate and to reduce the time to degree". In fact, WSU has been relatively successful

in increasing this rate over the past 6 years. During this period, the rate has risen from approximately 50% to 61% in 1994. Currently, time to degree is about 4.8 years. There has been some discussion in the Faculty Senate to find ways of possibly reducing this time factor. Such reductions are limited, however, because of the number of five-year BA and BS programs at the University.

The Athletic Department goals with regard to graduates are to increase graduate rates as much as possible and, at a minimum, adhere to University goals.

Evaluation and Plan for Improvement

1. Are student-athletes an integral part of the student body?

Yes.

The activities of the Athletic Department are designed to be "consistent with the mission and purpose of the institution". The fact that student-athletes receive athletic scholarships and a variety of special services provided through the Athletic Department's Academic Services program establishes them as a unique and privileged group of students. Nevertheless, every effort is made to integrate them into the general student body. Academic advising is carried out in the department in which the student is majoring or plans to major. Faculty have been informed, formally and informally, that the Athletic Department does not seek and does not encourage student-athletes to receive either greater or fewer privileges than those provided to the student body as a whole. These statements are constantly reinforced by the athletic academic staff in discussions with professors about individual student-athletes. Nevertheless, there is indirect evidence that some faculty consider the student-athlete as a special class of student. A few faculty seem hostile to student-athletes, while others tend to be overly tolerant of misconduct and poor academic performance. A faculty survey is currently being conducted under the direction of the Faculty Athletic Representative to determine faculty attitudes and orientation toward students engaged in intercollegiate athletics and toward the Athletic Department. It is hoped that the findings will provide a more adequate assessment of faculty student-athlete relations.

It should be noted there is no consistent evidence that student-athletes are either mistreated or provided with greater privileges than other students. Nevertheless, the greater visibility of student-athletes on campus requires frequent reminders of the importance of not treating them as a special class of person. It also requires constant monitoring of academic performance on the part of the Academic Services staff of the Athletic Department.

Plan for Improvement

An effort is being made by the Athletic Director and the Faculty Athletic Representative in talks with 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.

2. Are there differences in the admissions and graduation profiles of student-athletes from the remainder of the student body?

Yes, for male but not female student-athletes.

The admission profiles discussed in study items 3 and 4 show consistently lower GPAs and SAT scores for entering male student-athletes than for the general population of male undergraduates entering this university as freshmen. The same pattern does not hold for women. These differences may be the result of the larger

proportion of male student-athletes who are admitted through the alternative admissions process. Although the discrepancy between the proportion of student-athletes admitted to the university by alternative admissions has declined over the years reviewed for this report, a difference still remains between male students and male student-athletes. Our goal is to eliminate this gap. More specifically, we expect that the proportion of student-athletes admitted by special admissions procedures should meet the 15% target established by the Washington State Higher Education Coordinating Board. Talks will be initiated with the coaching staff to reinforce the need for more effort to recruit student-athletes who meet the regular university admission requirements.

As can be seen from Figures 11, 12, and 13, the largest proportion of student-athletes admitted through the special admissions procedure are members of the Football team. This is due, in large part, to the fact that Football recruits more players than any other team sport.

Male student-athletes also have a lower rate of graduation than the general student body. Again, this is not the case for female student-athletes. However, analysis conducted in self-study item 9 indicates that when student-athletes are compared to all students by race/ethnicity, the differences between the two groups is negligible. The discrepancy between the graduation rate of male student-athletes and the male student body appears to be due to the large number of male student-athletes who are African-American. The graduation rate for African-Americans, whether or not they are student-athletes, is approximately 33%, or about half the rate for the student body in general. Thus, the poor graduation rate of male students-athletes is attributable to the university's lack of success in serving the educational needs of African-American students as a whole. The Director of the

Student Advising and Learning Center is aware of the problem and of special issues involved in providing adequate educational services for this group of students. He is also aware of programs in higher education that have been successful with African-American students. The EXCEL and ELECTRIC COMMUNITY WRITING activities, instituted through SALC, are attempts to adapt principles from these successful endeavors and apply them at WSU. These efforts are in their formative stages and probably will require some revisions and modifications before they can be adequately evaluated.

As noted in the discussion of item 9, the graduation rate for transfer student - athletes is 22% 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.

Plan for Improvement

Special efforts will be made to encourage the football coaches to recruit academically better qualified student-athletes. An example of such efforts is the meeting currently organized between coaches and University Admissions staff. Members of the Compliance staff will continue to meet regularly with coaches regarding student-athlete progress. The Associate Athletic Director also receives the academic record of potential student-athletes to estimate their chances of success. The Associate Athletic Director will review the problems of all marginal student-athletes with coaches.

Washington State University is not satisfied with the graduation rate 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.

3. Are the responsibilities for academic authority vested in the same agencies that have authority in these matters for students generally?

Yes, now more than in the recent past.

As noted in study items 1, 2, 5, 6 and 7, there have been a number of changes regarding oversight responsibilities for intercollegiate athletics at WSU. These include: greater involvement by the President and the University Counsel in the policies and procedures of the Athletic Department, an enhanced role and greater responsibility for the Faculty Athletic Representative, the appointment of an Athletic Eligibility Coordinator in the Registrar's Office who is responsible for monitoring eligibility and the academic standing of student-athletes. In addition, a standing compliance committee was formed that includes the FAR, the University Counsel, the Registrar, the Assistant Registrar, the Eligibility Coordinator, the Director of Admissions, the Associate Director of Admissions, the Director of Financial Aid, the Compliance Lead in Financial Aid, the Director of Student

Advising and Learning Center, the Athletic Director, the Senior Associate Athletic Director, the Associate Athletic Director for Academics and Compliance, the Director of Academics and Compliance, the Compliance Coordinator, and the Compliance Officer. The President has also appointed a faculty advisory committee to the Faculty Athletic Representative. These changes have been in place for over a year and a half. The net effect seems to be greater coordination of efforts and better morale in the Athletics Department and the Registrar and Admissions Offices. In general, all parties seem to have a better understanding of each other's problems in monitoring and regulating student-athletes' academic progress. This is due to the commitment of all the persons involved to enhancing the academic well being of the student-athlete and to the academic integrity of intercollegiate athletics.

4. Is academic support available for student-athletes?

Yes.

The discussion of the academic support services available to student-athletes is presented in some detail in item 7 (Appendix D). We believe these services are comprehensive and complete. The problems that exist with regard to student-athletes' education entail encouraging and enabling student-athletes to make effective use of these services. This is an on-going effort involving the Academic Services staff and their individual relationships with student-athletes who are in need of such services.

5. Does the scheduling of athletic competition minimize conflict between athletic participation and academic schedules?

We cannot be sure.

There is currently no written policy regarding scheduling of athletic events and team practices. The Athletic Department and the university are committed to adhering to PAC-10 schedules and university policy regarding attendance and class requirements. They are also committed to avoiding the scheduling of athletic events during exam periods.

As noted above, this principle has been violated on several occasions. The department has engaged in considerable discussion about the content of a written policy statement. It has not, as yet, been able to formulate a statement that would be general enough to encompass all of its sports and, at the same time, adequately detail the contingencies involved in accommodating the special circumstances for each sport.

Plan for Improvement

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.

APPENDIX A

ADMISSION FLOW CHART

(Freshman)

Application, \$35.00 fee, official test scores & transcripts
sent directly to Office of Admissions
Priority Deadline date: May 1 (fall semester)

Ineligible

Special Admissions (15%)

Admission Index Number (AIN)
below 28 and deficient in any
high school core courses

15-27 AIN

Automatic Review by
Office of Admissions

Offer Admission OR send Narrative
Questions

0-14 AIN

Narrative Questions Automatically Sent

Students must respond to narrative
in writing in order for admission status
to be reviewed further. Office of Admissions reviews.

Offer Admission OR Deny

Students who are denied can appeal to the
faculty Admissions Subcommittee. Final appeal.

Admissions Subcommittee will consider
non-academic factors and other indicators
of students ability to succeed at WSU.

Eligible

Regular Admission

AIN 28 or above and all high
high school core requirements
completed by graduation

Offer Admission

Deposit Request for \$50.00
(Does not apply to full
scholarship athletes)

Admit (\$50.00 deposit returned)

**NOTE: The Higher Education Coordinating Board (HECB) does not permit
state institutions to offer admission to any student who:**
1) graduates with a cumulative gpa < 2.0 AND/OR
2) has core deficiencies beyond 3 units

1996 ADMISSIONS INDEX - Using Recentered SAT Scores

TEST SCORES	GPA																					
	3.9	3.8	3.7	3.6	3.5	3.4	3.3	3.2	3.1	3.0	2.9	2.8	2.7	2.6	2.5	2.4	2.3	2.2	2.1	2.0		
36	1600	108	104	100	95	91	87	82	78	74	69	65	61	56	52	47	43	40	34	30	26	21
35	1580	107	103	99	94	90	86	81	77	73	68	64	60	55	51	47	42	38	34	29	25	21
34	1530	105	101	97	92	88	84	79	75	71	66	62	58	53	49	45	40	36	32	27	23	18
33	1460	102	98	94	89	85	81	76	72	68	63	59	55	50	46	42	37	33	29	24	20	16
32	1410	100	96	92	87	83	78	74	70	65	61	57	52	48	44	39	35	31	26	22	18	13
31	1360	98	94	89	85	81	76	72	68	63	59	55	50	46	42	37	33	29	24	20	16	11
30	1320	96	92	88	83	79	75	70	66	62	57	53	49	44	40	36	31	27	23	18	14	10
29	1280	95	90	86	82	77	73	69	64	60	56	51	47	43	38	34	30	25	21	17	12	8
28	1240	93	89	84	80	76	71	67	63	58	54	50	45	41	37	32	28	24	19	15	11	6
27	1210	92	87	83	79	74	70	66	61	57	53	48	44	40	35	31	27	22	18	14	9	5
26	1170	90	86	81	77	73	68	64	60	55	51	47	42	38	34	29	25	21	16	12	8	3
25	1140	89	84	80	76	71	67	63	58	54	50	45	41	37	32	28	24	19	15	11	6	2
24	1100	87	83	78	74	70	65	61	57	52	48	44	39	35	31	26	22	18	13	9	5	0
23	1060	85	81	77	72	68	64	59	55	51	46	42	38	33	29	25	20	16	12	7	3	0
22	1030	84	80	75	71	67	62	58	54	49	45	41	36	32	28	23	19	15	10	6	2	0
21	990	82	78	74	69	65	61	56	52	48	43	39	35	30	26	22	17	13	9	4	0	0
20	950	81	76	72	68	63	59	55	50	46	42	37	33	29	24	20	16	11	7	3	0	0
19	910	79	75	70	66	62	57	53	49	44	40	36	31	27	23	18	14	10	5	1	0	0
18	860	77	73	68	64	60	55	51	46	42	38	33	29	25	20	16	12	7	3	0	0	0
17	820	75	71	66	62	58	53	49	45	40	36	32	27	23	19	14	10	6	1	0	0	0
16	770	73	69	64	60	56	51	47	43	38	34	30	25	21	17	12	8	4	0	0	0	0
15	720	71	67	62	58	54	49	45	41	36	32	28	23	19	15	10	6	2	0	0	0	0
14	670	69	64	60	56	51	47	43	38	34	30	25	21	17	12	8	4	0	0	0	0	0
13	600	66	61	57	53	48	44	40	35	31	27	22	18	14	9	5	1	0	0	0	0	0
12	540	63	59	55	50	46	42	37	33	29	24	20	16	11	7	3	0	0	0	0	0	0
11	480	61	56	52	48	43	39	35	30	26	22	17	13	9	4	0	0	0	0	0	0	0
10	430	59	54	50	46	41	37	33	28	24	20	15	11	7	2	0	0	0	0	0	0	0
09	400	57	53	49	44	40	36	31	27	23	18	14	10	5	1	0	0	0	0	0	0	0

ACT and SAT are not equivalent tests, but WSU uses this approximate conversion chart to calculate your admissions index.

*Please note that these numbers are approximates.

WASHINGTON STATE UNIVERSITY
ADMISSION NARRATIVE QUESTIONS
FALL 1995

We are asking applicants who do not meet our published admission requirements to submit additional information if they wish further consideration. As you know, grades and test scores are not the only predictors of academic success. Therefore, we invite you to submit a written response to the following questions:

- 1) Your high school academic performance is below our minimum admission standard. Please explain the circumstances which affected your performance.
- 2) We are interested in your success. Here at WSU, you will be in a classroom with freshmen students whose average incoming grade point average (GPA) is 3.34. Given your previous academic performance, how do you plan to be competitive with other students and achieve academic success?
- 3) If your appeal for admissions is denied at this time, what alternative plans have you made for continuing your education?
- 4) WSU requires completion of the high school core requirements. List all courses you have taken towards completing each subject requirement. Indicate the classes you are taking your senior year with an "*" Refer to the enclosed blue sheet for subjects and acceptable/non-acceptable courses. If you are not completing these requirements, please indicate the reasons and how you plan to make up this deficiency.

In addition, please follow these instruction for completing your appeal for admission to Washington State University:

 YOU MUST COMPLETE THE HIGH SCHOOL CORE REQUIREMENTS. Please see Question #4.

 If you wish you may include letters of recommendation from counselors, teachers, coaches, employers, doctors and/or others who can speak to your ability to be academically successful at Washington State University

 Enclose any updated information - transcripts, new test scores, or other information which would help in review.

 Any students wishing special consideration due to a disability should provide documentation of the disability and current testing results to our Disability Resource Center, Cleveland Hall, Room 57, Pullman WA 99164-2105.

PLEASE WRITE YOUR FULL NAME ON YOUR NARRATIVE AND SEND ALL INFORMATION TO:

Office of Admissions.
342 French Administration Bldg.
Pullman, WA 99164-1036

APPLICATION DEADLINES

From People's Republic of China
From outside the United States
From inside United States & Canada

FALL SEMESTER

April 1
May 1
June 1

SPRING SEMESTER

September 1
October 1
November 1

ADMISSION REQUIREMENTS

Secondary School

1. Systems outside the United States of America—completion of at least 12 years of elementary through secondary level culminating in an appropriate secondary certificate or external examination. In some countries, we may consider the first year or two of university to be secondary level. Grades must be distinctly above average.
2. American accredited high school—graduation with a minimum grade average of 2.70/4.00. Your schooling should reflect adequate preparation in humanities, mathematics, basic sciences, and social sciences.

College or University Transfer

1. Institutions outside the United States of America—equivalent of a "B" average in no less than one full year of study at a recognized or accredited post-secondary institution.
2. Institutions in the United States of America—40 quarter or 27 semester hours of transferable credits (at the time of application) with grades averaging 2.50/4.00 or above from a regionally accredited college or university. Many academic departments impose certification requirements over and above general university admissions standards.

English Proficiency

You must demonstrate a basic proficiency in the English language by taking the Test of English as a Foreign Language (TOEFL) or the Michigan English Language Assessment Battery (MELAB). The minimum TOEFL score is 520 with a score of 50 in each of the subtests. The minimum MELAB score is 85. If you qualify academically but fail to meet the minimum English proficiency requirement, you will have the opportunity to enroll in the WSU Intensive American Language Center (IALC). You must score at least 520 on the TOEFL or complete level 5 with a "B" average before being permitted to enroll in the academic program. To be exempt from these requirements, you must have been enrolled in a US high school for at least two years (academic courses) or have earned 27 semester hours of transferable credit in an American post-secondary institution with grades of 2.50/4.00 or higher.

Finances

WSU has no financial assistance for international undergraduate applicants. You must show verification of adequate financial resources to meet educational expenses including tuition and fees, housing, food, books, medical insurance, and personal expenses. If you plan to remain in the US over the summer months, you will need additional funds.

ADMISSION PROCEDURES

If you believe you qualify for consideration, we encourage you to complete the enclosed application and financial certificate and submit the following credentials to support your admission. It is suggested that you use this sheet as a checklist and follow it carefully when completing the application process. You should be aware that no admission decision will be made until all of your credentials are on file in the Office of Admissions. It will be your responsibility to insure that all requested documents are sent to this office. The Office of Admissions will notify you of your admission status as soon as possible once your file is complete.

1. Complete and return the application form.
2. Enclose a check or money order for US\$35 to cover the non-refundable application processing fee.
3. Request or send the English proficiency score results. You should request official TOEFL scores from ETS. A copy of your student score report will be accepted only if it is less than two years old, but you should be aware that your score will be verified with ETS. Applicants from the following countries are exempted from the English requirement: Australia, Bahamas, British Guyana, Great Britain, Canada, Ireland, Jamaica, New Zealand, Trinidad, and Tobago.
4. Request or send appropriate secondary school credentials (examination results, mark sheets, school transcripts). The credentials should include a list of courses taken, examinations completed and marks in grades 10, 11, and 12. A certified English translation must accompany the transcript or school leaving certificate if it is not written in English. Grade reports or photocopied transcripts from United States or Canadian institutions are not accepted in lieu of official transcripts.
5. Request or send appropriate certified or attested true mark sheets, transcripts or examination results from each college, university, technical school, or institute attended after completion of grade twelve. When appropriate, a certified English translation must accompany the transcript or report.
6. Request complete official transcripts from any college or university you have attended in the United States or Canada. Grade reports from United States or Canadian institutions are not acceptable in lieu of official transcripts.
7. Complete and return the enclosed financial certificate with required bank verification showing assured support for the first year and projected support for the total years needed to complete the degree requirement. Projected support should reflect a 4% increase for each year of study.
8. Summer school applicants should contact the Registrar's Office, WSU, Pullman WA 99164-1034.

**WASHINGTON STATE UNIVERSITY
HIGH SCHOOL CORE REQUIREMENTS**
listed directly below

Freshman applicants must complete the following coursework in grades 9, 10, 11 and 12.

ENGLISH: FOUR YEARS
Including at least three years of composition and literature.

MATHEMATICS: THREE YEARS
One year each of algebra I, geometry, and advanced/second year algebra

SOCIAL SCIENCE: THREE YEARS
Including at least one year of history

SCIENCE: TWO YEARS
Including one year of laboratory science: biology, chemistry, or physics

FOREIGN LANGUAGE: TWO YEARS
Two years of a single language other than English

**FINE, VISUAL AND PERFORMING ARTS OR ACADEMIC
ELECTIVES:**

ONE YEAR
One year of study in the fine, visual and performing arts or an additional year of any of the above mentioned areas.

15 core courses

**NCAA INITIAL ELIGIBILITY CLEARING HOUSE
REQUIREMENTS**

A qualifier is defined as one who is a high school graduate and who has presented the following academic qualifications:
1. A minimum cumulative GPA as specified on the sliding scale and a minimum SAT or ACT test score.

ENGLISH: FOUR YEARS

MATHEMATICS TWO YEARS
One year of algebra and one year of geometry (or one year of a higher-level math course for which geometry is a prerequisite)

SOCIAL SCIENCE TWO YEARS

NATURAL OR PHYSICAL SCIENCE TWO YEARS
Including at least ONE LABORATORY course, if offered by the high school

**ADDITIONAL COURSES IN ENGLISH, MATHEMATICS,
OR NATURAL OR PHYSICAL SCIENCE ONE YEAR**

ADDITIONAL ACADEMIC COURSES TWO YEARS

In any of the above areas or foreign language, computer science philosophy or nondoctorial religion

13 core courses

DIVISION I INITIAL-ELIGIBILITY STANDARDS

1996-1997 Academic Year and Thereafter
All Student-Athletes Must Register With the NCAA Initial-Eligibility Clearinghouse

QUALIFIER - Can practice, compete and receive athletics scholarship as a freshman.

- The following GPA in 13 core courses with the corresponding ACT or SAT score is needed:

<u>Core GPA</u>	<u>ACT*</u> new: sum of <u>Subscores</u>	<u>SAT (old</u> scoring <u>System)</u>	<u>SAT (new</u> scoring <u>System)</u>	<u>High School Core Courses</u>
2.500 & above	68	700	820	At least 4 years English;
2.475	69	710	830	At least 2 years math ; [one year
2.450	70	720	840-850	algebra and one year geometry
2.425	70	730	860	(or one year of a higher-level
2.400	71	740	860	mathematics course for which
2.375	72	750	870	geometry is a prerequisite)]
2.350	73	760	880	At least 2 years social science;
2.325	74	770	890	At least 2 years natural or
2.300	75	780	900	physical science (including 1
2.275	76	790	910	lab course, if offered by your
2.250	77	800	920	school);
2.225	78	810	930	At least 1 year of additional
2.200	79	820	940	courses in English, math or
2.175	80	830	950	natural or physical science; and
2.150	80	840	960	2 additional academic courses in
2.125	81	850	960	any of the above areas, or
2.100	82	860	970	foreign language, computer
2.075	83	870	980	science, philosophy or
2.050	84	880	990	comparative religion.
2.025	85	890	1000	*Previously, ACT score was calculated by averaging
2.000	86	900	1010	four subscore. New standards are based on sum of subscores.

PARTIAL QUALIFIER - (Does not meet Standards for qualifier)

Eligible to practice at institution's home facility freshman year. No competition during freshman year. Three seasons of competition. May receive institutional financial aid during freshman year, including athletic scholarships.

- The following GPA in 13 core courses with the corresponding ACT or SAT score is needed:

<u>Core GPA</u>	<u>ACT*</u> new: sum of <u>Subscores</u>	<u>SAT (old</u> scoring <u>System)</u>	<u>SAT (new</u> scoring <u>System)</u>	<u>High School Core Courses</u>
2.750 & above	59	600	720	
2.725	59	610	730	
2.700	60	620	730	same as qualifier (see above)
2.675	61	630	740-750	
2.650	62	640	760	
2.625	63	650	770	
2.600	64	660	780	
2.575	65	670	790	
2.550	66	680	800	*Previously, ACT score was calculated by averaging
2.525	67	690	810	four subscores. New standards are based on sum of subscores.

ACADEMIC INTEGRITY: SELF-STUDY ITEM NO. 3

Attachment 2.1.1

Admissions Profile Information

FOR FRESHMAN STUDENTS GENERALLY

PART I-A: GPA and Test Scores, All Students

Indicate the average (mean) overall high-school grade-point average and average (mean) standardized test scores for all entering freshman students during the three most recent academic years. List the most recent academic year's data first.

	Year	GPA	# of Students
Average High-School GPA	1994	3.27	2372
	1993	3.23	2326
	1992	3.22	1942

	Year	Score	# of Students
Average Combined SAT Score	1994	934	1454
	1993	921	1574
	1992	907	1210
Average Composite ACT Score	1994	23	525
	1993	22	482
	1992	22	318

Notes: Data may not match other university documents because of prescribed reporting methodology. Includes all first time, full-time students. Students admitted under special provision are included.

FOR FRESHMAN STUDENTS GENERALLY

Attachment 2.1.2

PART I-B: GPA and Test Scores, by Gender

Indicate the average (mean) overall high-school grade-point average and average (mean) standardized test scores for all entering freshman students during the three most recent academic years, by gender. List the most recent academic year's data first.

Year	Gender			
	Men		Women	
	GPA	# of Students	GPA	# of Students
Average High-School GPA				
1994	3.20	1219	3.36	1153
1993	3.18	1147	3.29	1179
1992	3.15	961	3.29	981

Year	Score		Score	
	# of Students	Score	# of Students	Score
Average Combined SAT Score				
1994	954	777	911	677
1993	948	817	892	757
1992	925	637	886	573
Average Composite ACT Score				
1994	23	250	22	275
1993	22	195	22	287
1992	23	151	22	167

Notes: Data may not match other university documents because of prescribed reporting methodology.
 Includes all first time, full-time students.
 Students admitted under special provision are included.

FOR FRESHMAN STUDENTS GENERALLY

Attachment 2.1.3

PART I-C: GPA and Test Scores, by Racial or Ethnic Group

Indicate the average (mean) overall high-school grade-point average and average (mean) standardized test scores for all entering freshman students during the three most recent academic years, by racial or ethnic group. List the most recent academic year's data first.

Year	Racial or Ethnic Group												
	Am. Ind./AN		Asian/PI		Black		Hispanic		White		Other		
	GPA	# of Students	GPA	# of Students	GPA	# of Students	GPA	# of Students	GPA	# of Students	GPA	# of Students	
Average High-School GPA	1994	3.20	50	3.28	140	2.87	58	3.29	78	3.29	1980	3.10	66
	1993	3.09	35	3.19	143	2.88	77	3.15	65	3.26	1957	3.24	49
	1992	3.23	29	3.20	92	2.87	50	3.23	48	3.24	1681	3.12	42

Year	Racial or Ethnic Group												
	Am. Ind./AN		Asian/PI		Black		Hispanic		White		Other		
	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	
Average Combined SAT Score	1994	948	28	925	90	807	43	910	41	948	1193	983	35
	1993	822	24	892	95	809	56	868	43	933	1313	979	31
	1992	910	15	878	59	773	36	940	33	913	1033	982	25
Average Composite ACT Score	1994	23	12	22	45	19	8	24	16	23	424	21	20
	1993	21	10	22	23	18	16	21	10	22	411	24	12
	1992	23	9	22	9	18	5	23	6	22	281	21	8

Am. Ind./AN -- American Indian/Alaskan Native
Asian/PI -- Asian/Pacific Islander

Notes: Data may not match other university documents because of prescribed reporting methodology.
Includes all first time, full-time students.
Includes students admitted under special provisions.

FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID*

Attachment 2.2.1

PART II-A: GPA and Test Scores, by Sport Group

Indicate the average (mean) overall high-school grade-point average and average (mean) standardized test scores for freshman student-athletes who received athletics aid* (include partial and nonqualifiers who were ineligible for aid) during the same three-year period for which the information was reported for students generally, according to the sport groups listed below. List the most recent academic year's data first. [Note: Institutions may use the admissions data work sheets completed as part of the NCAA Division I graduation-rates disclosure form to complete the test-score information below.]

Year	Sport Group														
	Football	Men's Basketball	Baseballs	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	Women's Basketball	Women's Track/Cross Country	Women's Other Sports	Year	Year	Year				
1994	2.73	3.12	3	3	3.16	3	-	2	-	2.77	3	3.43	5	3.42	13
1993	2.76	-	2	2	-	2	-	2	3.50	-	2	3.52	10	3.28	19
1992	2.70	2.68	3	7	3.24	1	-	1	2.95	4	3.51	3.25	5	3.21	12

Year	Sport Group														
	Year	Year	Year	Year	Year	Year	Year	Year	Year	Year					
1994	804	14	873	3	870	3	-	2	-	693	4	848	5	903	14
1993	803	15	-	2	-	2	-	2	1057	-	2	955	8	905	20
1992	735	13	-	2	923	7	-	1	853	4	910	868	5	835	11
1994	20	7	-	-	-	-	-	-	-	-	1	-	1	21	8
1993	17	8	-	-	-	1	-	-	-	-	1	23	3	23	6
1992	18	3	-	1	-	1	-	-	-	-	1	-	1	22	4

* Institutions that do not award athletics aid should compile these data for freshman student-athletes who were recruited, as determined by the institution.

Notes: Institutions are not required to report data if the number of students in a group is two or less.

Students with both SAT and ACT test scores are reported in both groups. Scores accepted by WSU were used in order to be comparable to the general student population.

FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID*

Attachment 2.2.2

PART II-B: GPA and Test Scores, by Gender

Indicate the average (mean) overall high-school grade-point average and average (mean) standardized test scores for freshman student-athletes who received athletics aid* (include partial and nonqualifiers who were ineligible for aid) during the same three-year period for which the information was reported for students generally, by gender. List the most recent academic year's data first. [Note: Institutions may use the test-score information (by eight sport groups) included in the admissions data work sheets completed as part of the graduation-rates disclosure form to estimate the average test-scores below.]

	Year	Gender		# of Students	
		Men	Women		
Average High-School GPA	GPA	# of Students	GPA	# of Students	
	1994	2.86	25	3.33	21
	1993	2.93	28	3.34	31
	1992	2.84	28	3.27	21

	Year	Score		# of Students	
		Score	# of Students		
Average Combined SAT Score	Score	# of Students	Score	# of Students	
	1994	829	22	854	23
	1993	838	24	913	30
	1992	802	27	855	19
Average Composite ACT Score	Score	# of Students	Score	# of Students	
	1994	20	7	21	10
	1993	17	9	23	10
	1992	19	7	22	15

* Institutions that do not award athletics aid should compile these data for freshman student-athletes who were recruited, as determined by the institution.

Note: Institutions are not required to report data if the number of students in a group is two or less.

Students with both SAT and ACT test scores are reported in both groups. Scores accepted by WSU were used in order to be comparable to the general student population.

FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID*

PART II-C: GPA and Test Scores, by Racial or Ethnic Group

Indicate the average (mean) overall high-school grade-point average (mean) standardized test scores for freshman student-athletes who received athletics aid* (include partial and nonqualifiers who were ineligible for aid) during the same three-year period noted previously, by racial or ethnic group. List the most recent academic year's data first. [Note: Institutions may use the admissions data work sheets completed as part of the graduation-rates disclosure form to complete the test-scores information below.]

Year	Racial/Ethnic Group							
	Am. Ind./AN	Asian/Pi	Black	Hispanic	White	Other		
	GPA	# of Stu.	GPA	# of Stu.	GPA	# of Stu.		
1994	-	1	2.64	15	2	3.30	27	1
1993	-	2	2.76	16	-	3.32	38	2
1992	-	-	2.56	11	2	3.21	34	1

Year	Racial/Ethnic Group							
	Am. Ind./AN	Asian/Pi	Black	Hispanic	White	Other		
	Score	# of Stu.	Score	# of Stu.	Score	# of Stu.		
1994	-	1	724	14	2	918	19	1
1993	-	2	859	13	-	905	33	2
1992	-	-	674	10	2	860	22	1
1994	-	-	-	-	-	19	5	-
1993	-	-	-	2	-	23	3	-
1992	-	-	-	1	-	22	6	-

Am. Ind./AN -- American Indian/Alaskan Native
Asian/Pi -- Asian/Pacific Islander

* Institutions that do not award athletics aid should complete these data for freshman student-athletes who were recruited, as determined by the institution.
Note: Institutions are not required to report data if the number of students in a group is two or less.
Students with both SAT and ACT test scores are reported in both groups. Scores accepted by WSU were used in order to be comparable to the general student population.

ACADEMIC INTEGRITY: SELF-STUDY ITEM NO. 4

Special-Admissions Information

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

Indicate the number 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 sport groups and overall, during the three most recent academic years. List the most recent academic year's data first.

# of Special Admits	Year	All Students	All Student-Athletes on Athletics Aid	Sport Group								
				Baseball	Men's Basketball	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	Women's Basketball	Women's Track/Cross Country	Women's Other Sports		
	1994	384	11	1	1	6	0	0	0	1	2	0
	1993	353**	13	0	1	10	0	0	0	0	1	1
	1992	326**	19	0	2	11	0	0	2	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.

** University core waivers/deferrals not included

Note: Institutions are not required to report data if the number of students in a group is two or less.

Student-Athlete Satisfactory Progress Spreadsheets

3/7/06 6:23 PM

WOMEN'S BASKETBALL		1991-98 STUDENT-ATHLETE SATISFACTORY PROGRESS FORM																		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
NAME	WSU ID #	CLOCK START	# OF SEAS. UTIL.	MAJOR	# OF WSU SEM.	CUM UNITS	WSU UNITS	REGULAR TERM 94-95	SUMMER SCHOOL 94-95	TOTAL 94-95 UNITS	% OF DEGREE REQ	ACTUAL	GPA REQ	ACTUAL	ELECTIVES REMAINING	WRITING DONE Y/N	REINSTATE	ELIGIBL YES NO	INITIALS & DATE	COMMENTS
		F84	0	UND	2	30	30	2/20	0	30	N/A	N/A	2.85					Yes	9/8	Qualifier
		F83	2	Wn	4	51	51	2/26	0	26	25%	39%	1.6	2.84	14	N		Yes	10/10	should petition dept for BioS102.
		F83	1	Comm-	4	61	61	2/29	0	35	25%	51%	1.8	2.69	10	N		Yes	10/10	
		F84	0	Broad. Prod.	2	24	24	2/24	0	24	N/A	N/A	1.99					Yes	9/8	
		F81	3	Soc	4	103	60	2/22	4	20	80%	80%	N/A	1.79				Yes	9/8	Raise gpa to recenly in major, apply for degree
		F84	1	UND	2	27	27	2/27	0	27	N/A	N/A	3.15					Yes	9/8	Eduo interest--watch electives
		F82	3	Comm	6	84	84	2/21	0	30	60%	63%	1.9	3.39	4	Honors thesis		Yes	9/8	Complete 3 cred "1"
		F82	3	ASH Comm--	6	79	79	2/24	3	27	60%	80%	1.9	2.24				Yes	9/8	
		F82	2	Sociology	8	78	78	2/22	4	26	50%	65%	1.9	2.19	17 credits			Yes	9/8	Needs 25 hours u.d. from check list for grad.
		F82	2	Arithre	4	85	87	2/28	6	32	60%	71%	1.9	2.84	4 credits			Yes	9/8	
		F84	0	UND	2	24	24	2/24	0	24	N/A	N/A	2.37					Yes	9/8	
		F82	3	Soc	2	84	26	2/28	0	26	50%	55%	1.9	2.34	0			Yes	9/8	Check foreign language requirement.

APPENDIX D

ACADEMIC STANDARDS PROGRAM

ACADEMIC PROFILE

AT RISK:

Returns Below 2.0 cum gpa
Learning Disabled, as documented & assessed
Returns needing to be reinstated
Freshmen with 27 AIN or below
Transfers with under 2.49 cum gpa

TARGETED:

Returns with 2.0 - 2.49 cum gpa
Returns lacking credits for NCAA Satisfactory Progress
New Students (FR. over 28 AIN, TR over 2.5)
New Students (International Students)
New Students (Midyear transfers)
Learning Disabled, as documented & assessed

GENERAL CONTACT:

Returns with 2.5 cum gpa or higher

ACADEMIC SERVICES PROVIDED

REQUIRED SERVICES:

*Tasks completed weekly from the following-

- Meet with Academic Counselor
- Individual/Group Tutoring Sessions
- Meet with Professor
- Time Management
- Professor Arranged Study Sessions
- Math Lab
- English Lab
- SALC Computer Lab
- Study Skills Session
- Learning Strategies Session
- Life Skills Session
- Career Counseling
- Orientation Sessions

*Reactive Midterm Report
*Random Class Checks (phone, classroom)

*Study Hours Weekly
-Monitored at SALC by Academic Staff

REQUIRED SERVICES:

*Tasks completed weekly from the following-

- Meet with Acad. Counselor or Peer Counselor
- Individual/Group Tutoring Sessions
- Meet with professor
- Time Management
- Professor arranged study sessions
- Math Lab
- English Lab
- SALC Computer Lab
- Study Skills Session
- Learning Strategies Session
- Life Skills Session
- Career Counseling
- Orientation Sessions

*Reactive Midterm Report
*Random Class Checks (phone, classroom)

* Study Hours Weekly
-Monitored as necessary

*Students may place themselves into the program.

*REQUIRED- min. 1 contact/semester with Athletic Academic Counselor to review NCAA Satisfactory Progress Requirements

AVAILABLE SERVICES:

- Peer counseling available
- Services Listed Above Are Available
- Tutoring Available
- Career Counseling

*Reactive Midterm Report

**WSU ATHLETICS
ACADEMIC SUPPORT GROUP**

NAME	PHONE	LOCATION	SUPPORT POSITION
Dan Peterson	335-0206	Bohler 114	Associate A.D. for Compliance & Academics
Pam Bradetich	335-0284	Bohler 114	Director of Academics/Compliance
Walter Little	335-0222	Bohler 114	Athletic Academic Counselor
Kelly Hewitt	335-0232	Bohler 104	Athletic Academic Counselor and Career Specialist
Milford Hodge	335-7404	Cleveland 57	Athletic Academic Counselor
Judy Doba	335-1884	Cleveland 57	Athletic Department Learning Specialist
Annette Williams	335-1565	Cleveland 57	Athletic Academic Counselor/Coord of Peer Counseling
Nicole Provine	335-6000	Cleveland 57	Athletic Academic Counselor (Gr. Asst.)
TBA	335-0285	Bohler 114	Academic Administrative Assistant
Jon McKenzie	335-0209	Bohler 116	Compliance Coordinator (financial aid liaison)
Mary Reilly	335-0210	Bohler 116	Compliance Officer (admissions liaison)
Donna Poire	335-0208	Bohler 116	Compliance/Faculty Ath. Rep. Administrative Assistant
Jim Bauman	335-0245	Bohler 203	Sports Psychologist/Life Skills Co-Coordinator
Gail Potter	335-5086	Bohler 111	Life Skills Co-Coordinator
Carol Zweifel	335-0307	Bohler B-51B	Curriculum Director for Excel-Life Skills Class
Irv Tallman	335-3411	PEB 124	Faculty Athletic Representative
Al Jamison	335-6000	Cleveland 57	Director of Student Advising and Learning Center
Joe Hindman	335-6000	Cleveland 57	Coord. for University Advising/Certification of Majors
Katherine Lovrich	335-6000	Cleveland 57	University Tutorial Coordinator (SALC)
Donna Arnold	335-6000	Cleveland 57	SALC Liaison for Athletics
Sonja Moseley	335-6000	Cleveland 57	Coordinator for Excel-Life Skills Class
Marshall Mitchell	335-6000	Cleveland 57	Director of Disability Resource Center(SALC)
Lonnie Dunlap	335-0560	Ad Annex 206	Career Development Coordinator - WSU Career Services
Lee Jones	335-7852	Multicultural Ctr.	Director of Multicultural Student Services
Donna Thompson	335-7852	Multicultural Ctr.	Associate Director of Multicultural Student Services
Dionne Blue	335-2626	Multicultural Ctr.	Counselor for African American Students
Esther Louie	335-1986	Multicultural Ctr.	Counselor for Asian Pacific Americans
Manuel Acevedo	335-2616	Wilson 101	Counselor for Chicano/Latino Students
Barbara Aston	335-8676	Multicultural Ctr.	Counselor for Native American Students
George Ball	335-0427	Info. Tech.	Director of Student Computing Services Labs(SCS)

WASHINGTON STATE UNIVERSITY
ACADEMIC SUPPORT SERVICES

PARTNERSHIP AGREEMENT

(rev. 8/24/95)

Washington State Athletics' goal is to help you identify and meet your academic goals leading to graduation. We would like to provide a positive and independent learning environment that allows each student athlete to develop and mature mentally, emotionally, physically, and socially.

To participate in the intercollegiate athletic program at WSU you must meet all academic requirements of the University, NCAA, and the Athletic Department. This agreement reinforces the partnership between the coaching staff, student-athlete, and academic services staff that will allow the student-athlete to maximize the educational opportunities available at WSU.

STUDENT ATHLETE EXPECTATIONS:

1. Attend class daily and on regularly basis.
2. Meet with my academic counselor the first week of the semester.
3. Attend weekly meetings with my academic counselor and be prepared to discuss class notes and results from papers, quizzes, and exams.
4. Complete all weekly tasks and study hours as agreed upon.
5. Come prepared for each appointment with my academic counselor, professor, TA, Tutor, or other support staff.
6. Be honest and open with my academic counselor, advisor, coach, and professors.
7. Agree to meet all other contractual agreements (i.e. Reinstatement, Book Return, Tutoring).

COUNSELOR COMMITMENT:

In return, the athletic academic services staff will provide access to the appropriate services necessary for you to work toward achieving your academic goals. All assignments and referrals will be made with your individual needs and interests in mind, and with your welfare as a priority. We are committed to helping you develop as a well-rounded mature adult.

WSU ATHLETIC DEPARTMENT COMMITMENT:

Academic Progress Reports will be submitted to your coach weekly. If weekly academic requirements are not met, the following procedures will be followed:

1. Counselor and student-athlete meet to resolve the issue.
2. Coach, counselor, and student-athlete meet to resolve issue.
3. Athletic Director, Associate Athletic Director, coach, and student-athlete meet to resolve the issue.

Student Athlete

Counselor

ACADEMIC SUPPORT SERVICES
WEEKLY PLAN FOR MEETING WITH STUDENT ATHLETES
(REV. 10/95)

WEEK ONE

- _____ Set up appointment time with student-athletes, remind to bring syllabi to first meeting.
- _____ Meet with assigned teams/coaches.
- _____ Assess needs of each student-athlete (review transcript, previous sem. performance etc).
- _____ Remind students to purchase books (scholarship athletes - see Annette)
- _____ Make sure student is not repeating class, all degree applicable

WEEK TWO

- _____ Meet with each student athlete for the first proactive meeting - Sign Partnership Agreement.
- _____ Create Weekly Progress Report for each student athlete.
- _____ Create students' folder (syllabi, class schedule, weekly schedule, students' campus info. and ID #).
- _____ Student completes weekly schedule (make 15 copies for use with time management throughout sem.)
- _____ Student completes semester calendar - dates of quizzes, exams, papers. (color code or highlight).
- _____ Introduce Weekly Time Management - Task Form/Weekly Plan(#1) and Weekly Schedule (#2).
- _____ Remind student-athletes to bring notebook(s), completed papers, exam scores to each meeting etc.
- _____ Review Class Schedule (enrolled in "degree credit", repeating any classes, outstanding incompletes).
- _____ Refer to SALC to sign up for tutors.
- _____ Review techniques for meeting with profs. Profs are real people and want to help.
- _____ Computer training session.
- _____ Class Checks Begin.
- _____ Make sure students have purchased books.
- _____ Determine Academic Plan (Task Assignments/Study Hours).
- _____ Refer students to appropriate services.

WEEK THREE

- _____ Review Academic Plan (Task Assignments/Study Hrs.)- make note of completed tasks on Weekly Progress Report.
- _____ Review students' daily, weekly, monthly, sem. time mgt. Assignment due dates and class readings.
- _____ Check students' notebook(s)/class info.- dated/complete notes, quizzes, reading assign. highlighted.
- _____ Remind student-athletes to bring notebook(s), completed papers, exam scores to each meeting etc.
- _____ Review 10th day schedules:
(enrolled in degree credits, make sure repeat courses are identified, check section numbers).
- _____ Student identifies goals for each class.
- _____ Discuss study habits. Review notes as soon after class as possible.
- _____ -Introduce/Review note taking strategies. (outline and Cornell)
- _____ Students sign up for tutors (tutoring begins at SALC). Include on Weekly Time Mgt. Schedule.
- _____ Class Checks - Info. to Pam if student is not attending class.
- _____ Determine Academic Plan (Task Assignments/Study Hours).
- _____ Refer students to appropriate services.

WEEK FOUR

- _____ Review Academic Plan (Task Assignments/Study Hrs.)- make note of completed tasks on Weekly Progress Report.
- _____ Review time management/results from tests, quizzes, exams. Are students "Working Their Plan"?
- _____ Review results of quizzes, papers, etc.
- _____ Encourage students to meet with their professors.
- _____ Review notes. Are they reviewing notes after class, before class?
- _____ Introduce reading strategies (how to review and preview chapters).
- _____ Make sure students are caught up in reading assignments. If not assign reading for next week.
- _____ Discuss study strategies.
- _____ Class Checks - Info. to Pam if student is not attending class.
- _____ Determine Academic Plan (Task Assignments/Study Hours).
- _____ Refer students to appropriate services.

WEEK FIVE

- _____ Review Academic Plan (Task Assignments/Study Hrs.)- make note of completed tasks on Weekly Progress Report.
- _____ Review time management/results from tests, quizzes, exams.
- _____ Remind students to meet their profs. (esp. before and after exams)
- _____ Review class notes. Is student reviewing notes before/after class?
- _____ Check strategies for reading texts and students' plan for completing reading assignments, how is student reading (highlighting? writing in text? book notes?) Would student benefit from taped texts?
- _____ Introduce test taking strategies.
- _____ Review students' study strategies - what is working? what isn't? where and when is student studying?
- _____ Reactive report for at risk students to the coaches. (phone checks with profs)
- _____ Determine Academic Plan (Task Assignments/Study Hours).
- _____ Refer students to appropriate services.

WEEK SIX

- _____ Review Academic Plan (Task Assignments/Study Hrs.)- make note of completed tasks on Weekly Progress Report.
- _____ Review time management/results from tests, quizzes, exams.
- _____ Review notes. Is student reviewing notes before/after class.
- _____ Prediction of mid-semester grades.
- _____ Discuss study strategies for mid-term exams. (mapping, graphic organizers, notecards, study groups, review sessions, making charts, comparing book notes or highlighting with class notes)
- _____ Determine Academic Plan (Task Assignments/Study Hours).
- _____ Refer students to appropriate services.

WEEK SEVEN

- _____ Review Academic Plan (Task Assignments/Study Hrs.)- make note of completed tasks on Weekly Progress Report.
- _____ Review time management/results from tests, quizzes, exams.
- _____ Review notes.
- _____ Refer students to appropriate services.
- _____ Studying for mid-terms.

WEEK EIGHT

- Review Academic Plan (Task Assignments/Study Hrs.)- make note of completed tasks on Weekly Progress Report.
- Mid-term exams/check study plans. Midterm grades due.
- Two week planning period for Spring Break or Thanksgiving.
- Respond to Reactive Grade reports
- Discuss summer school (course selection/financial aid)

WEEK NINE

- Review Academic Plan (Task Assignments/Study Hrs.)- make note of completed tasks on Weekly Progress Report.
- Respond to reactive grade reports.
- Determine Academic Plan (Task Assignments/Study Hours).
- Refer students to appropriate services.
- Meet with assigned teams to discuss general announcements (advising, scheduling)
- Complete summer school application (financial aid)

WEEK TEN

- Review Academic Plan (Task Assignments/Study Hrs.)- make note of completed tasks on Weekly Progress Report.
- By April 1st meet with all general contact students.
- Respond to reactive grade reports.
- Determine Academic Plan (Task Assignments/Study Hours).
- Meet with assigned teams to discuss general announcements (advising, scheduling)
- Refer students to appropriate services.

WEEK ELEVEN

- Review Academic Plan (Task Assignments/Study Hrs.)- make note of completed tasks on Weekly Progress Report.
- Meet with students for academic planning.
- Student athlete needs to meet with Advisor to schedule a pre-registration appointment.
- Determine Academic Plan (Task Assignments/Study Hours).
- Refer students to appropriate services.
- Summer school application are due.

WEEK TWELVE

- Review Academic Plan (Task Assignments/Study Hrs.)- make note of completed tasks on Weekly Progress Report.
- Students meet with advisor. Remind students when to pre-register.

WEEK THIRTEEN

- _____ Review Task Assignments/Study Hrs.-make note of completed tasks/hrs on Weekly Progress Report.
- _____ Remind students to pre-register for next semester and or summer.
- _____ Determine Task Assignments/Study Hours for upcoming week.
- _____ Refer students to appropriate services.

WEEK FOURTEEN

- _____ Review Task Assignments/Study Hrs.-make note of completed tasks/hrs on Weekly Progress Report.
- _____ Determine Task Assignments Study Hours for dead week.
- _____ Make students know that they are to attend class during dead week
- _____ Refer students to appropriate services.
- _____ Confirm pre-registration

WEEK FIFTEEN

- _____ Review Task Assignments/Study Hrs.-make note of completed tasks/hrs on Weekly Progress Report.
- _____ Determine Study Plan for Finals Week.
- _____ To do list for the first week of the next semester.

WEEK SIXTEEN

- _____ No meeting - Finals Week.

APPENDIX E

Appendix E

Events scheduled during final examination week 1992-1995

Fall 1992	Dec 12-19 Final Exam Week	
12	MBB	Schedule
18	MBB	Schedule
19	MBB	Schedule
19	WBB	Schedule
Spring 1993	May 1-8 Final Exam Week	
1	Crew	Schedule
8	Crew	Schedule
1	M Track	Schedule
8	M Track	Schedule
1	Baseball	Pac-10
2	Baseball	Pac-10
8	Baseball	Pac-10
Fall 1993	Dec 11-18 Final Exam Week	
11	MBB	Schedule
Spring 1994	April 30-May 7	
May 2-4	M Golf	Pac-10
May 1	M Golf	Schedule
May 7	M Golf	Schedule
April 30	M Track	Schedule
May 7	M Track	Schedule
April 30	Baseball	Pac-10
May 1	Baseball	Pac-10
May 7	Baseball	Pac-10
Fall 1994	Dec 18-23 Final Exam Week	
None scheduled		
Spring 1995	May 8-13 Final Exam Week	
11-13	Women's Golf	NCAA
12	Baseball	Pac-10
	M&W Track	Pac-10
13	Baseball	Schedule
13	Crew	Pac-10
13	M&W Track	Schedule

APPENDIX F

OFFICIAL NCAA 1995 GRADUATION-RATES REPORT



WASHINGTON STATE UNIVERSITY

FRESHMAN-COHORT GRADUATION RATES	All Students	Student-Athletes †
1988-89 Graduation Rate	61%	57%
Four-Year Average	57%	53%

1. Graduation-Rates Data

a. All Students	MEN				WOMEN				TOTAL			
	FRESHMAN RATE		4-YEAR		FRESHMAN RATE		4-YEAR		FRESHMAN RATE		4-YEAR	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian/AN	10	60	38	32	8	88	45	49	18	72	83	41
Asian/PI	49	57	207	52	62	68	175	61	111	63	382	56
Black	29	45	128	34	14	50	96	34	43	47	224	34
Hispanic	14	50	67	37	19	63	55	49	33	58	122	43
White	989	59	4162	55	975	64	4029	61	1964	61	8191	58
Other	89	56	310	59	52	69	223	60	141	61	533	59
Total	1180	58	4912	54	1130	65	4623	60	2310	61	9535	57

b. Student-Athletes †	MEN					WOMEN					TOTAL				
	FRESHMAN RATE		TRANSFER		3-YEAR	FRESHMAN RATE		TRANSFER		3-YEAR	FRESHMAN RATE		TRANSFER		3-YEAR
	88-89	4-YEAR	N	%		88-89	4-YEAR	N	%		88-89	4-YEAR	N	%	
Am. Indian/AN	0	0	0	0	0	1	100	3	67	0	1	100	3	67	0
Asian/PI	0	2	50	1	0	1	100	1	100	0	1	100	3	67	1
Black	12	25	40	28	14	2	50	5	40	5	14	29	45	29	19
Hispanic	1	0	3	33	0	0	2	50	0	1	0	5	40	0	
White	26	54	98	57	19	21	81	63	62	11	47	66	161	59	30
Other	2	100	12	58	9	2	0	7	43	2	4	50	19	53	11
Total	41	46	155	49	43	27	74	81	59	18	68	57	236	53	61

c. Student-Athletes † by Sport Category	BASEBALL			MEN'S BASKETBALL			MEN'S CC/TRACK		
	FRESHMAN RATE		TRANSFER	FRESHMAN RATE		TRANSFER	FRESHMAN RATE		TRANSFER
	88-89	4-YEAR	3-YEAR	88-89	4-YEAR	3-YEAR	88-89	4-YEAR	3-YEAR
MEN	% N	% N	% N	% N	% N	% N	% N	% N	% N
Am. Indian/AN	-	-	-	-	-	-	-	-	-
Asian/PI	-	-	-	-	-	-	-	-	-
Black	-	-	-	-	50-a	50-a	50-a	75-a	0-a
Hispanic	-	-	-	-	-	-	-	-	-
White	22-b	38-e	50-b	-	50-b	100-a	50-a	62-c	100-a
Other	-	0-a	0-a	-	-	-	100-a	67-b	40-a
Total	22-b	37-e	44-b	-	50-b	60-a	57-b	65-e	55-c

MEN	FOOTBALL			OTHER		
	FRESHMAN RATE		TRANSFER	FRESHMAN RATE		TRANSFER
	88-89	4-YEAR	3-YEAR	88-89	4-YEAR	3-YEAR
Am. Indian/AN	-	-	-	-	-	-
Asian/PI	-	0-a	0-a	-	100-a	-
Black	20-b	19-e	13-b	-	-	-
Hispanic	0-a	33-a	-	-	-	-
White	80-b	67-e	75-a	67-a	60-b	100-a
Other	100-a	60-a	33-a	-	-	-
Total	50-a	46-e	31-d	67-a	64-c	100-a

WOMEN	WOMEN'S BASKETBALL			WOMEN'S CC/TRACK			WOMEN'S OTHER		
	FRESHMAN RATE		TRANSFER	FRESHMAN RATE		TRANSFER	FRESHMAN RATE		TRANSFER
	88-89	4-YEAR	3-YEAR	88-89	4-YEAR	3-YEAR	88-89	4-YEAR	3-YEAR
Am. Indian/AN	-	100-a	-	-	-	-	100-a	50-a	-
Asian/PI	-	-	-	-	-	-	100-a	100-a	-
Black	-	0-a	0-a	50-a	50-a	0-a	-	-	-
Hispanic	-	0-a	-	-	-	-	-	100-a	-
White	100-a	78-b	50-a	75-b	71-d	50-a	80-b	54-e	40-a
Other	0-a	50-a	-	-	67-a	0-a	0-a	0-a	0-a
Total	75-a	64-c	17-b	70-b	67-e	33-b	77-c	53-e	33-b

d. Graduation Rates of Those Exhausting Eligibility (Student-Athletes † entering during 1983-84 through 1988-89)
 Number Exhausting Eligibility = 158 Graduation Rate = 79%

e. Average Time Required for Graduation (1983-84 through 1988-89 entrants who had graduated by August 1994)
 All Students — 4.8 Years Student-Athletes † — 5.0 Years

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.

7. Five Most Common Degree Programs at Graduation. (Student-Athletes # entering during 1985-86 through 1988-89)

85-86	1. BUS. MGMT./ADMIN.	86-87	1. SOCIAL SCI/HISTORY	87-88	1. BUS. MGMT./ADMIN.	88-89	1. BUS. MGMT./ADMIN.
	2. EDUCATION		2. LIBERAL ARTS/SCI.		2. SOCIAL SCI/HISTORY		2. COMMUNICATIONS
	3. SOCIAL SCI/HISTORY		3. PROTECTIVE SERVICE		3. LIBERAL ARTS/SCI.		3. SPORT MGT/EXERC SCI
	4. LIBERAL ARTS/SCI.		4. EDUCATION		4. SPORT MGT/EXERC SCI		4. LIBERAL ARTS/SCI.
	5. HOME ECONOMICS		5. BUS. MGMT./ADMIN.		5. ENGLISH LANGUAGE		5. SOCIAL SCI/HISTORY

2. STUDENT-ATHLETE # ADMISSIONS DATA (four-year average, entering Freshmen 1991-92 through 1994-95)

* If two or fewer individuals appear in a cell, scores are not reported.

a. High School

Preparation Data	- AVERAGE -		- AVERAGE -		- AVERAGE -	
	CGPA		SAT		ACT	
MEN'S	N	GPA	N	SAT	N	ACT
Baseball	24	3.04	24	880	0	
Basketball	8	2.87	7	816	1	*
CC/Track	6	2.97	7	867	0	
Football	65	2.53	53	798	23	20
Other	8	2.90	9	932	0	
WOMEN'S						
Basketball	11	3.01	9	821	3	20
CC/Track	24	3.38	21	907	3	23
Other	56	3.26	57	893	4	20

3. UNDERGRADUATE-ENROLLMENT DATA (All full-time students enrolled fall 1994-95)

a. All Students

	MEN	WOMEN	TOTAL
	N	N	N
Am. Indian/AN	101	120	221
Asian/PI	420	319	739
Black	190	132	322
Hispanic	187	179	366
White	6206	5473	11679
Other	819	614	1433
Total	7923	6837	14760

b. Student-Athletes #

	MEN	WOMEN	TOTAL
	N	N	N
Am. Indian/AN	1	4	5
Asian/PI	2	2	4
Black	47	10	57
Hispanic	2	1	3
White	79	101	180
Other	10	15	25
Total	141	133	274

c. Student-Athletes # by Sports Categories

MEN	-BASKETBALL-	-BASEBALL-	-CC/TRACK-	-FOOTBALL-	-OTHER-
Am. Indian/AN	0	1	0	0	0
Asian/PI	0	2	0	0	0
Black	6	0	5	36	0
Hispanic	0	0	0	2	0
White	5	21	9	34	10
Other	0	1	3	5	1
Total	11	25	17	77	11
WOMEN	-BASKETBALL-	-CC/TRACK-	-OTHER-		
Am. Indian/AN	1	0	3		
Asian/PI	0	0	2		
Black	6	3	1		
Hispanic	0	0	1		
White	6	23	72		
Other	1	2	12		
Total	14	28	91		

4. STANDARDS FOR TRANSFER STUDENT-ATHLETES #

This institution's standards exceed the NCAA minimums.

Only student-athletes receiving athletics aid are included in this report.



WASHINGTON STATE UNIVERSITY
6 YEAR GRADUATION RATES FOR SCHOLARSHIP ATHLETES
FRESHMEN ONLY

Men	1984-1985		1985-1986		1986-1987		1987-1988		1988-1989		1989-1990		6 Class Av	
	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad
Football	23	56.52%	26	38.46%	18	50.00%	18	50.00%	22	50.00%	21	28.57%	21	45.31%
Basketball	3	66.67%	4	75.00%	2	50.00%	4	25.00%	-	-	2	50.00%	2	53.33%
Baseball	6	16.67%	5	40.00%	8	50.00%	5	40.00%	9	22.22%	5	40.00%	5	34.21%
Track&Field/Cross Country	1	0.00%	4	75.00%	8	62.50%	4	75.00%	7	57.14%	1	0.00%	1	60.00%
Other sports*	2	0.00%	-	-	3	66.67%	5	60.00%	3	66.67%	2	50.00%	2	53.33%
Total for all sports-Men	35	45.71%	39	46.15%	39	53.85%	36	50.00%	41	46.34%	31	32.26%	31	46.15%

Women	1984-1985		1985-1986		1986-1987		1987-1988		1988-1989		1989-1990		6 Class Av	
	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad
Basketball	4	25.00%	4	75.00%	2	0.00%	4	75.00%	4	75.00%	3	100.00%	3	61.90%
Track&Field/Cross Country	3	66.67%	4	50.00%	7	57.14%	3	100.00%	10	70.00%	8	62.50%	8	65.71%
Other sports**	9	77.78%	11	72.73%	9	33.33%	10	20.00%	13	76.92%	12	75.00%	12	60.94%
Total for all sports-Women	16	62.50%	19	68.42%	18	38.89%	17	47.06%	27	74.07%	23	73.91%	23	62.50%

Totals	1984-1985		1985-1986		1986-1987		1987-1988		1988-1989		1989-1990		6 Class Av	
	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad
Total for all sports-All	51	50.98%	58	53.45%	57	49.12%	53	49.06%	68	57.35%	54	50.00%	54	51.91%
Total for all undergraduates	3,053	50.57%	2,438	53.40%	2,387	55.30%	2,400	57.83%	2,310	61.21%	2,565	62.07%	2,565	56.49%

*Other men's sports include tennis and golf.

**Other women's sports include swimming, tennis, golf, soccer, and volleyball.

WASHINGTON STATE UNIVERSITY
FRESHMAN COHORT 6 YEAR GRADUATION RATES FOR SCHOLARSHIP ATHLETES
 BY SPORT AND ETHNICITY

Men	1986-1987			1987-1988			1988-1989			1989-1990			4 Class Average		
	# Ent	# Grad	% Grad	# Ent	# Grad	% Grad	# Ent	# Grad	% Grad	# Ent	# Grad	% Grad	# Ent	# Grad	% Grad
Football	18	9	50.00%	18	9	50.00%	22	11	50.00%	21	6	28.57%	79	35	44.30%
African American	5	1	20.00%	8	2	25.00%	10	2	20.00%	10	3	30.00%	33	8	24.24%
Native American	1	0	0.00%	1	1	100.00%	1	0	0.00%	1	0	0.00%	1	1	33.33%
Asian American	2	1	50.00%	2	1	50.00%	1	1	100.00%	1	0	0.00%	6	3	50.00%
Hispanic	10	7	70.00%	7	5	71.43%	10	8	80.00%	9	3	33.33%	36	23	63.89%
Other															
White															
Basketball	2	1	50.00%	4	1	25.00%	0	0		2	1	50.00%	8	3	37.50%
African American	2	1	50.00%							1	0	0.00%	3	1	33.33%
Native American															
Asian American															
Hispanic															
Other															
White															
Baseball	8	4	50.00%	5	2	40.00%	9	2	22.22%	5	2	40.00%	27	10	37.04%
African American															
Native American															
Asian American															
Hispanic															
Other															
White															
Track & Field/Cross Country	8	5	62.50%	4	3	75.00%	7	4	57.14%	1	0	0.00%	20	12	60.00%
African American	1	1	100.00%	1	1	100.00%	2	1	50.00%				4	3	75.00%
Native American															
Asian American															
Hispanic	2	1	50.00%	1	0	0.00%	1	1	100.00%	1	0	0.00%	4	2	50.00%
Other	5	3	60.00%	2	2	100.00%	4	2	50.00%	1	0	0.00%	12	7	58.33%
White															
Other*	3	2	66.67%	5	3	60.00%	3	2	66.67%	2	1	50.00%	13	8	61.54%
African American															
Native American															
Asian American	1	1	100.00%										1	1	100.00%
Hispanic															
Other															
White	2	1	50.00%	5	3	60.00%	3	2	66.67%	2	1	50.00%	12	7	58.33%

FRESHMEN COHORT GRADUATION RATES FOR ATHLETES BY SPORT AND ETHNICITY CONTINUED

Women	1986-1987		1987-1988		1988-1989		1989-1990		4 Class Average	
	# Ent	# Grad	# Ent	# Grad	# Ent	# Grad	# Ent	# Grad	# Ent	# Grad
Basketball	2	0	4	3	4	3	3	3	13	9
African American										
Native American	1	0	1	1					1	1
Asian American										
Hispanic			1	0	1	0	2	2	3	2
Other			3	3	3	3	1	1	8	6
White	1	0	3	2	3	3	1	1	8	6
		0.00%		75.00%		75.00%		100.00%		69.23%
		0.00%		100.00%		0.00%		100.00%		100.00%
		0.00%		66.67%		100.00%		100.00%		66.67%
		0.00%		66.67%		100.00%		100.00%		75.00%
Track & Field/Cross Country	7	4	3	3	10	7	8	5	28	19
African American										
Native American	2	1			2	1	1	1	5	3
Asian American										
Hispanic	2	1							2	1
Other	3	2	3	3	8	6	7	4	21	15
White									2	1
		57.14%		100.00%		70.00%		62.50%		67.86%
		50.00%		50.00%		50.00%		100.00%		60.00%
		50.00%		100.00%		75.00%		57.14%		50.00%
		66.67%		100.00%		75.00%		57.14%		71.43%
Other**	9	3	10	2	13	10	12	9	44	24
African American										
Native American										
Asian American										
Hispanic	1	1	1	0	1	1	1	1	2	1
Other									2	2
White	8	2	8	2	10	8	11	8	37	20
		33.33%		20.00%		76.92%		75.00%		54.55%
				0.00%		100.00%				50.00%
		100.00%		0.00%		100.00%		100.00%		100.00%
		25.00%		25.00%		80.00%		72.73%		54.05%
Total Athletes	57	28	53	26	68	39	54	27	232	120
Total		49.12%		49.06%		57.35%		50.00%		51.72%
African American	11	4	9	3	14	4	12	4	46	15
Native American	0	0	2	1	1	1	0	0	3	2
Asian American	2	1	0	0	1	1	1	1	4	3
Hispanic	1	1	1	1	1	0	1	0	4	2
Other	6	3	4	1	4	2	3	2	17	8
White	37	19	37	20	47	31	37	20	158	90
		36.36%		33.33%		28.57%		33.33%		32.61%
		50.00%		50.00%		100.00%		100.00%		66.67%
		50.00%		100.00%		100.00%		100.00%		75.00%
		50.00%		25.00%		50.00%		66.67%		47.06%
		51.35%		54.05%		65.96%		54.05%		56.96%

* Other men's sports include golf and tennis.

** Other women's sports include golf, soccer, swimming, tennis, and volleyball.

FRESHMEN COHORT GRADUATION RATES FOR ATHLETES BY SPORT AND ETHNICITY CONTINUED

	1986-1987		1987-1988		1988-1989		1989-1990		6 Class Average	
	Freshmen		Freshmen		Freshmen		Freshmen		Freshmen	
	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad
total men (all sports)	8	37.50%	9	33.33%	12	25.00%	11	27.27%	40	30.00%
African American	0	0	0	0	0	0	0	0	2	50.00%
Native American	2	50.00%	0	0	0	0	0	0	3	33.33%
Asian American	0	0	1	100.00%	1	0.00%	1	0.00%	3	33.33%
Hispanic	4	50.00%	3	33.33%	2	100.00%	1	0.00%	10	50.00%
Other	25	60.00%	23	56.52%	26	53.85%	18	38.89%	92	53.26%
White	39	53.85%	36	50.00%	41	46.34%	31	32.26%	147	46.26%
total										

	1986-1987		1987-1988		1988-1989		1989-1990		6 Class Average	
	Freshmen		Freshmen		Freshmen		Freshmen		Freshmen	
	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad
total women (all sports)	3	33.33%	0	0.00%	2	50.00%	1	100.00%	6	50.00%
African American	0	0	2	50.00%	1	100.00%	0	0.00%	3	66.67%
Native American	0	0	0	0	1	100.00%	1	100.00%	2	100.00%
Asian American	1	100.00%	0	0.00%	0	0.00%	0	0.00%	1	100.00%
Hispanic	2	50.00%	1	0.00%	2	0.00%	2	100.00%	7	42.86%
Other	12	33.33%	14	50.00%	21	80.95%	19	68.42%	66	62.12%
White	18	38.89%	17	47.06%	27	74.07%	23	73.91%	85	61.18%
total										

**WASHINGTON STATE UNIVERSITY
6 YEAR GRADUATION RATES FOR SCHOLARSHIP ATHLETES
TRANSFERS ONLY**

	1986-1987		1987-1988		1988-1989		1989-1990		4 Class Avg. Grad Rate	
	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad
Football	2	100.00%	5	20.00%	7	14.29%	8	37.50%	22	31.82%
Basketball	-	-	3	33.33%	6	16.67%	1	100.00%	10	30.00%
Baseball	3	0.00%	2	50.00%	6	16.67%	3	33.33%	14	21.43%
Track&Field/Cross Country	8	37.50%	5	60.00%	5	80.00%	1	100.00%	19	57.89%
Other sports*	-	-	1	100.00%	-	-	1	100.00%	2	100.00%
Total for all sports-Men	13	38.46%	16	43.75%	24	29.17%	14	50.00%	67	38.81%

	1986-1987		1987-1988		1988-1989		1989-1990		4 Class Avg. Grad Rate	
	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad
Basketball	3	0.00%	2	0.00%	-	-	-	-	5	0.00%
Track&Field/Cross Country	3	0.00%	-	-	2	100.00%	3	66.67%	8	50.00%
Other sports**	2	50.00%	3	66.67%	4	100.00%	2	50.00%	11	72.73%
Total for all sports-Women	8	12.50%	5	40.00%	6	100.00%	5	60.00%	24	50.00%

	1986-1987		1987-1988		1988-1989		1989-1990		4 Class Avg. Grad Rate	
	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad	# Ent	% Grad
Total for all sports-All	21	28.57%	21	42.86%	30	43.33%	19	52.63%	91	41.76%
Total for all undergraduates	1,242	55.31%	1,246	64.04%	1,210	70.74%	1,210	70.74%	4,908	65.14%

*Other men's sports include tennis and golf.

**Other women's sports include swimming, tennis, golf, soccer, and volleyball.

Fiscal Integrity

Self Study Item #1

Describe any major changes in athletics policy and organization that affect the institution's current efforts in matters related to the operating principles listed above regarding fiscal integrity, focusing on those implemented during the last three years.

In the last three years, the major change affecting the institution's efforts in fiscal integrity occurred in reporting lines and oversight responsibility for the Athletic Department. Between 1994 and 1996, the department reported directly to the Vice President for Business Affairs. Previously the reporting lines were with the Vice President for University Affairs who retired in 1994. The Vice President for Business Affairs has previous experience with Intercollegiate Athletics finance while employed at an eastern university. The university also hired a new Director of Athletics who has a strong business sense. In 1996, the department began reporting directly to the President's Office.

The Department provides the President's Office with periodic budget /performance reports which are also reviewed by the University's Executive Budget Committee. The members of this committee include the President, Vice Presidents, Provost, Vice Provost, Executive Director of Budget and Planning, Budget Director, and University Counsel.

Examples of policy and procedural changes implemented during this time period include, but are not limited to the following:

Example 1: There have been separate bank accounts outside the University which athletic boosters spent on behalf of, but without prior approval by, the University. Fund-raising groups used the "Cougar" name with no University oversight on how they spent the resulting funds. These practices have been modified. All Cougar Clubs now have written procedures specifying pre-approval of all spending and checks are signed only by WSU Athletic Department staff. This was an important change for financial control in the form of documentation, review, and oversight.

Example 2: An independent audit finding cited need for change in the accounting for ticket inventory, disposition of unsold tickets and complimentary ticket listings. Procedures have been put into place to correct these deficiencies. An August 1994 audit report confirmed that the procedures and internal controls were now satisfactory.

Example 3: The August 1994 audit report recommended that the department review its process to determine whether formal contract addenda should be prepared annually to support the salary adjustments paid to coaches under contract. This recommendation has been implemented. Also, during the contract negotiation process in the past, coaches did not come away with a clear idea of the requirement of prior Presidential approval on all outside income. Now, the

department makes it very clear what coaches can and cannot do in generating outside income. It is important to note that the rules were always there.

Communicating this information to the coaches is what needed improving and now is a matter of standard practice.

Self Study Item #2

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 overall conduct of the athletics program is an institutional responsibility.

The institution has control over all revenues generated by and all expenditures made in connection with the operation of the athletics program.

The Athletic Department is expected to conduct its programs on a scale commensurate with the level of revenue it generates.

The institution recognizes funding obligations for certain components of the athletic program such as administration, compliance, academic services, and the faculty representative's office and to assure that the essential needs of the various sports programs are equitably met.

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 and facilities.

Self Study Item #3

Prepare a list of all revenue sources for intercollegiate athletics that are under the clear accounting and financial control of the institution.

The following sources of revenue are under the control of Washington State

University:

Ticket Sales

NCAA and Conference Revenues

Game Guarantees

Post-season Revenues

Additional TV/Radio Revenues

Institutional Support

Contributions:

- a. Cougar Club
- b. Donations
- c. Net Proceeds of Cougar Mania

Tuition Waivers

Student Fees

Student Sports Passes

Novelties/Concessions

Athletic Camps

Miscellaneous Revenues

Self Study Item #4

Prepare a list of all other sources (i.e., those not under the accounting and financial control of the institution) generating revenue on behalf of your institution's intercollegiate athletics program, including outside foundations.

Cougar Mania - a non-profit corporate support program consisting of members from the food and beverage industry. Members are committed to promoting and publicizing Washington State University's academic and athletic programs and to creating better understanding and goodwill among the communities of the Inland Northwest and the University.

Self Study Item #5

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 described in Item #3 and another for revenue sources described in Item #4.

Budget Development and Approval

The budget for the Athletic Department's funds that are under the accounting and financial control of Washington State University is developed in the following manner:

In late February of each year, the Associate Athletic Director requests a budget from all of the athletic cost centers. Worksheets are attached to the requests to aid

the cost centers in the development of their budget. The budget for financial aid and salaries is developed by the Athletic Department Administration. Cost centers are required to return their budget requests to the Associate Athletic Director early in the spring semester.

The Athletic Department reviews, adjusts, and consolidates the individual budget requests to come up with a department budget. The department budget is compiled using minimum revenue assumptions. This conservative approach provides an early indicator of any potential revenue shortfalls.

In late May, the Athletic Department forwards their budget request to the President's Office for review and approval.

In late December, after the football season is over and most of the revenues have been collected, the Associate Athletic Director reviews and revises the current year's budget. The budget is again revised in late March after the basketball season (the second largest source of revenue) is over. The budget is routinely monitored on a monthly basis by the Associate Athletic Director. A copy of all budget revisions are sent to the President's Office.

The President reviews and approves all budget revisions. However, the revision that is received in late March, after the Football and Basketball seasons are both

over, is forwarded to the Executive Budget Committee.

If the Athletic Department projects a deficit balance, the Executive Budget Committee decides on a course of action.

Description of Revenue Sources Described in Item #4

The budget for Cougar Mania is developed by the Marketing Director for Cougar Mania and the Associate Athletic Director for Business and Finance. The budgeting process is very goal oriented. An anticipated contribution to athletic scholarships is determined. Then, based on prior years' revenue and expenditure activity, a budget is created. Since the expenditure activity has remained fairly constant, any increase in the anticipated contribution necessitates an increase in the revenue budget.

The Marketing Director would then use the revenue budget to establish monthly goals for Cougar Mania sales. The bulk of this sales activity is done from January to May. A budget adjustment might be made after this period if the sales came in materially over or under the original budget. Unlike the Athletic Department's budget, the Cougar Mania budget is done on a calendar year rather than a fiscal year basis.

Self Study Item #6

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. Prepare a separate list for revenues described in Item No. 3 and another for revenues described in Item No. 4.

See attached worksheets in Appendix A.

Self Study Item #7

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.

Selection of Independent Auditor

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 audits are presented to the University's Administration.

The Washington State Auditor's Office performs supplemental reviews and tests internal controls of Intercollegiate Athletics as part of the statewide single audit as required by the Single Audit Act of 1984.

Corrective Actions Planned or Implemented

The State Auditor reported in FY 1992-93 that weaknesses existed in the internal control structure in place for processing revenues received for athletic events. The Auditor further noted some noncompliance with State and Agency regulations. To determine the extent of the problem, the University Controller initiated a review of the Athletic Ticket Office practices and procedures. The review revealed that the duties of handling cash, controlling blank ticket stock, and preparing reconciliation of tickets to revenue were not properly segregated and complete reconciliations were not prepared.

To correct the problems, internal controls were strengthened by providing additional training to Athletic Ticket Office staff in appropriate internal control requirements, including a review of University Business Policies and Procedures that pertain to the operation. Procedures were implemented to handle cash, account for blank ticket stock, and ease the reconciliation of tickets to revenue.

The time required to review the operation and initiate corrective action extended past the end of FY 1992-93, so the State Auditor repeated the finding in FY 1993-94. Efforts have been made to attain those improvements; however, there is still a problem. The University and State Auditor's will get together with Athletic Department staff to clarify procedures necessary to achieve proper cash handling.

Self Study Item #8

Describe the ways in which your institution approves expenditures for intercollegiate athletics, including a description of different procedures based on various sources of funding (e.g., state funds vs. restricted/foundation funds). Also describe the controls, policies or guidelines (if any) the institution has in place in regard to staff expansion and approval of new positions.

Expenditures are approved by those individuals in the Athletic Department or President's Office who have been delegated expenditure approval authority. These delegations are in written form and are approved by the President's Office.

The University has specific guidelines and policies for the use of contributed funds. Expenditure approval authority has been delegated by the President's Office only to the Athletic Director and Associate Athletic Directors. Per University policy, the Athletic Director and Associate Athletic Directors cannot delegate this authority any further.

Expenditures made by the University on behalf of the Athletic Department are subject to the same procedures and controls as those of all University expenditures regardless of the source of funds.

Expenditure payment documents are processed through the WSU Controller's Office and are audited for authorized approval and conformance with the University's Business Policies and Procedures Manual.

Some expenditure activity requires specific approval. Examples would include approval by the President's Office of the Athletic Director's expenses and the approval of Athletic Department contracts.

The Athletic Department at WSU has produced an internal policies and procedures manual dealing with the specific issues pertaining directly to the activity related to the function of Intercollegiate Athletics.

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 policies and procedures when filling the position.

Self Study Item #9

Describe the institutional procedures that are in place to address any deficit in the intercollegiate athletics budget incurred during any fiscal year(s).

If athletics projects a deficit within a fiscal year, they are required to work with the President's Office to submit a plan for achievement of a balanced budget. The plan may include a request for additional funds from the University as well as cost cutting measures. Requests for additional funds would be considered by the Executive Budget Committee. The accumulation of a deficit which grows from year to year is not permitted.

Self Study Item #10

Describe institutional policies and any state laws applicable to individuals, including athletics department staff members, who may enjoy economic gain as a result of university affiliation or the use of institutional facilities (e.g., faculty involved in product research and development, coaches involved in sports camps or shoe-contract endorsements). Indicate whether, and if so, how, the institution has addressed issues related to conflict of interest, property Financial rights, procurement regulations, and consistency of athletics department staff compensation with the various guidelines and regulations that govern compensation of other university personnel.

Washington State Law (RCW 42.52), effective January 1, 1995, constrains state officers and employees in the scope of their permitted outside activities. In general, that statute forbids such activities unless they are (1) bona fide and actually performed, (2) outside the scope of the officer or employee's official state duties, (3) paid by a person or entity that is not precluded by law from giving the officer or employee a gift, (4) under a contract or grant not administered or authorized by the officer or employee in their official capacity, or one with the officer or employee's own agency, and (5) not contrary to other agency rules.

Within these constraints, Washington State University encourages faculty to meet the obligations imposed upon land grant institutions by their charter from Congress in the Morrill Act of 1862, to provide educational outreach service to the wide business, agricultural and state and local community. The University's *Faculty Manual* contains detailed policy on Compensated Outside Services, which sets forth WSU's internal regulations on this subject. (Note: The *Faculty Manual* is presently being rewritten and will be amended to meet applicable federal and state

law.) Faculty are compensated by WSU for full time service to the University in instruction, research, public service, extension or some combination thereof. Other consulting, with government or private entities, can provide valuable resources to those entities. Such work is thus encouraged to the extent it does not interfere with the faculty member's University duties. Generally, devoting up to the equivalent of one day per week to such activities is considered acceptable (though individual performance issues may alter this in appropriate cases). The University also may allow involvement in outside commercial activities upon application and approval. While the Faculty Manual is not explicitly applicable to non-faculty employees, it provides general guides for measuring the conduct of such employees.

Under Faculty Manual policy and the State Ethics Act, University facilities may not be used for outside endeavors of University officers or employees without permission and then only for their fair reasonable rental value.

The State Ethics Act also precludes any state employee from being paid by anyone except the state for performance of their duties as a state employee. For this reason, all agreements involving Athletic Department personnel specify that any promotional or product arrangements that a coach may enter into by virtue of his or her position as a coach at WSU be routed through the University, so that only the University pays the coach. This also allows a greater degree of institutional oversight into the nature and extent of such outside compensated activities

obtained by coaches. Such a regime is consistent with compensation of faculty under "soft money" grants and contracts.

Applicable state and federal laws regarding outside compensation are incorporated in the employment contracts with Athletic Department staff. The President of the University must approve all athletically-related outside income. The required "Outside Income Agreement" form incorporated NCAA Regulations (11.2.2) and appropriate Washington state law. The form includes a list of possible sources of athletically-related income including the following: speaking engagements; salary or compensation supplement (other than WSU Athletics); endorsements or consultation contracts - athletic shoes, apparel, equipment; television appearances or commercials; radio appearances or commercials; income from corporations in exchange for charitable work; annuities; sports camps; housing benefits; country-club benefits; and complimentary ticket sales. All athletically-related outside income agreements with third parties must have prior written approval from the University President.

Self Study Item #11

Describe the policies and procedures that help ensure that expenditures for athletics are handled in accordance with NCAA rules.

The athletic program is audited by an independent audit firm McFarland & Alton. They perform a financial audit in conformance with the *NCAA Audit Guidelines*. Payroll records are compared to salary amounts in personnel files and coaches

contracts are reviewed. Athletics is now attaching an addenda to coaches contracts when there are adjustments to salaries. These addenda are prepared annually to support adjustments paid to coaches under contracts. Travel policies are reviewed and travel dates are compared to actual dates of athletic events. Travel vouchers are compared to expense reports and supporting documentation. Goods and services expenditures are compared to previous years to look for unusual fluctuations. Policies and procedures related to student scholarships and coordination with the Student Financial Aid Department are reviewed. Accounts are tested to determine that scholarships are properly applied to student accounts. A detail listing of scholarships and grants charged to athletics are compared to student accounts. Summer camp expenditures are compared to prior years to check for unusual fluctuations. Administrative charges from the University are reviewed for propriety.

The athletic expenditures are subject to University internal audit and are made within the guidelines established by the WSU Policy and Procedures manual. This manual is intended to guide and assist employees and administrators in the conduct of day to day administrative functions of the University. In addition, the Athletic Department produces their own policy and procedures manual which provides more specific detail for the operating activity directly related to the Athletic Department. This manual adds additional controls for the flow of paperwork and the approval process within the department.

Evaluation and Plan for Improvement

Financial Controls

1. Are the activities of the athletics program in substantial conformity regarding financial control?

Yes, with some improvements.

The institution has concluded that the athletic program is in substantial conformity with the operating principles referred to in this self-study. The institution also concludes that a plan for improvement will be implemented to correct a 1995 audit finding dealing with cash handling and reconciling procedures.

2. Is the athletic program consistent with the mission and purpose of the institution?

Yes.

3. Where the institution concludes in its evaluation that it does not conform to one or more operating principles, describe the institution's specific plan for improvement.

The State Auditors have reported weaknesses in the internal control structure in place for processing revenues received for athletic events. The Auditor further noted some noncompliance with State and Agency regulations. To determine the extent of the problem, the University Controller initiated a review of the Athletic Ticket Office practices and procedures. The review revealed that the duties of

handling cash, controlling blank ticket stock, and preparing reconciliations of tickets to revenue were not properly segregated and complete reconciliations were not prepared.

To correct the problems, internal controls were strengthened by providing additional training to Athletic Ticket Office staff in appropriate internal control requirements including a review of University Business Policies and Procedures that pertain to the operation. New procedures were implemented to handle cash, account for blank ticket stock, and ease the reconciliation of tickets to revenue.

In the FY 1994-95 State Audit Report, the Auditors noted that the new procedures established to account for blank ticket stock and ease the reconciliation of tickets and revenues were satisfactory. The Auditors did find that the cash handling procedures established to provide the desired segregation of duties were not satisfactory. They noted that cashiers use identification numbers for transactions they enter into the register and that this particular procedure does not provide for identification of overages and shortages to specific cashiers as required by policy. The Athletic Department will resolve this continuing problem by providing a separate cash drawer for each cashier.

Evaluation and Plan for Improvement**Established Policies and Procedures*****1. Are the activities of the athletics program in substantial conformity regarding financial control?***

Yes, with changes.

The institution concludes that there are policies and procedures in place to ensure the expenditures made by athletics are handled consistently in accordance with NCAA rules. The review did find two areas that need improvement which includes Cougar Mania operations and the documentation of revenue sources.

2. Is the athletics program consistent with the mission and purpose of the institution?

Yes.

3. Where the institution concludes in its evaluation that it does not conform to one or more operating principles, describe the institution's specific plan for improvement.

Cougar Mania

Cougar Mania is a non-profit corporate support program that generates revenue and incurs expenses on behalf of the Washington State University Athletic Department. Appropriate policies and procedures are in place for the review and approval of this activity by WSU personnel; however, no documentation exists. We recommend that written policies and procedures be prepared by Athletic Department personnel for inclusion in the Athletic Department's Policies and Procedures Manual.

Revenue Coding

Policies and procedures for the documentation of revenues are included in the Washington State University Policies and Procedures Manual. Some revenues received by the Athletic Department are not being recorded in compliance with these policies and procedures. This non-compliance can be attributed to codes that do not sufficiently describe the sources of revenues received by the Athletic Department and to a lack of training in the use of those codes. We recommend that, as soon as possible, the WSU Controller's Office and Athletic Department personnel review and update the available source codes and subsequently provide

the training necessary to more accurately record the receipt of revenue. These improvements will facilitate the review and reporting of Athletic Department revenues at both the departmental and institutional levels.

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APPENDIX A

WASHINGTON STATE UNIVERSITY ATHLETICS
STATEMENT OF REVENUES
FISCAL YEARS 1994-95, 1993-94, 1992-93

	1994-95		1993-94		1992-93	
	BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET	ACTUAL
VARSITY SPORTS:						
FOOTBALL:						
TICKET SALES	1,390,000	1,646,313	955,000	1,036,303	1,560,000	1,530,982
GAME GUARANTEES	1,225,000	1,284,909	1,325,000	1,447,210	720,000	658,848
NCAA/CONFERENCE	1,735,000	2,453,447	2,088,262	2,157,294	1,655,000	2,051,160
BASKETBALL (M):						
TICKET SALES	245,000	277,442	235,000	255,404	210,000	180,793
GAME GUARANTEES	190,000	177,104	190,000	192,624	190,000	234,418
NCAA/CONFERENCE	265,000	669,591	249,747	505,911	495,000	421,893
OLYMPIC SPORTS:						
TICKET SALES	-	34,073	-	34,189	-	24,482
OTHER	-	32,563	-	37,551	-	27,606
GENERAL SUPPORT:						
CONTRIBUTIONS	1,930,000	2,008,364	1,900,000	1,857,726	1,800,000	1,618,090
INSTITUTIONAL SUPPORT:						
GENERAL	1,973,500	2,052,069	1,971,396	1,968,585	1,639,827	1,776,516
CONFERENCE DUES	180,000	240,520	170,000	232,000	160,000	175,000
TUITION WAIVERS	542,470	536,602	457,117	458,339	390,000	399,526
RADIO	391,000	377,674	246,000	289,488	308,000	291,540
STUDENT FEES	766,000	756,395	701,000	737,149	700,000	703,133
STUDENT PASSES	600,000	665,570	590,000	582,666	650,000	568,227
ROYALTIES/CONCESSIONS	285,000	292,521	285,000	342,574	265,000	355,998
OTHER	80,000	246,390	150,000	506,396	60,000	604,445
	<u>11,797,970</u>	<u>13,751,546</u>	<u>11,513,522</u>	<u>12,641,410</u>	<u>10,802,827</u>	<u>11,622,657</u>
NON-BUDGETED REVENUE:						
ATHLETIC CAMPS	-	568,045	-	592,532	-	634,934
SPORTS VIDEO	-	265,284	-	192,420	-	199,356
POST SEASON	-	719,989	-	37,928	-	583,770
	<u>11,797,970</u>	<u>15,304,864</u>	<u>11,513,522</u>	<u>13,464,289</u>	<u>10,802,827</u>	<u>13,040,717</u>
NON-WSU SOURCES:						
COUGAR MANIA	\$ 341,500	\$ 596,114	\$ 341,500	\$ 680,339	N/A	N/A

NOTE: COUGAR MANIA REVENUE WAS OFFSET BY \$571,915 IN EXPENDITURES FOR FY95 AND \$542,848 IN EXPENDITURES IN FY94. COUGAR MANIA ACTIVITY FOR FY93 WAS NOT AVAILABLE.

WASHINGTON STATE UNIVERSITY ATHLETICS
STATEMENT OF EXPENDITURES
FISCAL YEAR 1994-95

	PAYROLL		GOODS/SERVICES		TRAVEL		FINANCIAL AID		TOTAL	
	BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET	ACTUAL
VARSITY SPORTS:										
FOOTBALL	824,146	798,772	1,106,000	1,043,930	608,000	572,373	1,005,847	1,068,956	3,543,993	3,484,032
BASKETBALL (M)	307,563	304,662	275,200	285,950	182,500	196,023	127,179	133,039	892,442	919,693
BASKETBALL (W)	218,619	219,196	50,700	55,437	121,150	111,167	186,398	180,954	576,867	586,763
VOLLEYBALL	162,599	166,433	42,150	81,364	86,929	109,621	132,128	137,994	423,808	485,412
BASEBALL	139,387	139,039	31,775	73,612	65,000	131,122	117,115	123,881	353,277	467,653
TRACK (M)	130,970	131,728	36,545	68,540	69,000	66,665	99,068	104,104	335,583	371,037
TRACK (W)	115,702	115,436	33,046	35,623	71,075	67,699	139,419	143,617	359,242	382,377
CROSS COUNTRY (M)	-	-	-	60	7,800	4,242	-	-	7,800	4,302
CROSS COUNTRY (W)	-	-	-	331	11,685	8,784	-	-	11,685	9,125
SWIMMING (W)	76,900	80,146	8,500	14,222	45,000	46,493	144,022	144,538	274,422	265,399
TENNIS (W)	60,242	60,582	11,043	22,738	31,000	40,204	61,122	65,578	163,407	209,083
GOLF	69,522	69,906	20,438	17,844	53,000	46,662	75,681	72,341	218,641	208,773
SOCCER (W)	94,950	95,891	28,059	30,295	59,978	57,361	108,526	108,144	291,512	281,491
CREW (W)	85,958	85,844	61,605	86,749	99,062	87,483	138,933	144,780	385,556	404,868
TENNIS (M) (discontinued)	-	305	-	115	-	-	15,000	10,387	15,000	10,808
GENERAL SUPPORT:										
TRAINING ROOM	197,500	196,863	169,352	139,931	12,146	7,262	24,663	22,188	403,663	386,274
WEIGHT ROOM	133,596	134,079	46,180	37,043	1,300	817	1,454	1,454	182,530	173,393
EQUIPMENT ROOM	122,003	119,276	45,055	46,544	1,235	4,992	-	-	168,293	170,802
SPORTS VIDEO	166,616	169,740	20,450	75,626	1,140	2,230	-	973	188,208	269,569
MEDICAL EXPENSE	12,700	11,225	273,000	202,189	2,000	1,550	-	24	267,700	214,988
AWARDS	-	-	-	13,800	-	-	30,000	39,009	30,000	52,810
ACADEMIC COORDINATOR	243,880	220,194	34,700	37,972	4,586	4,578	-	435	283,176	263,178
COUNSELING SERVICES	22,194	22,400	3,000	1,937	1,800	1,730	545	-	27,539	26,067
HIGH SCHOOL RELATIONS	-	-	1,500	810	-	69	-	-	1,500	879
EVENTS PROMOTION	179,903	182,899	70,545	102,883	17,000	12,080	-	970	267,448	288,813
NEWS SERVICES	167,126	168,592	80,990	103,215	6,500	5,161	4,100	3,830	260,718	260,616
TICKET OFFICE	185,149	188,734	46,350	62,512	500	20	-	-	231,998	251,267
GAME MANAGEMENT	92,488	128,227	335,000	355,683	-	1,623	-	-	427,488	465,733
ADMINISTRATIVE OFFICE	620,333	624,964	176,600	119,542	27,000	25,927	163,740	148,397	989,673	918,830
RADIO	201,000	251,639	-	637	-	-	-	-	201,000	252,276
COMPUTER SYSTEM	45,108	43,368	42,000	39,298	700	-	-	-	87,808	62,686
STUDENT GROUPS	6,750	-	13,627	8,344	14,820	53,981	-	-	35,397	62,324
COUGAR CLUB	189,723	186,418	108,578	258,337	29,000	23,555	1,200	671	326,501	468,981
CONFERENCE DUES	-	-	230,000	240,520	-	-	-	-	230,000	240,520
OTHER	-	17,571	75,000	168,055	10,000	88,451	-	15,578	85,000	289,654
ADMINISTRATIVE FEE	-	-	360,000	482,694	-	-	-	-	360,000	482,694
SUBTOTAL	4,872,628	4,953,950	3,637,167	4,294,383	1,642,718	1,762,145	2,596,139	2,691,862	12,946,671	13,722,340
NON-BUDGETED EXPENDITURES:										
CAMPS	-	183,051	-	323,230	-	10,871	-	-	-	517,153
POST SEASON	-	29,066	-	93,473	-	586,678	-	10,131	-	721,347
SUBTOTAL	4,872,628	5,166,067	3,637,167	4,711,086	1,642,718	2,381,694	2,596,139	2,701,993	12,946,671	14,960,640

NOTE: BUDGET VALUES REPRESENT VALUES FROM REBUDGETING AFTER THE END OF THE MEN'S BASKETBALL SEASON. THESE ARE THE ONLY VALUES AVAILABLE AT THE EXPENDITURE OBJECT LEVEL.

WASHINGTON STATE UNIVERSITY ATHLETICS
STATEMENT OF EXPENDITURES
FISCAL YEAR 1993-94

	PAYROLL		GOODS/SERVICES		TRAVEL		FINANCIAL AID		TOTAL	
	BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET	ACTUAL
VARSITY SPORTS:										
FOOTBALL	785,816	792,936	1,669,890	1,069,648	534,000	535,431	869,068	896,546	3,858,774	3,294,561
BASKETBALL (M)	271,270	266,325	370,300	296,244	196,101	197,688	132,826	138,858	970,497	901,115
BASKETBALL (W)	220,082	218,631	45,400	60,917	123,456	123,268	151,153	149,205	540,093	552,041
VOLLEYBALL	149,117	152,948	38,560	54,855	93,850	91,068	119,867	125,420	401,394	424,280
BASEBALL	139,437	174,858	26,575	69,258	42,750	78,802	106,579	108,210	315,341	429,128
TRACK (M)	124,786	128,270	52,650	71,055	52,250	61,621	105,860	114,650	335,526	375,488
TRACK (W)	116,406	116,022	22,325	36,439	60,500	47,435	126,512	131,640	325,743	331,536
CROSS COUNTRY (M)	-	-	-	45	7,600	4,567	-	-	7,600	4,632
CROSS COUNTRY (W)	-	-	-	306	7,600	6,057	-	-	7,600	6,363
SWIMMING (W)	77,308	77,266	8,075	13,684	51,300	51,778	123,943	120,034	260,626	262,762
TENNIS (W)	59,960	60,330	10,550	20,133	20,593	30,643	86,614	82,923	177,917	194,029
GOLF	71,323	70,674	14,773	16,933	46,635	53,272	65,794	63,551	186,725	206,430
SOCCER (W)	98,178	76,078	23,323	25,433	48,001	56,495	117,395	118,285	288,897	276,301
CREW (W)	83,310	83,150	37,883	63,150	82,147	90,862	108,579	108,285	311,919	365,457
TENNIS (M) (discontinued)	24,127	24,088	5,415	6,661	14,719	17,184	16,477	18,288	62,738	68,441
GENERAL SUPPORT:										
TRAINING ROOM	198,438	199,373	136,466	122,675	6,000	9,397	15,500	16,100	360,404	347,545
WEIGHT ROOM	145,189	157,267	27,160	13,757	1,300	804	-	-	173,669	171,828
EQUIPMENT ROOM	111,333	110,994	36,055	47,127	1,235	5,936	-	-	147,623	164,057
SPORTS VIDEO	151,528	155,192	20,450	63,222	1,140	2,236	-	1,400	173,118	222,050
MEDICAL EXPENSE	18,700	10,784	237,160	259,820	2,000	1,450	-	3,568	257,850	275,621
AWARDS	-	-	-	4,364	-	-	25,000	17,151	25,000	21,515
ACADEMIC COORDINATOR	209,242	194,346	32,000	35,336	2,500	4,059	1,464	2,388	245,206	236,129
COUNSELING SERVICES	22,302	20,385	2,960	1,899	800	1,667	545	-	26,607	24,151
HIGH SCHOOL RELATIONS	76,041	75,900	2,850	3,066	5,000	3,372	-	-	63,891	62,340
EVENTS PROMOTION	130,883	176,566	21,855	60,688	15,675	15,103	-	298	168,523	254,656
NEWS SERVICES	162,396	163,674	91,865	91,458	7,600	9,302	4,100	4,100	265,961	268,535
TICKET OFFICE	188,613	192,368	43,000	54,945	95	360	-	-	231,708	247,672
GAME MANAGEMENT	87,065	128,579	313,786	305,829	-	6,622	-	-	410,861	441,030
ADMINISTRATIVE OFFICE	635,294	630,347	171,475	126,720	38,000	32,987	142,000	140,851	986,769	930,906
RADIO	83,000	82,626	26,000	26,633	-	-	-	-	109,000	109,258
COMPUTER SYSTEM	39,449	39,901	24,000	26,492	700	1,024	-	-	64,149	67,417
STUDENT GROUPS	4,750	-	11,552	10,028	14,820	17,682	-	-	31,122	27,680
COUGAR CLUB	181,012	179,125	117,938	136,438	14,250	16,213	600	2,310	313,800	338,086
CONFERENCE DUES	-	-	170,000	232,000	-	-	-	-	170,000	232,000
OTHER	-	5,357	150,000	285,904	10,000	62,801	-	41,007	160,000	375,069
ADMINISTRATIVE FEE	-	-	350,000	445,352	-	-	-	-	350,000	445,352
SUBTOTAL	4,677,445	4,766,371	4,313,309	4,166,712	1,505,819	1,639,307	2,322,076	2,403,099	12,618,650	12,975,489
NON-BUDGETED EXPENDITURES:										
CAMPS	-	165,657	-	377,133	-	5,600	-	-	-	568,390
POST SEASON	-	-	-	18,494	-	12,638	-	-	-	31,132
SUBTOTAL	4,677,445	4,952,227	4,313,309	4,562,340	1,505,819	1,657,545	2,322,076	2,403,099	12,618,650	13,575,211

WASHINGTON STATE UNIVERSITY ATHLETICS
STATEMENT OF EXPENDITURES
FISCAL YEAR 1992-93

	PAYROLL		GOODS/SERVICES		TRAVEL		FINANCIAL AID		TOTAL	
	BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET	ACTUAL
VARSITY SPORTS:										
FOOTBALL	778,203	774,197	1,177,300	1,151,580	453,000	490,833	856,005	798,757	3,264,508	3,215,378
BASKETBALL (M)	261,310	263,784	220,100	237,287	208,422	176,930	111,098	102,019	798,930	779,989
BASKETBALL (W)	205,308	203,488	45,400	67,338	127,851	125,732	148,982	145,361	527,539	541,919
VOLLEYBALL	140,019	141,053	38,560	42,858	104,000	110,014	120,249	120,554	402,828	414,479
BASEBALL	136,680	135,076	18,500	28,364	45,000	66,010	108,700	108,226	308,680	338,677
TRACK (M)	123,397	122,978	27,000	39,514	55,000	40,898	119,000	124,905	324,397	328,285
TRACK (W)	111,447	111,920	23,500	34,466	63,000	68,840	117,713	115,462	315,660	320,688
CROSS COUNTRY (M)	-	-	-	-	8,000	6,312	-	-	8,000	6,312
CROSS COUNTRY (W)	-	-	-	167	8,000	9,260	-	-	8,000	9,427
SWIMMING (W)	74,582	75,581	8,500	11,553	59,000	55,732	122,290	118,052	264,372	260,918
TENNIS (W)	51,969	47,104	11,105	21,016	21,677	26,260	56,476	58,309	141,227	154,889
GOLF	68,338	68,124	15,550	33,391	49,300	55,051	52,035	51,877	185,223	218,443
SOCCER (W)	81,338	81,184	24,550	22,925	51,580	53,804	91,137	89,323	248,806	247,215
CREW (W)	80,670	78,189	37,948	76,883	86,470	66,323	90,900	88,102	295,088	309,297
TENNIS (M) (discontinued)	23,888	23,833	5,700	4,943	15,494	17,512	16,748	18,838	61,808	63,127
GENERAL SUPPORT:										
TRAINING ROOM	181,344	180,408	178,466	65,871	8,000	7,590	7,500	20,421	373,310	274,289
WEIGHT ROOM	139,412	143,719	27,190	21,387	1,300	3,761	-	-	167,892	168,867
EQUIPMENT ROOM	100,573	98,851	36,900	33,334	1,300	2,020	-	1,000	136,773	135,205
SPORTS VIDEO	137,986	146,115	20,350	33,178	1,200	2,222	-	-	159,516	181,517
MEDICAL EXPENSE	16,700	11,217	263,000	302,570	2,000	1,313	-	-	303,700	315,101
AWARDS	-	-	-	6,190	-	-	23,000	16,978	23,000	23,166
ACADEMIC COORDINATOR	164,822	183,805	13,000	25,075	2,500	1,232	-	-	160,422	210,113
COUNSELING SERVICES	21,851	20,151	2,960	4,356	800	2,356	500	-	28,111	28,863
HIGH SCHOOL RELATIONS	72,820	73,227	3,000	3,917	3,000	4,480	-	-	78,820	81,624
EVENTS PROMOTION	158,288	198,050	20,900	36,848	16,500	13,911	-	471	195,688	247,280
NEWS SERVICES	157,311	158,279	96,700	93,258	8,000	6,937	5,000	4,460	267,011	262,634
TICKET OFFICE	183,048	180,598	42,000	57,616	100	508	-	-	225,148	246,720
GAME MANAGEMENT	93,578	109,885	340,000	327,839	-	1,340	-	-	433,578	438,864
ADMINISTRATIVE OFFICE	630,937	636,656	156,500	106,377	40,000	58,608	96,332	93,876	923,769	895,416
RADIO	57,000	57,201	35,000	41,000	-	2,823	-	-	92,000	101,024
COMPUTER SYSTEM	38,568	37,803	24,000	23,731	700	-	-	-	63,268	61,534
STUDENT GROUPS	5,000	4,671	12,160	36,611	15,600	5,270	-	-	32,780	46,552
COUGAR CLUB	166,289	159,681	108,250	144,947	75,510	18,900	3,500	514	353,549	323,943
CONFERENCE DUES	-	-	160,000	175,000	-	-	-	-	160,000	175,000
OTHER	-	7,367	50,000	143,765	10,000	14,998	-	6,252	60,000	172,382
SUBTOTAL	4,464,730	4,542,177	3,262,079	3,455,745	1,540,304	1,519,270	2,146,265	2,081,755	11,413,378	11,588,947
NON-BUDGETED EXPENDITURES:										
CAMPS	-	139,677	-	188,261	-	150,510	-	-	-	478,447
POST SEASON	-	-	-	115,473	-	435,774	-	18,326	-	589,573
ADMINISTRATIVE FEE	-	-	-	448,883	-	-	-	-	-	448,883
SUBTOTAL	4,464,730	4,681,854	3,262,079	4,208,362	1,540,304	2,105,553	2,146,265	2,100,081	11,413,378	13,095,850

NOTE: BUDGET VALUES REPRESENT VALUES FROM REBUDGETING AFTER THE END OF THE MEN'S BASKETBALL SEASON. THESE ARE THE ONLY VALUES AVAILABLE AT THE EXPENDITURE OBJECT LEVEL.

Commitment to Equity

Self Study Item #1

Describe any recent major changes in policy and organization that affect the institution's current efforts in matters related to the operating principles listed above regarding gender equity, minority opportunity and student-athlete welfare, focusing on those implemented during the last three years. Explain how the institution is organized to further these efforts for both staff and students and provide evidence that matters concerning gender equity, minority issues and student-athlete welfare are monitored, evaluated, and addressed on a continuing basis.

Washington State University's approach to diversity is a broad one, encompassing not only ethnicity and race, but also gender, age, disability, culture, sexual orientation, and socioeconomic differences. Our aim is to model, for the state and the nation, a community of individuals who seek what is best for each other, and who respect each other's personal values and ideas. The University takes seriously its responsibility to offer educational, extra-curricular, and professional opportunities equitably to all qualified persons.

Washington State University's commitment to increasing diversity and providing equity starts at the top with the Board of Regents, President Samuel Smith, and Interim Provost Geoff Gamble. In 1989, President Smith appointed the Commission on the Status of Minorities, which joined the 23-year old Commission on the Status of Women. These presidential commissions have campus-wide representation and are charged with identifying problems and exploring solutions to those problems affecting women and minorities on campus.

To further enhance the University's commitment to diversity, a new organizational structure was formed in 1992. The area is led by a senior level administrator, the Vice Provost for Human Relations and Resources, with overall responsibility for planning, coordinating, and monitoring diversity efforts in all areas of University life, i.e., academics, athletics, employment, etc. With this new organization, we are forging an innovative approach to diversity which can, and has, served as a model for other universities. Making progress toward diversity is a journey of many steps. We are progressing because many members of our University have joined in that journey. The Athletic Department is among the members of WSU who have taken positive steps toward providing an affirming environment where diversity is valued and equity is achieved.

Gender Equity Issues

The Commission on the Status of Women is a Presidential standing committee and performs the following functions:

1. Gather data and make policy recommendations regarding matters pertaining to all women employed by the University and all women students.
2. Establish working relationships with other groups on campus and in the community in areas related to the status of women.
3. Act as an information agency in developing, on the part of the university community, sensitivity to and awareness of attitudes and practices which constitute overt and covert discrimination against women.

In accordance with the University's Affirmative Action Plan, the Athletic Department actively pursues the hiring of women into coaching and assistant coaching positions. The head coaching staff at WSU is 50% female; currently, the assistant coaching staff is 34% female, increasing from 23% the previous year. As evidenced by the significant recent increases for females in the assistant coach category, representation of women has been viewed as a priority. Within the professional staff, approximately 33% are female; of the four senior level administrators in athletics, one is female. As vacancies occur, opportunities to increase female representation throughout the department, especially at the professional level, need to be given serious consideration.

There are differences in the salary levels of head coaches, particularly by the gender of the athletes coached. For example, the Women's Basketball coach's salary is only 60% of the salary for the Men's Basketball coach. The salaries of the assistant coaches show a similar difference. It should be noted that during 1995, steps have been taken to narrow the wide gap between the two salary levels.

Additionally, the Women's Basketball coach, in his new contract, has been guaranteed a certain level of supplemental income. In the past, the Women's Basketball coach did not have a guarantee. While the supplemental income guarantee levels are quite different for the two basketball coaches, it is indicative of progress toward equity. Also of note is the fact that both the Men's Basketball coach and the Women's Basketball coach, as compared to other basketball coaches in the PAC-10, rank seventh of ten in regard to salary.

As a group, female coaches' salaries are substantially less than their male counterparts. It is unclear to the committee if this is indeed a product of gender, or a product of the relevant market, such as is the case with instructional faculty. For instance, professor salaries are driven by the discipline, not the level of title; a professor in the College of Liberal Arts at WSU averages \$54,422, while a professor in the College of Engineering and Architecture averages \$65,655.

In regard to the availability of sports, ten varsity sports (Basketball, Crew, Cross Country, Golf, Soccer, Swimming, Tennis, Indoor Track, Outdoor Track and Volleyball) are available to women athletes. This compares to seven varsity sports (Baseball, Basketball, Cross Country, Football, Golf, Indoor Track, and Outdoor Track) available to men. Men's Tennis was eliminated in 1993 due to budget reductions throughout the university, and subsequently in athletics.

Participation rates of female athletes are equitable and compare to the composition of the student body in general. The percentage of female athletes currently is slightly higher than the percentage of female students in general, although it has been historically about the same.

Women athletes have equal access to facilities and equipment. All practice and competitive facilities are assigned and scheduled on an equitable basis, and priority is given to those sports in season, regardless of gender. Less desirable time slots are rotated among all teams, both men and women's. Most recently, WSU has

received funding to expand and renovate the Bohler Gym building. This project will achieve most gender equity goals related to women's locker and training facilities, offices and meeting areas, as well as address student welfare issues.

There is a difference in the average scholarship value between the sexes. This difference may be the result of the difference between in-state and out-of-state tuition levels. Four sports (Football, Men's Basketball, Women's Basketball and Volleyball) are not limited in the number of non-resident athletes they recruit. Clearly, the bulk of scholarships are awarded to football players, many of them non-residents. This would account for the different scholarship values.

There appears to be a substantial difference in the overall recruiting budgets for men's and women's sports. As stated above, there are no policy limits to where four of the sports are allowed to recruit, and the number of football athletes being recruited may explain part of this discrepancy. However, the two basketball teams are comparable. In comparing recruitment funding for the two, Men's Basketball received over twice the amount per athlete that Women's Basketball received. Such distribution of funds effectively limits the recruitment area available to Women's Basketball.

Minority Issues

The Commission on the Status of Minorities, a standing presidential committee, performs the following functions for the University:

1. Analyzes the special problems that minority students, staff, and faculty face and recommends to the President projects or procedures to alleviate or eliminate these problems.
2. Works to enhance the welfare of ethnic minority members and to enhance the climate for diversity in the University.
3. Considers University policies, programs, and procedures that may contribute to attaining the goal of eliminating any semblance of institutional or individual racial discrimination.

There have been no major organizational or policy changes specific to the Athletic Department with respect to minority issues. However, the University in general strives to create an environment where people of diverse backgrounds can flourish and contribute. Overall, both the numbers of minority students and minority employees at WSU have steadily increased.

In the Athletic Department, there are no minority senior level administrators. Of the professional staff, 12% are minority; overall at WSU, minorities represent approximately 8% of the professional staff. Of the coaching staff, nearly 14% are members of minority groups.

The Center for Human Rights at WSU monitors and approves the search process when vacant positions are filled. The University has an Affirmative Action Plan which complies with relevant state and federal regulations. Beginning in 1995-96,

administrators, managers, and supervisors throughout the University, athletics included, will be evaluated on their equal employment efforts.

The student body, in general, is approximately 11% minority, while student-athletes are approximately 25% minority. Nearly 83% of minority student-athletes are African American/Black.

In cooperation with the College of Education, the Athletic Department has recently begun to develop a Minority Intern Program which focuses on Athletic Administration. It will become a "feeder" program for administrative level positions in athletics.

Whereas the Gender Equity Committee monitors issues related to gender equity in athletics, there is no formal mechanism in place to monitor issues related to minorities in athletics.

Student-Athlete Welfare Issues

Organizationally, the reporting structure of Academic Services as well as the Compliance and Eligibility offices have been changed. These offices have been merged under the leadership of a new Associate Athletic Director, who reports jointly to the Athletic Director and President's Office. For a complete graduation discussion of the reorganization, refer to the "Academic Integrity" section of this report.

The Athletic Department strives to create an environment which provides an opportunity for the student-athlete to achieve academically and athletically at WSU. The average graduation rate of student-athletes over the last six years at WSU is approximately 53%, which compares to the overall graduation rate of 56% for the same period of time. In the most recent year studied the graduation rate for student-athletes was 54% and the overall graduation rate was 62%. Among those students who completed their eligibility, however, the rates are significantly higher.

The Academic Services Office provides comprehensive academic support to all student-athletes. The goal of Academic Services is to provide a positive and independent learning environment for the student-athlete at WSU. The academic staff is committed to creating an environment for the student-athlete where progress toward a degree is the focus, rather than eligibility. The staff are committed to developing programming, monitoring systems, and support systems to achieve these goals.

The type and level of programming, monitoring, and support provided to each student-athlete is dependent upon the individual needs of the athlete, based on the review of existing academic information and academic assessments administered by the academic services staff or the Student Advising and Learning Center. The Academic Services Office initiates support for academic success during on-campus recruiting visits with prospective student-athletes, and continues to provide

support and services until the student graduates from WSU.

Services include:

Orientation

Academic Assessments

Academic Planning

Proactive Monitoring

Peer Academic Counseling

Midterm Reactive Monitoring

General Academic Counseling

Academic Skill Building

Individual Tutorials

Group Tutorials

Computer Lab

Supervised Study Sessions

Career Services

Academic Recognition

For a full discussion of each of these programs, please refer to the *Cougar Athletics Policy and Procedure Manual*.

There are formal mechanisms by which student-athlete welfare issues are monitored, evaluated, and addressed.

WSU's Athletic Department has had a Student-Athlete Advisory Board (SAAB) since 1987. The Board was developed as a means to enhance communications, to increase cooperation with all persons concerned, and to maintain the preservation of individual rights. The Board meets twice per month with the Athletic Director and the Senior Associate Athletic Director during the academic year to consider various issues concerning the Athletic Department program. In this regard, the department seeks to provide student athletes the opportunity for access to the highest levels of departmental administration.

Each year, the sports psychologist and Faculty Athletic Representative conduct exit interviews/surveys with all student-athletes who have completed their eligibility. Where possible, other student-athletes who leave the program are interviewed as well. The results of these interviews are shared with the athletic administration, the SAAB, and other department staff members.

Notes on Attachments

Item 1a.

Gender and Racial or Ethnic Composition of Athletics and Selected Institutional Personnel (Appendix A)

Comments:

1. There is only one female and no racial or ethnic minorities employed at the Senior Administrative level.

2. Although the total numbers are small, it does appear that gender, racial and ethnic diversity in the Athletic Department is much like diversity levels in the rest of the institution.
3. There are eleven directors of various Athletic Department operations, i.e. Sports Medicine, Marketing/Promotions, Sports Video, etc., that are included within the "Other Professionals" category. Of those working at the director level, there are three females and no racial/ethnic minorities.

Item 1b.

Gender and Racial or Ethnic Composition of Students generally and Student-athletes.

(Appendix B)

Comments:)

1. In 1992, the student body was 46% female and women represented 44.2% of the student-athletes on athletics aid. In the two following years, the percentage of female athletes has exceeded the percentage of females in the general student body (48.1% to 46.4% in 1993 and 48.5% to 46.3% in 1994).
2. As a group, student-athletes are more diverse with regard to race and ethnicity than the general student body. This is because of an over representation of African Americans and a slight under-representation of Asian Americans and Hispanics. (numbers in these categories for athletes are very small).

Item 1c.

*Gender and Racial or Ethnic Composition of Student-athletes by Sport.**(Appendix C)*

Comments:

1. The small numbers of students involved precludes any detailed statistical analysis, however, it does appear that the eight sports identified have multicultural student participation rates similar to that of the overall student population. Baseball, other men's sports, and other women's sports have been less diverse than other sports. As noted in Item 1b, the diversity is largely due to a high number of African Americans. Other ethnic and racial groups are less well represented.

Item 1d.

Scholarships and Recruiting (Appendix D)

Volleyball, Women's Basketball, Men's Basketball and Football are allowed to recruit athletes without regard to the athlete's residency (within the limits of each sport's recruiting budget). Other sports are limited to recruiting not more than half of their athletes from out of state. Coaches can request exceptions and, in recent past, the 50/50 rule has been relaxed for women's sports. The large number of non-resident athletes recruited for Football obviously skews these statistics.

Comments:

1. For the last three years, the general student population has been about 46% women. During this time the number of scholarships awarded to women

has increased from 39% to 48% of the total number awarded, the number of athletes who receive athletics aid and who are women has increased from 45% to 47% of the total number of student-athletes who receive athletics aid, and the proportion of scholarship dollars awarded to women has increased from 39% to 41%.

2. In 1992, women's sports had 80.65 scholarships with an average amount of \$9,441. That same year, men's sports had 126.57 scholarships at an average amount of \$9,389. By 1994, the number of scholarships in women's sports increased to 101.71 at an average amount of \$9,473 while the number of scholarships in men's sports dropped to 112.11 and the average amount increased to \$12,291.
3. In 1992, 136 women athletes received an average of \$5,599. That same year, 169 men received an average of \$7,032. In 1994, 135 women athletes received an average of \$7,137 while 150 male athletes received an average of \$9,187. This can be explained, however, by the fact that the majority of the scholarships for male athletes are in the sports of Football and Men's Basketball which are "head count" sports and account for 98 scholarships.
4. Between 27% and 28% of recruiting dollars are spent on women's sports. This has been fairly constant over the last three years. Approximately two-thirds of the men's recruiting budget is spent on Football.

5. On a per athlete basis, more than twice as much is spent recruiting a male athlete than recruiting a female athlete.

Participation Opportunities/Contests/Expenses (Appendix E)

Comments:

1. For women's sports over the last three years, the number of participants has increased from 223 to 250 while the number of contests has decreased from 166 to 158. The increase in number of participants is primarily a result of increases in Women's Crew. The number of participants in men's sports over the last three years has decreased from 247 to 243 and the number of contests has dropped from 153 to 127. Most of the change is a result of dropping Men's Tennis in 1993.
2. Operating expenditures have increased for both women's and men's sports; however, the increases are larger in the men's area. The discrepancy appears to be caused in large part by increases in Baseball (\$61,716 to \$149,892) and Football (\$473,231 to \$579,321) operational expenses and the difference in the cost of equipment. Between 1992 and 1994, operating expenses for all men's sports increased \$208,798 (25.9%) while operating expenses for women's sports increased \$34,483 (6.6%). The increase in operational expenses for Baseball appears to be related to the coaching changes that occurred within the program during this period of time. As a result, private fund-raising for the baseball program diminished significantly

necessitating augmentation to the operations area.

3. Operating expenses per participant have decreased for women's sports between 1992 and 1994 from \$2,346 to \$2,230. Operating expenses for men's sports per participant during that time have increased from \$3,260 to \$4,173. Once again, this appears to be the result of cost differences in recruiting male non-resident athletes.

Coaching Opportunities/Salaries (Appendix F)

Comments:

1. The average salary for a coach (head or assistant) in a men's sport is considerably higher than the average salary for a coach (head or assistant) in a women's sport. The Men's Basketball coach makes 48% more than the Women's Basketball coach.
2. One of five head coaches of men's sports is a female. Six of eight head coaches of women's sports are female. Men's sports have one female assistant coach. Women's sports have one male assistant and two male restricted earnings coaches.

References:

1994 Report from the President (an annual report to the institution's constituents focusing on a topic of interest)

1994 Affirmative Action Plan

1995-96 Student-Athlete Handbook

Cougar Athletics Policies and Procedures Manual

Gender Equity Committee Annual Reports

Self Study Item #2

Describe the institution's educational enhancement programs (e.g., education regarding substance abuse, AIDS and nutrition education; career guidance and counseling; personal counseling; academic skills enhancement) available to student-athletes. Describe practices/procedures in place to assure student-athletes' access to these programs.

In 1994, WSU was chosen by the NCAA as a pilot school for the NCAA-sponsored **Life Skills Program**. Pilot schools were selected based upon the variety and quality of life skill programming already being provided for student-athletes. WSU received recognition for its student-athlete counseling services, its "Life Enrichment Series," and its peer-mentor program.

Counseling services are available to all student-athletes. The Sport Psychology Office, established in 1986, is inconspicuously located in the Athletic Department for private and convenient access. The Sport Psychologist, a licensed psychologist

in the state of Washington, also provides referral services to the Counseling Center or other resources when indicated. Counseling records are confidentially maintained according to American Psychological Association and Counseling Services standards.

The **Life Enrichment Program** provides evening workshops for student-athletes focused on the development of healthy lifestyles and other related topics. In the last three years these have included: (a) "Alcohol and Drug Issues: Educating the Responsible Athlete," (b) "AIDS and STDs: What Everyone Should Know," (c) "Acquaintance Rape and Sexual Assault: Men CAN Stop Rape." and (d) "Sexual Assault/Rape Prevention: Knowing the Limits."

In cooperation with the Student Advising and Learning Center (SALC), a pilot program within the **EXCEL Program** was implemented in the fall semester, 1995, that offers a Life Skills course. The purpose of this course is to assist student-athletes in developing skills to succeed academically at WSU, while also developing the life skills necessary to lead successful lives while in college and after graduation. This course serves as a pilot for courses that will be offered in the future. The course section will be open to first year student-athletes with a variety of academic interests and profiles. The two-credit course meets twice each week for one hour and is associated with a General Educational Requirement course.

The **Peer-Mentor Program**, established in 1991-92, was fashioned after the "Natural Helpers" model developed by Washington State high schools in 1979. Theoretically, and in practice, this model postulates that peer groups, rather than "adults", are powerful resources frequently utilized by students experiencing problems. The WSU program, more widely known as Team CARE (Cougar Athletes Resource Enrichment) includes representatives from all varsity sports. Members are chosen by teammates, based upon their capacity to be non-judgmental, helpful, sincere, and to be a team resource. Team CARE members receive peer-counseling training through retreats and weekly training sessions. Team CARE members also participate in co-presenting the previously mentioned life enrichment workshops.

Nutritional Education, a program that has been evolving for the past decade, has been coordinated by the department's Strength and Conditioning staff.

Consultations and presentations have been provided by a sports nutritionist from the University of Idaho, the department's athletic trainers and sports psychologist, student health physicians, faculty members from the University's Department of Food Science and Human Nutrition, and personnel from the University's Counseling Services. Elements of the program include the Cougar Fitness Buffet, and a nutritional computer system (Anjon analysis).

Career Guidance and Counseling is available through a full-time academic/career counselor in the Athletic Department. For three years this position was filled by a graduate student intern dedicated to this project. When the position was established as a full-time academic/career counselor in 1994, it helped student-athletes bring focus to their academic efforts.

Personal Counseling -Washington State University has employed the services of a Sport Psychologist since 1986. This position was initially a half-time/nine month position with primary responsibilities for providing drug education and counseling for student-athletes. As the services of a Sport Psychologist became more known within the Athletic Department, additional services were made available in response to the demand. These included individual counseling for a variety of life circumstance issues, psychological crises, performance enhancement with teams, collaboration with coaches, injury rehabilitation in cooperation with athletic trainers, athletically related consultations for support staff, a wide range of educational programming, campus and community outreach, campus-committee involvement, conducting student-athlete exit-interviews, developing and coordinating an Athletic Department peer-mentor program (Team CARE), and assisting in the coordination and implementation of the NCAA-sponsored Life Skills Program. In response to this expanding role, the Sport Psychologist position was changed to a full-time/twelve-month position in 1995. The Sport Psychologist is an Athletic Department staff member, a faculty member of University Counseling Services, and is jointly supervised by the Senior Associate Athletic

Director and the Director of Counseling and Testing Services.

Academic Skills Enhancement - In order to encourage student-athlete use of academic support programs, a close working relationship has been developed between the Student Advising and Learning Center (SALC) and the Athletic Department. In order to provide student-athletes with opportunities to benefit fully from the programs available to all university students, three Athletic Department staff (two academic counselors and an academic peer mentor coordinator) and two part-time interns are housed in the SALC, attend staff meetings, and assist in facilitating various academic support activities and programs available to all students.

A series of "learning strategies workshops" for all students through the Student Advising and Learning Center is conducted each semester. Athletes are apprised of the workshops, in some cases referred as part of their academic plan, and attend along with non student-athletes. Student-athletes are encouraged to use the individual computer labs in the Student Advising and Learning Center, as well as other computer labs on the campus, and account for approximately 60% of all student use at the SALC. Students deemed academically at-risk whether due to pre-entry characteristics or academic performance during their first semester after matriculation are required to participate in EXCEL, a course of learning strategies, self-assessment, and goal-setting. This program was established in the mid 1980's

to provide special assistance for students. Student-athletes are currently placed in the course with all other students deemed to be "at risk".

Advising student-athletes of available services and how to access all of the programs is clearly conveyed in the student-athlete orientation at the beginning of the year, as well as in the *Student-Athlete Handbook* that each student-athlete receives. The handbook is revised every year to include changes in policy and departmental expectations. An informal communication network also exists to assist athletes talking to athletes about the availability and quality of resources. Student-athlete impressions of the kinds and quality of resources are provided to the Athletic Department via the exit-interview process and through the Student-Athlete Advisory Board.

Self Study 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.

General Information

In 1991, NCAA Bylaw 6.3.2 required that exit-interviews be conducted by all Division 1-A institutions. WSU has conducted exit interviews/surveys with a representative sample of student-athletes completing competitive eligibility since the 1989-90 academic year. This process is conducted by the department's Sports

Psychologist. Departmental administrators choose not to participate in the process to encourage openness and candor. In addition to requesting student-athletes to complete a survey, students are asked to participate in a confidential face-to-face interview with the Sports Psychologist. The interview process provides each student-athlete an opportunity to provide comments or express opinions about the department, services, or personnel that are not specifically solicited on the survey form. The purpose of this self-initiated process is to receive feedback from student-athletes with regard to their collegiate experience and to inquire how the department can improve that experience. Student-athletes are aware of the exit-interview/survey process through the previously mentioned orientation, the *Student-Athlete Handbook*, and through individual notification during their senior year. The information that is collected through this process is used by the department to review present policies and procedures and to recommend changes when appropriate.

The 1994-95 survey form was completely revised to facilitate data collection and enhance the "user-friendliness" of the format. The WSU Social and Economic Sciences Research Center (SESRC) was contracted by our Faculty Athletic Representative to revise the form and conduct the telephone surveys with student-athletes. The Faculty Athletic Representative and the Sport Psychologist worked closely with SESRC to ensure that NCAA survey guidelines were followed and that a broad range of issues were included (e.g., gender issues, diversity, services, facilities, time commitments).

The procedures for completing the survey and interview process are as follows:

1. The Compliance and Eligibility Office provides the Sport Psychologist with a list of athletes completing their athletic eligibility at the beginning of each year.
2. The Sport Psychologist is advised of athletes who may choose to terminate their competition or those who experience a career-ending injury.
3. Student-athletes participating in Fall sports (Football, Volleyball, Soccer) are surveyed by SESRC not later than the end of November of each year. All other sports are surveyed in the March-April time frame. The Athletic Department provides SESRC with a list of names and telephone numbers of those student-athletes to be surveyed.
4. Face-to-face interviews are conducted by the Sport Psychologist during the same time frame. Plans for the 1995-96 year will include the Faculty Athletic Representative in the interview process.
5. SESRC collects survey data and provides the Athletic Department with a data book in late May.
6. The Sport Psychologist develops a written report that summarizes the results of the survey. This report is submitted to the Athletic Director and Senior Associate Athletic Director. The report is shared with the athletic administration, Student-Athlete Advisory Board (SAAB), and selected Athletic Department staff members, as determined by the Athletic Director and Senior Associate Athletic Director.

7. A second report is developed that summarizes the more confidential and sensitive information provided by student-athletes in the face-to-face interviews. This report is also submitted to the Athletic Director and the Senior Associate Athletic Director.
8. The information from both reports is then conveyed to the responsible person(s) for appropriate action.

Other department avenues available to student-athletes to provide input include the Student-Athlete Advisory Board (SAAB), "open door" policies for coaches, assistant coaches, program directors, Associate Athletic Directors, the Senior Associate Athletic Director, the Athletic Director, the Faculty Athletic Representative.

Self Study Item #4

Describe current policy, organization and resource allocation related to student-athlete or athletic support services (e.g., sports information, marketing and promotions, sports medicine, strength and conditioning, training -room services, sports equipment, travel and per diem, facilities) for both male and female student-athletes.

General Information

Sports Information has a full-time staff of one Director, two Assistant Directors, and one Program Coordinator. There is also one full-time student intern for

Football and at any given time three to four student interns to cover other sports. The Director coordinates media relations for Football, Women's Basketball, Swimming, Baseball, and Golf; one Assistant Director is responsible for Men's Basketball, Cross Country, Soccer, Tennis, and assists with Track and Field; while the other coordinates media relations for Volleyball, Crew, Indoor and Outdoor Track and Field. The Office of Sports Information publishes media/recruiting guides and recruiting guides for all sports as well as coordinating press releases, providing still photographs, coordinating related home event operations, keeping archives for intercollegiate athletics, and keeping and reporting of statistics in all sports. They also publish "*Butch's Beat*," a newsletter sent to donors, parents of athletes, and season ticket holders.

The Director of Video Operations reports to the Associate Athletic Director for Business Affairs. Besides the Director, the office includes an Assistant Sports Video Director and a full-time Producer/Writer, as well as about 30 student assistants. This office is funded from a contract with Prime Sports, which specifies the events to be televised. This office also produces strategy videos and promotional videos for all sports.

Marketing and Promotions has a full-time Director, a graduate assistant, eight student interns, and a media coordinator (also an intern). This office coordinates ticket sales campaigns and corporate sponsorships; the major concentration is on

revenue-generating sports, but advertisement is coordinated for all sports. The graduate assistant oversees promotions and ensures that all sports are promoted at least once during the season. There is also a Director of Corporate Marketing who oversees the Cougar Mania vendor sponsorships program, which promotes all sports. A Program Assistant provides clerical support for both Directors.

The Director of **Athletic Medicine** coordinates the medical services for all student-athletes and supervises the maintenance and operation of the training rooms. There is one Athletic Training/Curriculum Director who has a .50 appointment in the Kinesiology, Sport and Leisure Studies department and a .50 in the Athletic Department, three other full-time Athletic Trainers and a Graduate Intern who report to the Director. These professionals oversee the medical care of student-athletes and supervise student athletic trainers. All training facilities are used by all teams, and are scheduled to coincide with practice schedules of the sports in season.

The Director of **Physical Development** supervises the strength and conditioning programs for all student-athletes. The Strength and Conditioning staff (two full-time strength and conditioning staff) and Weight Room Assistants report to the Director and work with all student-athletes in the weight room. The facility presently houses new equipment, as well as an expanded and diversified staff that includes several interns and volunteer undergraduate assistants.

The Director of Equipment Operations manages the sports equipment operation for all student-athletes. This position supervises two full-time Equipment Managers, who supervise student team managers assigned to work with specific sports. There are 20 to 30 students who work in Equipment Operations each August through April. The Director of Equipment Operations authorizes sports equipment repair, replacement, and purchase. Coaches from each sport submit their equipment needs to the Director along with their annual budgets. The Director oversees and monitors the laundry, the issuance of practice and competitive gear, as well as overseeing athletic equipment expenditures for each sport.

Both male and female athletes are provided travel allowances and per diem based on the annual travel budget of the sport. Coaches are allowed some discretion in the use of travel funds. However, for the 1995/96 year, per diems were mandated to be at the same level for all sports. They are allowed to transfer funds from other budget areas to cover travel shortages if needed. At the present time, men and women travel in the same mode of transportation and stay in comparable lodging. Any differences are based upon gender-neutral criteria, number of trips in the season, team traditions, team schedule, or allocated budget.

The Senior Associate Athletic Director supervises facilities and events management operations. This includes coordinating the use of facilities for

Washington State University athletic teams in accordance with University policy and existing practices, as well as with other university units such as Kinesiology and Leisure Studies, Intramural Sports and Campus Recreation. This position also schedules facilities for all athletic department-sponsored events and practices, provides oversight of maintenance, repair, capital projects, and oversees home event operations.

Evaluation and Plan for Improvement

Gender Issues

1. Is the intercollegiate athletic program substantially committed to the fair and equitable treatment of both men and women?

Yes.

In January, 1983 the Superior Court of the State of Washington issued a decree indicating that gender inequities existed in the Intercollegiate Athletic Program at Washington State University. The Board of Regents of the University, the administration of the department, as well as a special Gender Equity Committee created by the Court were charged with the responsibility for identifying obstacles to gender equity, developing solutions, and monitoring progress. The Gender Equity Committee was instructed to recommend written policies concerning matters affecting gender equity "...including, but not limited to, shared services, locker and office facilities, practice and competition facilities and scheduling, sport camps and clinics, complimentary automobiles, athlete work projects, facilities improvements, and sports to be offered."

Although the Courts required the University to attain equity broadly and throughout the intercollegiate program, several specific areas were highlighted for special attention. These included provisions requiring (1) a balance in the number of participation opportunities for men and women athletes consistent with the ratio of the undergraduate student body (2) a balance in the number of athletic

scholarships provided to men and women and, (3) equity in expenditures for men and women's sports.

In carefully examining the unit's performance over the last decade, the subcommittee believes that the WSU Intercollegiate Athletic Program should be commended for its efforts to adhere to the letter and spirit of the Superior Court and Supreme Court decisions. In the last ten years, the department's progress has been steady and impressive, reaching the point where equity has been achieved in participation rates and great progress has been made in moving towards equity in expenditures for scholarships and direct support.

The subcommittee has observed that the achievement of gender equity appears to be an over-riding priority for the department in its major decision making. This is evidenced in decisions regarding funding, the development of practice schedules, the use of facilities including training facilities, the purchase of equipment and the development of departmental policies.

The Gender Equity Committee provides the department with an additional opportunity to keep the unit focused on improving the climate for women. The committee continues to be comprised of seven elected members including a male student-athlete, a female student-athlete, a coach of a women's sport, a coach of a men's sport and two departmental administrative representatives elected by head

men and women's coaches. The committee chair is elected by the six members of the committee on an annual basis. Primary responsibilities include monitoring the progress of gender equity within the department and making recommendations for improvements. Whereas recommendations and suggestions were generated from the committee on an annual basis in the early years of its operation, fewer and fewer items have surfaced in the last three years. The 1994-95 committee believed that the lack of complaints and recommendations was a product of the improved climate experienced by women athletes and coaches. In response to the lack of issues, members of the 1994-95 committee agreed to meet on an "as needed" basis.

One of the primary reasons the department has been able to achieve equity in participation levels and total scholarships is the strong support that has been provided by the state of Washington Legislature. Current law provides that 1% of the tuition money collected by the University can be waived to support scholarships for women student-athletes. This legislative action has made much of the recent progress in this area possible. The impact of this initiative is monitored by the state's Higher Education Coordinating Board which requires the institution to submit a Biennial Gender Equity report.

In an additional effort to assess the department's commitment to gender equity from the student-athlete's perspective, the subcommittee asked the Student-

Athlete Advisory Board (SAAB) (composed of student representatives from each sport) the following question: "Is the athletic program at WSU committed to providing men and women athletes equitable treatment?" The collective response from SAAB members was a positive one. No problems or complaints were surfaced. Several students indicated, however, that because they had no experience with other athletic programs, it was a difficult assessment to make. Generally speaking, the committee investigator concluded that the issue of gender equity was not one that concerned students primarily because no abuses have surfaced in recent memory of students.

2. Are the activities of the athletic programs consistent with the mission and purpose of the institution?

Yes.

Washington State University is committed to providing equal opportunities for all students. A Statement of Principles adopted by the University in 1994 states:

We believe that the ethical and fair treatment of one another is an integral part of providing a high quality educational environment.

We view diversity among us as an enriching influence. We treat one another, regardless of position or profession, with dignity, respect, and trust.

We recognize and appreciate the individual contribution each of us makes.

We exhibit a personal, caring attitude toward each person we interact with, and do so in ways that ensure courtesy, compassion, kindness, and honesty.

We treat one another in the way we want to be treated, with high regard and respect for individuality. We communicate our expectations clearly, support individual differences, and allow opportunity for input in the decision-making process.

We are responsible for improving communications among all levels of the institution and are committed to modeling these principles.

In assessing the department's administrative policies and procedures, its *Student-Athlete Handbook*, and its departmental practices, it is clear to the subcommittee that the unit is striving to conform to the general mission of the university, as well as to the assertions above. In numerous respects, the department has been a leader on campus (as well as in the nation) in achieving gender equity reform. This is reflected in the attitudes of men and women athletes who appear to respect each other personally and athletically. It is also reflected in the support that male athletes provide women, and women provide men. In response to the question, "Have you attended a sporting event by a team of the other gender in the last two

weeks?" every student attending the SAAB meeting replied in the affirmative.

3. *Where the institution concludes in its evaluation that it does not conform to one of the operating principles, describe the institution's plan for improvement.*

Whereas the subcommittee believes that the 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.

Whereas the subcommittee believes that the department is making a significant effort in addressing past inequities in recruiting budgets for men 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 and women's sports, e.g., Basketball.

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.

The Athletic Department should conduct a comparison study of coaching salaries, as well as policies, regarding salaries with other peer institutions.

Evaluation and Plan for Improvement

Minority Issues

- 1. Are the activities of the athletics program in substantial conformity with the operating principles regarding minority issues?*

Yes.

The subcommittee has carefully examined the performance of the Athletic Department and found it to be not only in general conformity with the NCAA operating principle, but indeed an integral part of the overall University commitment to diversity. However, several areas in relation to minority issues deserve attention in the coming years.

It has been noted there are currently no racial or ethnic minorities employed at the senior administrative level of the Athletic Department. Clearly, there is also a lack of representation of women of color on all levels of the Athletic Department staff. In order to develop a stronger representation of individuals of color in the head coaching positions, the Athletic Department must develop better ways to identify, recruit, and retain these individuals. It is of utmost importance to the University Affirmative Action program that the Athletic Department continue to take positive

steps to ensure qualified ethnic minorities are included in the recruitment pool and given careful consideration when filling vacant positions.

The Athletic Department has made significant gains with respect to the percentage of minority student-athletes. Eight sports are identified as having multicultural student representation and participation. Student-athletes are more diverse than the general student body. Asian American and Chicano/Latino athletes however, are slightly under-represented while there is an extremely large representation of African Americans. Specifically, Baseball, men's other sports and mixed sports, and women's other sports have been less diverse than Men's Basketball, Football, Men's Track/Cross Country, Women's Basketball, and Women's Track/Cross Country.

2. Are the activities of the athletics program consistent with the mission and purpose of the institution?

Yes.

The mission statement as quoted from the Strategic Plan for Washington State University reads: "WSU is dedicated to meeting the educational demands and needs of its constituencies. To do so, it provides an environment that promotes intellectual curiosity, integrity, and a high sense of moral responsibility among all its students, staff, faculty, and administrators. Taking a comprehensive approach to higher education, the university offers opportunities to enrich the intellectual scope of the people it serves, to advance the frontiers of knowledge, and to

provide leadership in solving global problems.”

After carefully reviewing the compiled policy and procedure information available, the subcommittee is in total agreement that the Athletic Department is, indeed, in general conformity with the mission and purpose of the institution.

The subcommittee found the Athletic Department has taken special care in providing drug education and individual counseling to all student-athletes regardless of race or ethnicity. Additional programs and services have been made available to each student-athlete in response to a growing demand for the services.

As an example, the half-time, nine-month Sport Psychologist position has been increased in recent years and is now a full-time, twelve-month position.

The Athletic Department works closely with other WSU departments such as the Student Advising and Learning Center (SALC), to assist the student-athletes as they expand their life skills base. Continued coordination and development of cooperative relationships with other student oriented departments, such as Multicultural Student Services, will provide even greater insights into student-athlete needs and will provide a larger peer group and role model foundation.

Exit interviews/surveys have been conducted and documented by the Athletic Department for the past six years. The exit interview/survey format is continually

updated to facilitate data collection and maximize the degree of informative responses received. Once obtained, the survey results are summarized and shared with the athletic administration, the student advisory board and selected other athletic staff members. The exit interview/survey process is just one method which has been developed for student-athlete feedback. Additional opportunities and avenues are available to student-athletes, including the *1995-96 Student-Athlete Handbook* and the "open door" policy practiced by each of the coaches, program directors, and administrative segment of athletics. Again, the Athletic Department should be commended for their continuing positive information sharing techniques and the definitive results gleaned from the reports.

3. Specific Plan for Improvement - Areas Dealing with Minority Issues

After reviewing information compiled by each subcommittee, it is evident there are many academic support programs for all student-athletes. None of these programs, however, are specifically geared toward the minority athletes. Therefore, it would be beneficial to have the participation rates of these programs monitored by the Athletic Department. These observations would ascertain the value of the programs to the entire student-athlete populace, and would help in the development of additional support programs deemed necessary.

Further review of additional information revealed the need for improvement in specific areas. Special attention and recommendations are suggested for the following:

1. A Diversity Plan should be developed for the Athletic Department. The plan should follow the format shown and include the goals adopted by the Board of Regents and the University.
2. The Athletic Department should diversify upper level administration to include people of color.
3. The Athletic Department should diversify its staff to include women of color on all levels.
4. The Athletic Department should recruit and hire individuals of color, particularly women of color, to head coaching positions.
5. The following sports should continue to strive to diversify their student population to include a larger percentage of students of color:

Baseball

Men's Other Sports and Mixed Sports

Women's Other Sports

6. The Athletic Department should develop a cooperative relationship with Multicultural Student Services to provide a larger peer group and role model foundation for student-athletes.
7. The Athletic Department should consider developing either a separate committee to monitor minority issues, or broadening the charge to the Gender Equity Committee to include minority issues.

Evaluation and Plan for Improvement

Student-Athlete Welfare

1. Does the institution demonstrate a commitment to the fair treatment of student-athlete, particularly in their academic role as students?

Yes.

The focused efforts of the Athletic Department, in close collaboration with institutional academic support services, evidences an institutional concern for the welfare of student-athletes and the fairness of their treatment.

The Washington State University Athletic Department's Athletic Standards Program (see *Student-Athlete Handbook*) is a proactive, highly structured program that standardizes academic expectations for all sports, and ensures equitable

treatment of student-athletes in their academic role. The program incorporates identification of student academic need, provision of support services by both athletic department and institutional academic support services, and systematic monitoring of student academic performance and behavior. A primary goal to mainstream student-athletes into existing university programs and resources is evident in athletic department policies and procedures. Student-athlete exit interview responses consistently highly rate the quality of academic support services of both the Athletic Department and of institutional academic support services.

2. Are the activities of the athletic department consistent with the mission and purpose of the institution?

Yes.

As the land-grant institution for the state, an important part of the mission of Washington State University is dedicated to the preparation of students for productive lives and professional careers. The mission statement of the academic department's Academic Standards Program, as well as the policies and procedures explicated in the program, evidence a commitment to aid students in developing the knowledge, skills, values, and attitudes necessary for personal, social and occupational success after graduation

3. *Where the institution concludes in its evaluation that it does not conform to one or more of the operating principles, describe the institution's specific plan for improvement.*

The institution conforms generally to a commitment for the fair treatment and welfare of student-athletes in their academic role. However, three areas of improvement are noted as a consequence of student exit interview responses.

1. In the 1994-1995 exit interviews, 96% of students responded that they intended to graduate from WSU with at least an undergraduate degree, yet only 48% 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.

2. Twenty-one percent of students responding report that coaches are sensitive to demands on student time. Forty-eight percent report somewhat sensitive, and 27% 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.

3. Finally, 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.

APPENDIX A

COMMITMENT TO EQUITY: SELF-STUDY ITEM NO. 1-a, b and c

Gender and Racial or Ethnic Composition

PART A: Athletics and Selected Institutional Personnel

Indicate the number* of individuals in each of the gender and 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) The gender and racial or ethnic data for athletics personnel can be obtained from the institution's completed NCAA certification of compliance forms. (2) Use the definition of staff members that is included in the certification of compliance forms. (3) "Full" refers to full-time staff employees who are considered by the institution as 1 FTE (full-time equivalency) in the athletics department(s) and "part" refers to part-time staff employees who are less than 1 FTE in the athletics department(s).

Year	Gender						Racial or Ethnic Group												
	Male (N)			Female (N)			Am. Ind./AN (N)		Asian/Pi (N)		Black (N)		Hispanic (N)		White (N)		Other (N)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
Senior Administrative Athletics Dept. Staff	4	3	3	1	1	1										5	4	4	
Other Professional Athletics Dept. Staff	22	23	23	11	12	13.5				3	2	2	1			28	32	34.5	1
Head Coaches	6	7	7	6	6	6	1	1	1	1	1	1				11	10	10	
Assistant Coaches	21	27	21	11	8	0.5				3	2	1				22	25	22	5
TOTALS (for athletics dept. personnel)	53	60	54	29	27	26.5	0	1	3	6	7	5	0	1	0	66	71	70.5	6
Faculty-based Athletics Board or Committee Members (see note 1)	11	11	10	8	8	9	1	1	1	2	1	1				14	14	13	3
Other Advisory or Policy-Making Group Members (see note 2)	5	6	6	8	7	8				2	3	1				11	8	12	2

Am. Ind./AN -- American Indian/Alaskan Native
 Asian/Pi -- Asian/Pacific Islander
 Other = Not Reported
 Includes restricted earnings coaches, but not graduate assistants coaches. In 1993-94 and 1994-95, one position was held by 2 employees (about 6 mos each). Both employees were counted in each year.

*For athletics department personnel serving in more than one capacity (e.g., assistant athletics director and head softball coach), use fractions or decimals in the appropriate athletics staff or coach groups to indicate the approximate percentage of a full-time position devoted to each role, with the understanding that one staff member cannot count as more than one equivalency.

- Notes:
- 1) Athletic Council members include 6 faculty, 1 graduate student, 3 undergraduate students, 4 alumni, and 4 faculty representatives including the Director of Alumni Relations, an Admissions / Curriculum Advisory Program member, the Director of Intercollegiate Athletics and the Senior Associate, Athletic Director.
 - 2) Student Athletic Advising Board members.

APPENDIX B

PART B: Students Generally and Student-Athletes on Athletics Aid*

Attachment 4.1.2

Indicate the number of students generally and student-athletes who received athletics aid* (include partial and nonqualifiers who were ineligible for aid) in each of the gender and 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-rates disclosure forms.]

Year	1994		1993		1992		Racial or Ethnic Group																	
	Gender		Gender		Gender		Asian/Pi		Black		Hispanic		White		Other									
	Male (N)	Female (N)	Male (N)	Female (N)	Male (N)	Female (N)	Am. Ind./AN (N)	Asian/Pi (N)	Black (N)	Hispanic (N)	White (N)	Other (N)	Am. Ind./AN (N)	Asian/Pi (N)	Black (N)	Hispanic (N)	White (N)	Other (N)						
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3						
All Students	7923	7737	7394	6837	6708	6286	221	174	143	739	684	604	322	294	222	366	317	290	11679	11655	11121	1433	1321	1300
Student Athletes	141	150	168	133	139	133	5	4	0	4	5	6	57	50	46	3	2	5	180	202	212	25	26	32

Am. Ind./AN -- American Indian
Asian/Pi -- Asian/Pacific Islander

*Institutions that do not award athletics aid should compile these data for student-athletes who were recruited, as determined by the institution.

APPENDIX C

PART C: Men's and Women's Sports Teams

Attachment 4.1.3

Indicate the number of student-athletes who received athletics aid* (include partial and nonqualifiers who were ineligible for 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 graduation-rates disclosure form.]

Sports**	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball	1	1	0	2	1	1	0	0	0	0	0	21	21	27	1	1	1		
Men's Basketball	0	0	0	0	0	0	6	7	6	0	0	5	6	6	0	0	0		
Football	0	1	0	0	2	1	36	34	36	2	0	34	38	43	5	6	11		
Men's Track/Cross Country	0	0	0	0	0	1	5	2	0	0	0	9	12	11	3	5	7		
Men's Other Sports and Mixed Sports	0	0	0	0	0	0	0	0	0	0	0	10	12	16	1	1	0		
Women's Basketball	1	1	0	0	0	0	6	1	0	0	0	6	9	14	1	1	4		
Women's Track/Cross Country	0	0	0	0	0	0	3	4	2	0	1	23	23	22	2	2	2		
Women's Other Sports	3	1	0	2	2	3	1	2	2	1	2	72	81	77	12	10	7		
TOTAL	5	4	0	4	5	6	57	50	46	3	2	180	202	216	25	26	32		

Am. Ind./AN -- American Indian
Asian/PI -- Asian/Pacific Islander

*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.

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APPENDIX D

SCHOLARSHIPS AND RECRUITING
1994-95

Attachment 4.2.1a

Women's Sports	Scholarships			Recruiting
	No. Awarded in 1994 (a)	No. of Student Athletes Receiving Athletics Aid (b)	Total Dollar Amount (c)	Total Dollars (d)
Basketball	13.95	14	\$175,714.00	\$41,744.00
Cross Country	0.00	0	\$0.00	\$0.00
Fencing				
Field Hockey				
Golf	4.79	8	\$52,579.00	\$977.00
Gymnastics				
Lacrosse				
Rifle				
Skiing				
Soccer	8.78	17	\$101,652.50	\$16,284.00
Softball				
Swimming	11.76	18	\$141,677.00	\$6,777.00
Tennis	5.73	7	\$82,550.50	\$3,915.00
Track, Indoor/Outdoor	31.10	28	\$141,686.00	\$18,105.00
Volleyball	11.14	12	\$134,035.00	\$23,972.00
Women's * (Crew)	14.46	31	\$133,618.00	\$4,383.00
TOTALS	101.71	135	\$963,512.00	\$116,157.00

* Add any additional varsity sports funded by the department of athletics (e.g., women's synchronized swimming).

SCHOLARSHIPS AND RECRUITING
1992-93

	Scholarships			Recruiting
	No. Awarded in 1992 (a)	No. of Student- Athletes Receiving Athletics Aid (b)	Total Dollar Amount (c)	Total Dollars (d)
Women's Sports				
Basketball	14.00	14	\$131,131.00	\$44,552.00
Cross Country	0.00	0	\$0.00	\$0.00
Fencing				
Field Hockey				
Golf	3.57	10	\$37,851.00	\$4,587.00
Gymnastics				
Lacrosse				
Rifle				
Skating				
Soccer	8.85	22	\$89,886.86	\$11,710.00
Softball				
Swimming	12.22	19	\$126,761.00	\$5,725.00
Tennis	7.00	7	\$60,705.00	\$3,341.00
Track, Indoor/Outdoor	12.89	28	\$113,428.00	\$13,623.00
Volleyball	12.00	12	\$115,827.00	\$29,354.00
Women's *	10.12	24	\$85,837.00	\$6,114.00
TOTALS	80.65	136	\$761,426.86	\$119,006.00

* Add any additional varsity sports funded by the department of athletics (e.g., women's synchronized swimming).

SCHOLARSHIPS AND RECRUITING
1994-95

Attachment 4.2.2a

	Scholarships			Recruiting
	No. Awarded in 1994 (a)	No. of Student- Athletes Receiving Athletics Aid (b)	Total Dollar Amount (c)	
Men's Sports				
Baseball	9.65	25	\$112,455.84	\$18,928.00
Basketball	11.00	11	\$129,426.00	\$82,776.00
Cross Country	0.00	0	\$0.00	\$0.00
Fencing				
Football	80.50	85	\$1,020,137.00	\$192,871.00
Golf	2.10	12	\$20,092.50	\$976.00
Gymnastics				
Ice Hockey				
Lacrosse				
Rifle				
Skating				
Soccer				
Swimming				
Tennis				
Track, Indoor/Outdoor	8.86	17	\$95,868.00	\$8,381.00
Volleyball				
Water Polo				
Wrestling				
Men's *				
TOTALS	112.11	150	\$1,377,979.34	\$303,932.00

* Add any additional varsity sports funded by the department of athletics (e.g., men's crew).

SCHOLARSHIPS AND RECRUITING
1993-94

Attachment 4.2.2b

	Scholarships			Recruiting
	No. Awarded in 1993. (a)	No. of Student- Athletes Receiving Athletics Aid (b)	Total Dollar Amount (c)	Total Dollars (d)
Men's Sports				
Baseball	9.85	24	\$104,972.00	\$10,678.00
Basketball	12.50	13	\$129,944.50	\$83,798.00
Cross Country	0.00	0	\$0.00	\$0.00
Fencing				
Football	81.02	84	\$897,129.00	\$219,462.00
Golf	2.04	7	\$18,292.00	\$1,450.00
Gymnastics				
Ice Hockey				
Lacrosse				
Rifle				
Skiing				
Soccer				
Swimming				
Tennis	0.90	6	\$8,908.50	\$1,258.00
Track, Indoor/Outdoor	9.09	20	\$96,803.00	\$8,318.00
Volleyball				
Water Polo				
Wrestling				
Men's *				
TOTALS	115.40	154	\$1,256,049.00	\$324,964.00

* Add any additional varsity sports funded by the department of athletics (e.g., men's crew).

SCHOLARSHIPS AND RECRUITING
1992-93

Attachment 4.2.2c

	Scholarships			Recruiting
	No. Awarded in 1992 (a)	No. of Student- Athletes Receiving Athletics Aid (b)	Total Dollar Amount (c)	
Men's Sports				
Baseball	9.90	29	\$104,762.50	\$14,255.00
Basketball	12.00	12	\$99,543.00	\$75,897.00
Cross Country	0.00	0	\$0.00	\$0.00
Fencing				
Football	91.00	91	\$833,788.50	\$210,483.00
Golf	1.49	7	\$14,170.00	\$4,587.00
Gymnastics				
Ice Hockey				
Lacrosse				
Rifle				
Skating				
Soccer				
Swimming				
Tennis	1.60	11	\$15,837.00	\$2,329.00
Track, Indoor/Outdoor	10.58	19	\$120,263.50	\$6,562.00
Volleyball				
Water Polo				
Wrestling				
Men's *				
TOTALS	126.57	169	\$1,188,364.50	\$314,113.00

* Add any additional varsity sports funded by the department of athletics (e.g., men's crew).

APPENDIX E

PARTICIPATION OPPORTUNITIES/CONTESTS/EXPENSES
1994-95

Attachment 4.3.2a

Men's Sports	# of Participants (e)	# of Contests (f)	Operating Expenses (g)
Baseball	52	56	\$149,892.00
Basketball	11	27	\$184,796.00
Gross Country	0	0	\$0.00
Fencing			
Football	107	11	\$579,321.00
Golf	21	10	\$30,764.00
Gymnastics			
Ice Hockey			
Lacrosse			
Rifle			
Skiing			
Soccer			
Swimming			
Tennis			
Track, Indoor/Outdoor	52	23	\$69,319.00
Volleyball			
Water Polo			
Wrestling			
Men's *			
TOTALS	243	127	\$1,014,092.00

* Add any additional varsity sports funded by the department of athletics (e.g., men's crew).

PARTICIPATION OPPORTUNITIES/CONTESTS/EXPENSES
1993-94

Attachment 4.3.2b

Men's Sports	# of Participants (e)	# of Contests (f)	Operating Expenses (g)
Baseball	51	53	\$97,784.00
Basketball	14	27	\$186,633.00
Cross Country	0	0	\$0.00
Fencing			
Football	119	11	\$484,689.00
Golf	19	18	\$29,773.00
Gymnastics			
Ice Hockey			
Lacrosse			
Rifle			
Skiing			
Soccer			
Swimming			
Tennis	8	23	\$0.00
Track, Indoor/Outdoor	55	23	\$66,879.00
Volleyball			
Water Polo			
Wrestling			
Men's *			
TOTALS	266	155	\$865,758.00

* Add any additional varsity sports funded by the department of athletics (e.g., men's crew).

PARTICIPATION OPPORTUNITIES/CONTESTS/EXPENSES
1992-93

Attachment 4.3.2c

Men's Sports	# of Participants (e)	# of Contests (f)	Operating Expenses (g)
Baseball	44	50	\$61,716.00
Basketball	12	27	\$157,809.00
Cross Country	0	0	\$0.00
Fencing			
Football	105	11	\$473,231.00
Golf	16	20	\$32,069.00
Gymnastics			
Ice Hockey			
Lacrosse			
Rifle			
Skating			
Soccer			
Swimming			
Tennis	12	25	\$20,743.00
Track, Indoor/Outdoor	58	20	\$59,726.00
Volleyball			
Water Polo			
Wrestling			
Men's *			
TOTALS	247	153	\$805,294.00

* Add any additional varsity sports funded by the department of athletics (e.g., men's crew).

APPENDIX F

COACHING OPPORTUNITIES/SALARIES
1994-95

Attachment 4.4.1a

Women's Sports	Head Coaches		Assistant Coaches (i)		Graduate Assistant Coaches (k)		Volunteer Assistant Coaches (l)		Restricted-Earnings Coaches (m)	
	Gender	Base Salary (h)	Male (N)	Female (N) Combined Salary (j)	Male (N)	Female (N)	Male (N)	Female (N)	Male (N)	Female (N)
Basketball	M	\$65,520		2 \$70,000						1
Cross Country										
Fencing										
Field Hockey										
Golf **	F	\$43,386		1 \$19,638						
Gymnastics										
Lacrosse										
Rifle										
Skiing										
Soccer	F	\$45,000		1 \$25,000					1	
Softball										
Swimming	F	\$47,000							1	
Tennis	F	\$34,464								
Track, Indoor/Outdoor	M	\$49,192		1 \$28,905					1	
Volleyball	F	\$60,000	1	\$29,400						1
Women's * Crew	F	\$36,916		1 \$23,540						
TOTALS	8	\$381,478	1	6 \$196,483	0	0	0	0	2	4

* Add any additional varsity sports funded by the department of athletics (e.g., men's crew).
 ** Men's and Women's Golf has one coach for both teams, the same information is duplicated on both worksheets.
 Fall salaries are reported except in cases of mid-year hires.
 Note re: mid-year hires: For comparison purposes, combined salary equals (salary x term of employment), e.g., 9 or 12 months, rather than salary multiplied by months worked per academic year.
 (Volleyball: 1 R-E position held by two women for 6 mos. each - both were counted on Part-A)

**COACHING OPPORTUNITIES/SALARIES
1993-94**

Attachment 4.4.1b

Women's Sports	Head Coaches		Assistant Coaches (j)		Graduate Assistant Coaches (k)		Volunteer Assistant Coaches (l)		Restricted-Earnings Coaches (m)	
	Gender	Base Salary (h)	Male (N)	Female (N)	Male (N)	Female (N)	Male (N)	Female (N)	Male (N)	Female (N)
Basketball	M	\$65,520		2						1
Cross Country										
Fencing										
Field Hockey										
Golf **	F	\$43,386	1							
Gymnastics										
Lacrosse										
Rifle										
Skiing										
Soccer	F	\$42,000	1							1
Softball										
Swimming	F	\$47,000							1	
Tennis	F	\$34,464								
Track, Indoor/Outdoor	M	\$49,192		1					1	
Volleyball	F	\$50,000	1						0.5	0.5
Women's * Crew	F	\$36,916		1						
TOTALS			3	4			0	0	2.5	3.5

(.5 reflects 6 mos. employment both counted as 1 on Part-A)

* Add any additional varsity sports funded by the department of athletics (e.g., men's crew).

** Men's and Women's Golf has one coach for both teams, the same information is duplicated on both worksheets.

Fall salaries are reported except in cases of mid-year hires.

Note re: mid-year hires: For comparison purposes, combined salary equals (salary x term of employment), e.g., 9 or 12 months, rather than salary multiplied by months worked per academic year.

COACHING OPPORTUNITIES/SALARIES
1992-93

Attachment 4.4.1c

Women's Sports	Head Coaches		Assistant Coaches (I)		Graduate Assistant Coaches (K)		Volunteer Assistant Coaches (L)		Restricted-Earnings Coaches (M)		
	Gender	Base Salary (h)	Male (N)	Female (N)	Combined Salary (j)	Male (N)	Female (N)	Male (N)	Female (N)	Male (N)	Female (N)
Basketball	M	\$62,400		2	\$69,120						
Cross Country											
Fencing											
Field Hockey											
Golf **	F	\$42,017	1		\$18,702						
Gymnastics											
Lacrosse											
Rifle											
Skiing											
Soccer	F	\$39,000	1		\$22,000						0.5
Softball											
Swimming	F	\$45,000								1	
Tennis	F	\$32,209									
Track, Indoor/Outdoor	M	\$47,301		1	\$27,014					1	
Volleyball	F	\$46,000	1		\$27,000						1
Women's *											
Crew	F	\$34,500		1	\$22,000						
TOTALS	8	\$348,427	3	4	\$185,836	0	0	0	0	2	2.5

(.5 reflects a half time appointment)

* Add any additional varsity sports funded by the department of athletics (e.g., men's crew).
 ** Men's and Women's Golf has one coach for both teams, the same information is duplicated on both worksheets.
 Fall salaries are reported except in cases of mid-year hires.

Note re: mid-year hires: For comparison purposes, combined salary equals (salary x term of employment), e.g., 9 or 12 months, rather than salary multiplied by months worked per academic year.

**COACHING OPPORTUNITIES/SALARIES
1994-95**

Attachment 4.4.2a

Men's Sports	Head Coaches		Assistant Coaches (i)		Graduate Assistant Coaches (k)		Volunteer Assistant Coaches (l)		Restricted-Earnings Coaches (m)		
	Gender	Base Salary (h)	Male (N)	Female (N)	Combined Salary (j)	Male (N)	Female (N)	Male (N)	Female (N)	Male (N)	Female (N)
Baseball	M	\$54,000	1		\$38,496					1	
Basketball	M	\$110,000	3		\$153,000					1	
Cross Country											
Fencing											
Football	M	\$89,542	10		\$543,700	1		1			
Golf **	F	\$43,386		1	\$19,638						
Gymnastics											
Ice Hockey											
Lacrosse											
Rifle											
Skating											
Soccer											
Swimming											
Tennis											
Track, Indoor/Outdoor	M	(Dropped) \$59,000	1		\$38,000					1	
Volleyball											
Water Polo											
Wrestling											
Men's *											
TOTALS	5	\$355,928	15	1	\$792,834	1	0	1	0	3	0

* Add any additional varsity sports funded by the department of athletics (e.g., men's crew).

** Men's and Women's Golf has one coach for both teams, the same information is duplicated on both worksheets.

Fail salaries are reported except in cases of mid-year hires.

Note re: mid-year hires: For comparison purposes, combined salary equals (salary x term of employment), e.g., 9 or 12 months, rather than salary multiplied by months worked per academic year.

COACHING OPPORTUNITIES/SALARIES
1993-94

Attachment 4.4.2b

Men's Sports	Head Coaches		Assistant Coaches (j)		Graduate Assistant Coaches (k)		Volunteer Assistant Coaches (l)		Restricted-Earnings Coaches (m)		
	Gender	Base Salary (h)	Male (N)	Female (N)	Combined Salary (j)	Male (N)	Female (N)	Male (N)	Female (N)	Male (N)	Female (N)
Baseball	M	\$58,124	1		\$37,442					1	
Basketball	M	\$97,000	5		\$229,500					1	
Cross Country											
Fencing											
Football	M	\$89,542	12		\$649,500	2		1			
Golf **	F	\$43,386	1		\$19,638						
Gymnastics											
Ice Hockey											
Lacrosse											
Rifle											
Skiing											
Soccer											
Swimming											
Tennis	M	\$37,406									
Track, Indoor/Outdoor	M	\$58,124	1		\$49,457						
Volleyball											
Water Polo											
Wrestling											
Men's *											
TOTALS	6	\$383,582	20	0	\$985,537	2	0	1	0	2	0

* Add any additional varsity sports funded by the department of athletics (e.g., men's crew).

** Men's and Women's Golf has one coach for both teams, the same information is duplicated on both worksheets.

Fall salaries are reported except in cases of mid-year hires.

Note re: mid-year hires: For comparison purposes, combined salary equals (salary x term of employment), e.g., 9 or 12 months, rather than salary multiplied by months worked per academic year.

COACHING OPPORTUNITIES/SALARIES
1992-93

Attachment 4.4.2c

Men's Sports	Head Coaches		Assistant Coaches (j)		Graduate Assistant Coaches (k)		Volunteer Assistant Coaches (l)		Restricted-Earnings Coaches (m)						
	Gender	Base Salary (h)	Male (N)	Female (N)	Combined Salary (j)	Male (N)	Female (N)	Male (N)	Female (N)	Male (N)	Female (N)				
Baseball	M	\$56,706	1		\$36,528					1					
Basketball	M	\$90,000	3		\$125,500					1					
Cross Country															
Fencing															
Football	M	\$84,542	9		\$442,449	3									
Golf **	F	\$42,017	1		\$18,702										
Gymnastics															
Ice Hockey															
Lacrosse															
Rifle															
Skating															
Soccer															
Swimming															
Tennis	M	\$36,493													
Track, Indoor/Outdoor	M	\$56,706	1		\$48,251										
Volleyball															
Water Polo															
Wrestling															
Men's *															
TOTALS			6			15	0			3	0	0	0	2	0

* Add any additional varsity sports funded by the department of athletics (e.g., men's crew).

** Men's and Women's Golf has one coach for both teams, the same information is duplicated on both worksheets.

Fall salaries are reported except in cases of mid-year hires.

Note re: mid-year hires: For comparison purposes, combined salary equals (salary x term of employment), e.g., 9 or 12 months, rather than salary multiplied by months worked per academic year.