Supplemental Documents
UNI NCAA “Cycle 3” Certification Review

Table of Contents

Note: pages are variously numbered—this enumeration indicates the location of various documents in the 147 pages contained here.

Pages 1 – 96       July 15, 2011, response to questions raised in NCAA’s staff review of the 2011 UNI NCAA Self Study

Pages 97 – 103     July 26, 2011, response to two questions raised in the review by the NCAA Committee on Athletics Certification.

Pages 104 – 147    September 12, 2011, response to Areas of Concern raised by the NCAA, in preparation for an NCAA Peer-Review Team visit September 27-29, 2011.
University of Northern Iowa
Response to Staff Review
NCAA Certification
Cycle 3
July 15, 2011

Issues from Staff Review

Governance and Commitment to Rules Compliance

<table>
<thead>
<tr>
<th>1.1b</th>
<th>na</th>
<th>15</th>
<th>20</th>
</tr>
</thead>
</table>
| • Not meeting MS.  
• Plan to have the director of athletics report directly to the president; does not have a specific timetable for completion.  
• Indicates that this will be at the president's discretion. |

Response
The University of Northern Iowa Director of Athletics will report directly to President Ben Allen beginning September 1, 2011. The change is reflected in the Plan of Improvement timetable.

<table>
<thead>
<tr>
<th>1.2</th>
<th>na</th>
<th>1</th>
<th>22-23</th>
</tr>
</thead>
</table>
| • Did not provide complete response to SSI.  
• Condition from Cycle 2 required institution to revise its rules-education program to include focused continuing eligibility training to faculty and staff who serve as academic advisors to student-athletes.  
• Unclear if the rules education included focused continuing eligibility for academic advisors to student-athletes. |

Response
Faculty and staff who serve as advisors receive rules education regarding continuing eligibility for student athletes through the following:
A flyer outlining continuing eligibility information is sent to faculty and staff who serve as academic advisors for student-athletes. That flyer is attached as part of this report as Fac/Staff Flyer.

An athletic academic advisor is now a member of the Undergraduate Advising Council, a campus-wide group which advises the Provosts on matters related to academic advising at UNI. Stacia Greve serves as the athletic department representative on the Council. The group has formulated a handbook for faculty/staff advisors at UNI and specific guidelines for student-athletes, including continuing eligibility requirements, are included in the handbook. A copy of that handbook can be found at http://www.uni.edu/advisorhandbook/home/faculty. The information on student-athletes can be found in the section on advising specific populations.

Stacia Greve also meets annually with all new faculty and staff at UNI to inform them of the role of the two athletic academic advisors and she also provides information on the advising handbook and academic requirements for student-athletes, including continuing eligibility information.

Both athletic academic advisors take part in orientation sessions for new incoming students at UNI during the summer. The athletic academic advisors work closely with other advisors and faculty during the registration process and are able to outline and explain academic requirements for student-athletes during this process.

<table>
<thead>
<tr>
<th>1.2d</th>
<th>2</th>
<th>4</th>
<th>27-28</th>
</tr>
</thead>
</table>
| • Not meeting MS.  
• Has plan to add compliance statement to letters of appointment, job descriptions and performance evaluations for athletics staff members.  
• Must be completed prior to certification. |

Response
The following compliance statement has been added to the job descriptions for all athletics staff members:
"Must abide by the rules of the NCAA, the Missouri Valley Conference, the Missouri Valley Football Conference, the Western Wrestling Conference and the University of Northern Iowa." An updated job description as an example of the language placement is attached as Sample Job Description for your review. In addition, the following paragraph has been added to all letters of appointment and offers of appointment for new employees for department members: "The University had adopted a policy of zero tolerance toward any major NCAA rules infraction. UNI also takes a strict stance on repeated inadvertent violations. Any violations discovered shall be reported immediately to the Director of Athletics. Staff members who exhibit disregard for NCAA rules will face disciplinary actions, which may include suspension without pay and/or employment termination. A copy of a sample letter is attached as Employment letter."
In addition, compliance has been added to the performance appraisal instrument used by the athletic department. That document is attached as **Athletics Performance Appraisal**.

**NOTE**: It is anticipated that the changes to the job descriptions will be complete in September, 2011. All employment letters now include the statement and the performance appraisal was utilized during this year’s performance evaluations.

<table>
<thead>
<tr>
<th>1.2d</th>
<th>3</th>
<th>5</th>
<th>29-30</th>
</tr>
</thead>
</table>
| ● Not meeting MS.  
● Unclear if performance evaluations for individuals outside of athletics who have compliance responsibilities have the statement of commitment to rules compliance. |

**Response**  
The job descriptions of those who perform compliance duties outside of athletics include those duties in their job descriptions. The supervisors of those individuals are required by University policy to evaluate the essential job duties of the job description using a required evaluation form. Since the compliance responsibilities are part of the job descriptions, the individuals would be evaluated as part of the annual process. In addition, the evaluation tool allows the supervisors to add an area for evaluation. The required evaluation form is attached as **HR Appraisal**. See page three of the form to view the area which supervisors can specialize for their area.

<table>
<thead>
<tr>
<th>1.2c</th>
<th>9</th>
<th>10</th>
<th>34</th>
</tr>
</thead>
</table>
| ● Did not provide complete response to SSI.  
● Unclear how written rules compliance policies and procedures are communicated on an annual basis to athletics staff members and individuals outside of athletics with rules compliance responsibilities.  
● Indicates that the compliance procedures are in the staff handbook but unclear if staff is provided a copy annually. |

**Response**  
Compliance policies and procedures are included in the staff handbook under a centralized section entitled “UNI Compliance Manual.” The entire staff handbook is posted on the UNI athletics website and is annually provided in written form to all athletic staff members at a beginning of the year meeting, as well as to individuals outside of athletics who have compliance responsibilities. New employees receive a copy of the handbook and the link on the website for the handbooks. The Compliance Manual itself is also posted on the compliance section of the website [http://www.unipanthers.com/athleteservices/niwa-compliance.html](http://www.unipanthers.com/athleteservices/niwa-compliance.html)

<table>
<thead>
<tr>
<th>1.2e</th>
<th>12</th>
<th>14</th>
<th>38</th>
</tr>
</thead>
</table>
| ● Not meeting MS.  
● Institution did not review the rules compliance evaluation as part of the self-study to determine if corrective actions are necessary.  
● Response indicates that the evaluation will be reviewed by the Athletic Compliance Council and the director of athletics.  
● Review must be conducted as part of this self-study. |

**Response**  
The rules compliance evaluation and findings from the BSK audit were reviewed by Troy Dannen, Director of Athletics, the Athletic Compliance Council, the Governance and Commitment to Rules Compliance subcommittee and the Intercollegiate Athletic Advisory Council during the spring, 2011 semester. Specific recommendations from the audit are included in the Governance and Commitment to Rules Compliance Plan of Improvement, indicating the actions which will be taken to correct the issues identified in the audit. For example, the “non-athletes” reporting line for the Director of Athletics Compliance and the changes needed in the complimentary ticket procedures in the Plan of Improvement were two of the recommendations from the external compliance audit.

**Academic Integrity**

<table>
<thead>
<tr>
<th>2.1c</th>
<th>2 and 3</th>
<th>4</th>
<th>49-50</th>
</tr>
</thead>
</table>
| ● Not meeting MS.  
● Unclear if admission decisions for student-athletes are made solely by the authority responsible for admissions decisions.  
● Page 50 indicates that all student-athlete applications for admissions are reviewed by the senior assistant director of admissions. |

**Response**  
Student-athletes follow the same admission process as all students at UNI. If any student does not meet UNI admission requirements, his/her file may be reviewed for further information and a recommendation. The Director of Admissions, Christie Kangas, has the ultimate responsibility for allowing the admission of each student to UNI, including student-athletes.
Student-athlete applications for admissions which are delayed or denied are reviewed by Dan Schofield, senior assistant director of admissions. He may make recommendation on admission decisions for student-athletes, but Ms. Kangas must ultimately approve his recommendations. A similar process is in place for the general student. Joanne Loonan, Associate Director of Admissions, is the person responsible for the recommendations on admission for those students who do not meet admission requirements to UNI.

Mr. Schofield is assigned as the admissions representative to Intercollegiate Athletics by Ms. Kangas and is responsible for further specific knowledge such as initial eligibility requirements, transfer eligibility requirements, as well as other NCAA requirements related to intercollegiate athletics.

<table>
<thead>
<tr>
<th>2.1c</th>
<th>4</th>
<th>5</th>
<th>50-52</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Not meeting MS.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Appears that the institution has a separate admission process for student-athletes and a separate review process if a student-athlete does not meet the regular admissions standards.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must provide additional explanation and explain if this process is available to other groups.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Response**

The admission process for all students is the same for student-athletes. If any student, including student-athletes, does not meet the stated RAI score (245), an admission staff member may review the admission application on a case by case basis. The Director of Admissions has assigned that process to a specific staff member for student-athletes, Dan Schofield. Joanne Loonan is the staff member assigned that process for other students. Both Mr. Schofield and Ms. Loonan consult with each other and other admissions counselor. All admission exceptions for all students must be approved by Mrs. Kangas. Thus, while the personnel involved in the review are different, the process is the same for all students.

<table>
<thead>
<tr>
<th>2.1b-1</th>
<th>5</th>
<th>7</th>
<th>53</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Did not provide complete response to SSI.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Did not provide analysis of test score by sport group.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Institution noted that the core course GPA for football student-athletes is somewhat lower that the general male student population over the four-year period. However, did not explain the difference and did not address this issue in a plan for improvement.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Response**

The analysis of the test scores in the answer was as follows:

Male student-athletes average ACT scores are slightly lower than male students in general. Female student-athletes average ACT scores are slightly higher than female students in general. The slight differences are likely due to the small cohort groups of athletes.

When comparing student-athletes' test scores by racial or ethnic group to the students in general by racial or ethnic group, student-athletes compare about the same or slightly better in most categories. The slight differences are likely due to the very small cohort groups of athletes.

No noticeable trends or changes were noted.

To expand further, academic integrity subcommittee noted that the male students' ACT test scores ranged from 23-24 in the years reviewed. During the same time period, the male student-athletes' test scores ranged from 20-22, and had increased three of the four years. Due to the low number in the cohorts, the subcommittee did not believe the differences to be problematic or requiring a plan of improvement.

With regard to core course GPAs for football student-athletes, the subcommittee did note that the four years of football data were somewhat lower than the general students’ incoming GPA. However, three factors were also considered:

the general student GPA figures reflected an overall GPA and not just core course or academic courses
the low number of students in the football cohort compared to the overall male cohort
the increase in football’s core course GPA from 2.76-3.10.

In addition, football’s GPA compared favorably to other men’s sports core course GPA (men’s track, men’s other) and with women’s basketball (2008-09).

For those reasons, the subcommittee determined that football’s GPA, while lower, were not cause for a plan of improvement.
Response

Monitoring plan is now included in the Plan of Improvement.

Response

The academic integrity subcommittee looked at a variety of data for all questions related to graduation rates, APR and academic performances of UNI’s sports teams. Subcommittee members were experienced academic officials at the University and believed it was more appropriate to look at as much information as possible in determining probable areas of concern. The four-year class average of the FGR for football was one factor in its analysis, but perhaps did not show the total picture of the academic success and ultimate graduation of football student-athletes at UNI.

Other areas of note that the subcommittee looked at:

Since 1998, football four-year GSR has increased from 63 to 71 for 2001-04. That corresponds to a 62% four-class average federal graduation rate compared to 65% for all students at UNI and 66% for all student-athletes. The four-year data for GSR for a national average of FCS football is 66%.

Further analysis revealed that football has a four-class average of 71% for white student-athletes (85% GSR), but black football players registered a 48% four-class average and a 54% GSR. UNI football’s 2009-10 APR was 941, two points below the national average for FCS football (943) and 5th among Missouri Valley Football Conference members. Football’s APR increased from 922 in 2006-07 to a high of 953 in 2007-08. The last two years have leveled off at 941 and 942. However, the subcommittee made note of decline in the retention rate during this time in the APR.

The Academic Integrity subcommittee also noted the work of the Diversity subcommittee with regard to this same issue (see 3.2.1, original condition #1). In addition, the subcommittee noted that retention and graduation rates of African-American students was a campus-wide issue being addressed on several levels and that the Diversity subcommittee has recommended (see plan of improvement) that the athletics department create an issues committee to undertake issues and provide a plan of action.

Thus, the discrepancy in football’s four-class average of the FGR was noted, but further analysis suggested it was related to retention and graduation of minority student-athletes. The recommended actions of another working group were better suited to address this area of concern.

Response

The subcommittee made note of differences in five programs: men’s cross country, football, women’s swimming, women’s tennis and softball. Information on those programs included comparison to the national averages of teams in the same sport within UNI’s division and a year by year break down of students in the cohorts. The report noted that men’s cross country already has a plan of improvement in place for APR which should improve graduation rates. Women’s swimming and women’s tennis had very low numbers in the cohorts which contributed to the low rankings. The subcommittee noted that softball was significantly higher compared to other UNI teams (8% higher), but lower than the national average for teams in UNI’s division. Thus, the subcommittee believes the differences are explained and no plan of improvement was necessary.

The discussion on football was part of the larger, overall graduation and academic performance discussion (see previous clarification for 2.1b) and the plans for improving are noted in other subcommittee reports.
All other teams (men’s: basketball, golf, and wrestling; women’s: basketball, cross country/track, golf, soccer, and volleyball) are comparable to or significantly higher than the University of Northern Iowa 75% GSR for all student-athletes, UNI’s GSR average for all teams, and the GSR national-average in their sport within University of Northern Iowa’s division. There were no problems identified for those teams.

| 2.1d | 13  | 17  | 64-65 | • Did not provide complete response to SSI.  
• Analysis was conducted against a benchmark of 925 rather than against the retention rate of all student-athletes (961). |

Response: The analysis of retention rates using the 961 benchmark is attached as Retention Rates.

| 2.1  | 15  | 20  | 69, 70, 72 | • Not meeting MS.  
• Institution identified issues with scheduling of tournaments on two consecutive weeks and fall schedules should be reviewed to determine if class days missed can be reduced in the non championship segment.  
• Issues were not in plan. |

Response: The issues of class days missed for the men’s and women’s golf teams is now included in the Plan of Improvement.

| 2.1e | 16  | 21  | 70-71 | • Not meeting MS.  
• Unclear how scheduling policies and procedures and missed class time policy are directly communicated to the department of athletics staff, appropriate faculty and administrative staff.  
• Page 70 indicates that the policies are in the department of athletics staff handbook but unclear if staff is provided a copy annually. |

Response: Scheduling policies and procedures as well as the missed class time policy are included in the athletic department handbook which is posted online at http://www.unipanthers.com and is provided in writing annually to all athletic department staff members. Those same policies and procedures are provided in writing to all members of the IAAC and the Athletic Compliance Council on an annual basis.

| 2.1  | na  | 22  | 72  | • Not meeting MS.  
• Plan lacks specific timetables in the following areas: Graduation rates for African-American male student-athletes, approval of new policy on missed class time and athletics advisory reporting lines.  
• Timetable indicates immediately, but requires a specific date. |

Response: The Plan of Improvement has been updated and now includes specific dates.

| 2.2  | 1   | 2   | 73-77 | • Not meeting MS.  
• Did not complete two plans from Cycle 2 (periodic review of academic support services and implementation of policy of make-up work and missed class by student-athletes). |

Response: UNI’s approach to a periodic review of academic support services included an outside audit by BS&K along with an internal review chaired by Jon Busec, Dean of Students. Following those reviews, a new approach to UNI’s academic services review was formulated. That new plan includes a yearly review by the Intercollegiate Athletic Advisory Council (IAAC) of 5 of the 13 program areas each year for 3 years followed by an external review of all areas every 4 years. The new plan would provide an annual review of the program areas by a group outside of athletics followed by a more comprehensive audit every four years.

The University’s new missed class policy has been formulated and reviewed, but is not yet fully approved. UNI’s Faculty Senate must approve the policy. That body has referred the policy to a subcommittee for feedback and recommendation. Approval of the policy is included in the Plan of Improvement for Academic Integrity.
| 2.2a | 4  | 5  | 79-81 | Did not provide complete response to SSI.  
|      |    |    |       | Unclear if the institution determined that it is meeting the academic needs of student-athletes after the review of staffing, physical space and financial support. |
|      | 5  | 6  | 81-89 |

**Response**  
The review of the academic support services area by BS&K and followed up by an internal review found no issues with physical space and financial support. Staffing was a concern in the review and noted the increased work load of the athletic academic advisors with community services projects. That is addressed in the Plan of Improvement.

| 2.2a | 5  | 6  | 86   | Did not provide a complete response to SSI.  
|      |    |    |      | Unclear how athletics staff are made aware of the following academic support services: Academic Counseling and Advising; Tutoring; Academic Progress Monitoring and Reporting; Assistance for Special Academic Needs; Assistance for At-Risk Students; Academic Support Facilities; Academic Evaluation of Prospective Student-Athletes; Success Skills; Study Hall; First Year/Transfer Orientation; Mentoring; and Post eligibility Programs.  
|      |    |    |      | Responses mention only coaches. |
|      | 6  |    | 86-87 |

**Response**  
The information referenced under (c) for the above listed academic support services is available to athletic department staff in the Staff Handbook, which is provided annually or via links on the athletic website [http://www.unipanthers.com/](http://www.unipanthers.com/).

| 2.2a | 5  | 6  | 86-87 | Did not provide a complete response to SSI.  
|      |    |    |      | Unclear how coaches and athletics staff members are made aware of the following academic support services: Student-Athlete Degree Selection.  
|      |    |    |      |

**Response**  
Coaches and athletic department staff are made aware of the information related to degree selection by information placed on the UNI campus website and UNI on line information by academic advising. Coaches are informed of this information by the athletic academic advisors.

| 2.2a | 5  | 6  | 86-87 | Did not provide a complete response to SSI.  
|      |    |    |      | Did not respond to b and c for Learning Assessments.  
|      |    |    |      | Institution provides placement testing for foreign language classes.  
|      |    |    |      | Still must provide the policies that govern access and how student-athletes, coaches and athletics staff members are made aware of this service. |
|      |    |    |      |

**Response**  
Foreign language placement tests are offered to any UNI student who wishes to enroll in a foreign language class at the University. Student-athletes are advised of the placement test during orientation prior to first-time enrollment at UNI or during registration prior to enrolling in a foreign language class. Athletic academic advisors notify the student-athlete and are able to facilitate the taking of the placement test through UNI’s Department of Languages and Literature. Coaches are informed about the placement tests by the athletic academic advisors who work with their teams. Other department staff are informed of the service by the academic advisors as well. General information concerning the placement tests from the Department of Languages and Literature is placed on its department’s website.

| 2.2d | 7  | 8  | 90-91 | Not meeting MS.  
|      |    |    |      | Unclear if the academic support services evaluation included the following areas: Academic Progress Monitoring and Reporting; Academic Support Facilities; Academic Evaluation of Prospective Student-Athletes; Student-Athlete Degree Selection; Success Skills; Study Hall; First Year/Transfer Orientation; and Post eligibility Programs. |
|      | 7  |    |      |

**Response**  
The areas of review were outlined by the BS&K audit and included from the listing above: academic progress monitoring and reporting; academic support facilities; academic evaluation of prospective student-athletes; and study hall. UNI’s internal review included reviewing all of BS&K’s findings and recommendations as well as degree selection, success skills, first year/transfer orientation and post eligibility programs.

| 2.2d | 10 | 8  | 91   | Not meeting MS.  
|      |    |    |      | Unclear if individuals involved in the academic support services evaluation do not have |
Response The individuals involved in the evaluation of the academic support services evaluation included an outside consultant from BS&K. Jon Buse, Dean of Students convened a group of faculty and staff to review the report and to offer further recommendations. The review group included Mr. Buse, Dr. Lisa Jepsen, Associate Professor, Economics, David Marchesani, Associate Director of Academic Advising and Career Development Coordinator, and Nick Sullivan, Director, Student Support Services. Mr. Marchesani serves as an advisor for deciding majors and freshman Communication Studies majors, as well as the Career Development Coordinator for Academic Advising, teaching the "Career Decision Making" (170:050) class, serving as the webmaster and podcaster developer for the Academic Advising Office. Mr. Sullivan is Director of UNI's Student Support Services, which is a federally funded program designed to increase the retention and graduation rates of participants, increase the transfer rate of eligible students from two-year to four-year colleges and foster an institutional climate supportive of student success.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2</td>
<td>na</td>
<td>11</td>
<td>92-93</td>
</tr>
<tr>
<td></td>
<td>Did not provide a complete response to SSI.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Did not provide dates of actions taken or specific timetables for actions planned or implemented from the academic support services review.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Response The Academic Integrity Plan of Improvement has been updated to reflect specific timetables.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2</td>
<td>na</td>
<td>13</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Did not provide a complete response to SSI.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Steps to achieve goal in the area of offering evening hours for math lab and writing center are not specific.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Timetable is not specific for areas of new policy on probation and suspension and no formal mechanism to identify at-risk student-athletes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Timetable indicates immediate but requires a specific date.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Response The Academic Integrity Plan of Improvement has been updated to reflect steps to achieve goals and specific timetables.

Gender

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1a</td>
<td>1</td>
<td>2</td>
<td>113-117</td>
</tr>
<tr>
<td></td>
<td>Not meeting MS.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Did not complete three plans from Cycle 2 (adding women's rugby, addressing proportionality disparity and women's swimming to have a full-time assistant coach).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Response UNI did not complete three plans from Cycle 2 as stated above. However, the institution has outlined the rationale and why a different course of action is being pursued. Specifically, UNI athletics is striving to reach 5% proportionality through roster management. Currently, we have reduced the disparity from 18% to 8%. In addition, a new survey to gauge interests and abilities will be developed with strategies employed to increase response rates. Finally, new guidelines for adding or dropping a sport will be developed as a guide for future considerations.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1b</td>
<td>na</td>
<td>4</td>
<td>118-119</td>
</tr>
<tr>
<td></td>
<td>Did not provide a complete response to SSI.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unclear how the institution is organized to further its efforts related to the gender-issues operating principle for athletics staff members and coaches.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Response UNI's Senior Woman Administrator and the athletic department's senior management team are responsible for issues involving gender equity for athletics staff members and coaches. These include issues such as hiring practices and salaries, and team budgets. Coach and staff evaluations are utilized to provide feedback on gender equity issues for those personnel. In addition, university funding has been designated for professional development for female staff and coaches. The assistant women's soccer coach received funding to attend the NCAA coaching academy. Other female coaches received funding from the Missouri Valley Conference to attend NACWAA conferences.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1b</td>
<td>4b</td>
<td>9</td>
<td>126-153</td>
</tr>
<tr>
<td></td>
<td>Did not provide complete response to SSI for B in the following program areas: Accommodation of Interests and Abilities, Equipment and Supplies, Travel Allowance, Academic Support Services, Coaches, Locker Rooms, Practice and Competitive Facilities, Medical and Training Facilities and Services, Publicity and Awards, Support Services, Recruitment of Student-Athletes and Retention.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Did not provide data for all program area descriptors.
• After complete review of data in these program areas, the institution must also analyze and explain how it is meeting the needs of the underrepresented gender and if deficiencies are found, must explain in narrative format and address in plan.

Response
The additional information for this area is attached as Gender #9B-C.

3.1b 4b 9 126-153
• Did not provide complete response to SSI for C in the following program areas: Equipment and Supplies, Scheduling of Games and Practice Times, Medical and Training Facilities and Services, Housing, Support Services and Participation in Governance and Decision Making.
• Did not explain how the institution is meeting the needs of the underrepresented gender. Only states the conclusion that there is no inequity.

Response
The additional information for this area is attached as Gender #9B-C.

3.1b 4b 9 148-150
• Did not provide complete response to SSI.
• For the program area of Retention, did not provide a response to d to indicate how the gender-issues plan addresses this area and did not explain how the institution is meeting the needs of the underrepresented gender.

Response
UNI's review of retention for the underrepresented gender did not reveal any issues. The Gender Equity Plan does include a plan to review the retention levels for female staff, coaches and student-athletes on an annual basis. UNI plans to conduct exit interviews with all female student-athletes who leave before eligibility is completed to gather information as to their reasons for leaving. In addition, to help with retention of female staff and coaches, a mentoring program is being developed. UNI has conducted student satisfaction surveys and no gender-related issues were noted. Exit interviews have also been monitored for information related to gender issues. Retention rates for all women's teams consistently rank higher than the men's programs and six of the women's programs had 1000 retention rates in 2009-10. With no issues identified, UNI believes it is meeting the needs of the underrepresented gender, but will continue to monitor this area.

3.1c 8c 10 157-162
• Not meeting MS.
• Steps to achieve goals in the following program areas are not measurable or specific: Athletics Scholarships, Travel Allowance, Medical and Training Facilities and Services (adding a full-time female strength and conditioning coach).

Response
The Plan of Improvement has been updated.

3.1c 8c 10 157-162
• Not meeting MS.
• Steps to achieve goals for maintenance plans in the following program areas do not include action steps that state what institution will do to continue to remain equitable should a deficiency be identified in the future: Scheduling of Games and Practice Times, Academic Support Services, Medical and Training Facilities and Services, Housing and Dining Facilities and Services, Retention, Participation in Governance and Decision Making.
• Must include action steps for all maintenance plans.

Response
The Plan of Improvement has been updated.

3.2a na 1 163-165
• Did not provide a complete response to the SSI.
• Did not provide responses to a, b, c, and d for a condition of certification from Cycle 2 (clarify that the minority-issues plan extends five years into the future).

Response
UNI was fully certified in 2004 after providing a Minority Issues Plan that extended five years in the future. UNI's response to the NCAA on August 20, 2004 included a five year Minority Issues Plan, 2004-2009. That plan was accepted and approved. A copy is attached as 2004 Report.

3.2a 1 2 166-
• Did not provide a complete response to the SSI.
Response

The updated response is attached as **Diversity #2** for goals 1, 2, 8 and 3, 6, 7 and 9.

UNI did not respond to the goal listed above on offering promotion and growth. That specific goal was not listed in the Diversity Issues Plan that was approved by the CAC in 2004 when UNI was fully certified (see 2004 Report attachment referenced above, attachment B.)

<table>
<thead>
<tr>
<th>3.2</th>
<th>5</th>
<th>9</th>
<th>174</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Response**

The Plan of Improvement has been updated.

<table>
<thead>
<tr>
<th>3.2</th>
<th>6</th>
<th>10</th>
<th>174-175</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Response**

The UNI athletic department does have policies for truncated or expedited hiring practices, but follows University policies for temporary hires or waivers of a search process. Temporary hiring of employees must be approved by the department or division head and are allowed for only a two-year period. At the end of the two-year period a formal search must be conducted. The policy and procedures for a temporary hire are included in the attachment **Temporary Hires**.

Search waivers can be filed with the Office of Compliance and Equity Management (OCEM) to suspend a normal search process and proceed with a hiring, but only when the request is for a promotion or transfer of an existing employee without a competitive search.

The following information is necessary to give full consideration to such a request. The information is to be submitted in writing to the Office of Compliance and Equity Management. Notice of approval or denial will be provided in writing to the requesting supervisor. The search waiver must include the following information:

- Would a competitive search for this position would likely result in the hiring of selected candidates for this position?
- Information about the job
- Information about the employee
- Information about other potential candidates

A copy of the guidelines is attached as **Guidelines for Requesting Search Waiver**.

<table>
<thead>
<tr>
<th>3.2b</th>
<th>7b</th>
<th>14</th>
<th>176-184</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Response**

The updated response is attached as **Diversity #14B-D**.

<table>
<thead>
<tr>
<th>3.2b</th>
<th>7d</th>
<th>14</th>
<th>176-184</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Did not provide complete response to SSI for D.
- Response is the same for each program area.
- Must provide responses specific to that program area and revise diversity-issues plan, if
### Response
The updated response is attached as **Diversity #14B-D**.

<table>
<thead>
<tr>
<th>3.2c</th>
<th>11</th>
<th>15</th>
<th>187-190</th>
</tr>
</thead>
</table>
| • Not meeting MS.  
• Steps to achieve goals in the following program areas are not measurable or specific: Participation in Governance and Decision Making (Minority student-athletes are not aware of leadership opportunities within the department) and Participation in Governance and Decision Making (Lack of minority on IAAC and other department committees). |

### Response
The Plan of Improvement has been updated.

<table>
<thead>
<tr>
<th>3.2c</th>
<th>11</th>
<th>15</th>
<th>187-190</th>
</tr>
</thead>
</table>
| • Not meeting MS.  
• Timetables are not specific in the following program areas: Institutional and Athletics Department Commitment and Organization. |

### Response
The Plan of Improvement has been updated.

<table>
<thead>
<tr>
<th>3.2</th>
<th>10</th>
<th>16</th>
<th>184</th>
</tr>
</thead>
</table>
| • Not meeting MS.  
• Did not state whether institution will compare the diversity-issues plan with its written assessment of the campus diversity climate at least once every four years to determine if the course of action is appropriate. |

### Response
The Athletics Diversity Issues Committee will annually compare its Diversity Issues Plan with UNI's written assessment of the campus diversity climate at least once every four years to help determine if the course of action in the plan is appropriate. The Plan of Improvement has been updated.

<table>
<thead>
<tr>
<th>3.3a</th>
<th>2</th>
<th>4</th>
<th>193-194</th>
</tr>
</thead>
</table>
| • Not meeting MS.  
• Instrument used to conduct exit interviews does not contain questions related to d, e, f, g, i, j, k, l, m and n. |

### Response
A revised exit interview instrument is included with this response as **Exit Interview Revised**

<table>
<thead>
<tr>
<th>3.3a</th>
<th>3</th>
<th>5</th>
<th>194-195</th>
</tr>
</thead>
</table>
| • Not meeting MS.  
• Stated that they conduct the survey online to student-athletes that have exhausted their eligibility.  
• Unclear whether exit interviews are conducted via in-person meetings and/or teleconference.  
• Unclear of the process used to evaluate and implement outcomes from student-athlete exit interviews. |

### Response
The process for conducting exit interviews was modified by UNI's Intercollegiate Athletic Advisory Council (IAAC) during the 2010-11 academic year. Student-athletes who have exhausted their eligibility are administered the exit interview survey by a faculty member of the IAAC. The survey is completed online by the individual student-athlete, but the IAAC member is personally present to explain the process and answer questions. The answers from all exit interviews are compiled and summarized by a faculty member of the IAAC. The summary information is provided to the FAR who shares the information with President Allen as part of her annual report, Athletic Director Troy Dannen and Senior Woman Administrator
Troy Dannen. The FAR is responsible for notifying athletic administration of any trends or concerns noted from the exit interviews as well as any issues which need immediate attention.

Athletic administration and sports supervisors compares the exit interview summary and information to results from the annual student-athlete satisfaction survey and make note of any sport specific or support program issue. Areas which need improvement or change are then addressed by the appropriate staff member. Information from the surveys is also used in staff and coaches evaluations.

The entire IAAC is also provided with the summary of the exit interviews as well as athletic administration’s responses to concerns and trends.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3b</td>
<td>6,7</td>
<td>8</td>
<td>200-201</td>
</tr>
</tbody>
</table>

- Did not provide a complete response to SSI.
- Did not provide name/title of individual who oversees administration of grievance/appeals procedures for financial aid and transfer releases.
- Did not describe how the grievance/appeals procedures for financial aid and transfer releases are directly communicated in writing to athletics staff and coaches.
- Did not describe how the grievance/appeals procedures for financial aid are directly communicated in writing to student-athletes.

**Response**

Juanita Wright, Assistant Director of Gift Aid & Multicultural Relations, Financial Aid, is the individual who oversees administration of the financial aid appeals process. UNI’s Faculty Athletic Representative oversees the grievance/appeals process for transfer releases. Dr. Anne Woodrick, Professor of Sociology, Criminology and Anthropology was UNI’s FAR through June of 2010. Dr. Lisa Jepsen, Associate Professor of Economics, is now UNI’s FAR.

The appeals process for both financial aid and transfer appeals are in the Staff Handbook, which is annually provided to all members of the athletic department, including coaches and staff. Both policies are also placed on the UNI athletic website.

Student-athletes receive copies of both policies in the student-athlete handbook which is provided to each student-athlete during fall compliance meetings. The policies are also placed on line for review by student-athletes. In addition, a copy of each policy is provided to any student-athlete when he/she is notified of a reduction or cancellation of athletic aid and when he/she is provided a written response to a transfer request.

**Response**

The grievance process for other athletic department issues in non-NCAA mandated areas is very similar to the appeals process for transfer appeals.

The UNI Student-Athlete Appeals Committee serves as the official appeals board for the department, excluding review of athletic scholarship issues, when all Athletic Department avenues have been exhausted. Student-athletes are expected to contact his/her head coach to attempt resolution of the situation. Following that the sports supervisor and Director of Athletics may be contacted for resolution of the issue. If the issue or grievance is still not resolved to the student-athlete’s satisfaction, an appeal to the Appeals Committee is the next step.

The Appeals Committee may also address other student-athlete grievances on the basis of the merit of the facts in a specific situation. Athletics Department staff members may not serve on the committee. Anyone who has personal knowledge of the circumstances surrounding the appeal should excuse herself/himself so that both the fact and appearance of impartiality is assured. Appeals Committee hearings are not formal legal adjudications and attorneys are not permitted to be involved or present during the appeals or hearing process. The decision of the Appeals Committee is final and binding and may not be appealed further by the student-athlete or by the Athletics Department.

The Appeals Committee is composed of the following individuals: The NCAA Faculty Athletics Representative (Chairperson); the Dean of Students, or a representative from the Office of Student Affairs, two members from the IAAC (at least one of whom is a faculty member), and a representative from Student-Athlete Advisory Committee (SAAC).

UNI’s Faculty Athletic Representative oversees the grievance/appeals process for student-athletes. Dr. Anne Woodrick, Professor of Sociology, Criminology and Anthropology was UNI’s FAR through June of 2010. Dr. Lisa Jepsen, Associate Professor of Economics, is now UNI’s FAR.
For issues external to Athletics, all students have resources within student life and grievance procedures through the Dean of Students. Those are listed in the UNI Student Handbook [http://www.uni.edu/deanofstudents/handbook]. During new student and transfer student orientations all students are informed that it is their responsibility to know campus policies and procedures. Campus police and Cedar Falls Police are also available to students should issues of harassment, hazing, abusive behavior or discrimination fall under the category of a crime according to state or municipal codes.

Student-athletes may report any non-NCAA grievance to a campus office whether or not they chose to report it to an Athletics staff member or coach.

<table>
<thead>
<tr>
<th>3.3a</th>
<th>na</th>
<th>13</th>
<th>204</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Did not provide a complete response to SSI.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Did not describe methods used to educate coaches and student-athletes about opportunities to integrate into campus life.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Response

A variety of methods are used to educate and inform student-athletes and coaches about integrating into student-life on UNI’s campus.

Student-athletes who attend a summer orientation session (or transfer or international student orientation) receive information about student groups, activities and offices at the orientation session. All new student-athletes are enrolled in the Strategies for Academic Success class (SAS) and student life opportunities are part of the curriculum covered in the class. Student support services such as Disability Resources, Counseling Center, Health Center, Writing Lab, etc. are reviewed during the class. Student-athletes also receive information on student organizations, student government and opportunities within the residence halls. This information is located on the UNI website at [http://www.uni.edu/maucker/siac/](http://www.uni.edu/maucker/siac/).

UNI SAAC also partners with student groups on campus for different community service projects including reading in the schools, Homecoming activities and fundraising events such as dance a thons or cancer walks. SAAC members are instructed to offer all opportunities for involvement and volunteers to their teammates.

Coaches are also provided the same information that is presented in the SAS class regarding opportunities on campus. Each semester, coaches and athletic department staff members are asked to attend one non-athletic event on campus. This could be a play, a concert, an awards luncheon or lecture. This initiative is intended to help integrate staff more into the campus community and help them aware of other campus organizations or offerings. Coaches are also provided a copy of all the SAAC planned activities for the year and a year-end review of the community service and campus projects that student-athletes were involved in. This allows the coaches a better understanding of what is available in the way of opportunities for student-athletes to become involved in campus and in the community.

<table>
<thead>
<tr>
<th>3.3c</th>
<th>10</th>
<th>14</th>
<th>204-205</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Not meeting MS.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Unclear whether travel safety policies are communicated to student-athletes in writing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Unclear who is responsible for the oversight of this area.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Response

Currently, athletic department travel safety policies are not communicated to student-athletes in writing. The Plan of Improvement has been updated. The person responsible is Steve Schofield, Associate Athletic Director/Internal Operations.

<table>
<thead>
<tr>
<th>3.3c</th>
<th>11</th>
<th>17</th>
<th>205</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Not meeting MS.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Unclear who is responsible for the oversight of this area (emergency medical plans for in-season activities).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Response

Don Bishop, Head Athletic Trainer, is the person responsible for the emergency medical plans for in-season activities.

<table>
<thead>
<tr>
<th>3.3c</th>
<th>12</th>
<th>19</th>
<th>206</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Not meeting MS.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Unclear whether emergency medical plans for out of season activities are communicated in writing to all athletics staff, coaches and student-athletes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Unclear who is responsible for the oversight of this area.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Response

Don Bishop, Head Athletic Trainer, is the person responsible for the emergency medical plans for out of season activities. Athletic trainers who are assigned to individual sports programs share the policies with each team and its members. The
medical plans are included in the Sports Medicine Policies and Procedures Manual which is provided by Bishop to Senior Associate Athletic Director Jean Berger. Berger then includes this manual as part of the Department's Staff Handbook which is distributed annually to all athletics staff and coaches. The manual is also posted online.

<table>
<thead>
<tr>
<th>3.3c</th>
<th>13</th>
<th>21</th>
<th>207</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Not meeting MS.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Unclear whether athletic training and sports medicine policies and procedures are communicated in writing to all athletics staff.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Response indicates that they are provided to a select group.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Unclear who is responsible for the oversight of this area.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Response**  
Don Bishop, Head Athletic Trainer, is the person responsible for the athletic training and sports medicine policies and procedures manual. The Sports Medicine Policies and Procedures Manual is provided by Bishop to Senior Associate Athletic Director Jean Berger. Berger then includes this manual as part of the Department's Staff Handbook which is distributed annually to all athletics staff and coaches. The manual is also posted online.
PRIMARY FUNCTION: Coaches a offensive/defensive segment of the football team as designated by the Head Coach; develops a program for players’ development during the season, throughout off-season, and summer workouts; teaches the technical skills required to play in the offensive/defensive segment; and handles personal counseling needs of the players directly supervised.

PERCENTAGE OF TIME

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Characteristic Duties and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>35%</td>
<td>1. Engages in the video breakdown of all opponents; assists in the development of a game plan for each opponent; breaks down game films and grades players responsible for; and performs related player/team preparatory coaching duties as directed.</td>
</tr>
<tr>
<td>25%</td>
<td>2. Coaches a segment of offensive/defense as determined by Head Coach; develop, presents, and implements new ideas in relation to football techniques and strategies; and assists in development of practice organization and evaluation of personnel through review of practice video.</td>
</tr>
<tr>
<td>15%</td>
<td>3. Recruits student athletes for football; initiates all recruiting solicitation, evaluation, and visits within the regulations as put forth by the NCAA; works through the Admissions office and the Registrar to determine eligibility of prospective student athletes; and assists in coordinating on-campus visitations by prospects.</td>
</tr>
<tr>
<td>15%</td>
<td>4. Assists in development and preparation of playbook materials; develops and writes segments of playbook that pertain to specialties; and assists in developing individual and team goals; organizes and teaches during pre-season, off season and spring training as permitted by the rules and regulations of the NCAA.</td>
</tr>
<tr>
<td>5%</td>
<td>5. Participates actively in Panther Scholarship Club fund raising activities; serves as a speaker at various service clubs and athletic banquets; and participates in summer football camps and clinics.</td>
</tr>
<tr>
<td>5%</td>
<td>6. Prepares and presents class materials for one or two spring semester classes as assigned; responds to student inquires; schedules and arranges films for showing; and completes all instructional duties as directed.</td>
</tr>
</tbody>
</table>

GENERAL INFORMATION: Bachelor’s degree required. At least two years of collegiate football coaching experience or at least two years of NFL playing experience also required. Must abide by the rules of the NCAA, the Missouri Valley Conference, the Missouri Valley Football Conference, the Western Wrestling Conference and the University of Northern Iowa.

The above statements reflect characteristic duties and responsibilities of the position and are not intended to limit the university’s right to assign, direct and control duty assignments.

Prepared By: Lisa Frush

Incumbent: Mark Dannen

Approved By: Troy Dannen
June 28, 2011

[Redacted]

Dear [Redacted],

It is my pleasure to offer you the position of Assistant Men's Basketball Coach effective June 28, 2011. The position is a Full Time, 12 months, Contract appointment. Under our current pay system, employees are paid on a monthly basis on the last workday of the month. Your monthly salary will be [Redacted], which equates to an annualized salary [Redacted]. In addition the University will reimburse you up to [Redacted] in moving expenses in accordance with the University moving expense policy.

In addition to the cash salary, the University will make the appropriate payments to the Social Security, retirement, life insurance, disability insurance, and health and dental insurance programs in accordance with University regulations covering your employment. We will, upon receipt of your written acceptance of this offer, be in contact with you regarding completion of the necessary employee benefits and payroll forms.

This offer and effective start date is contingent upon your successful completion of a pre-employment criminal, child abuse and drivers' license validation background check and compliance background check with the NCAA. The University has adopted a policy of zero tolerance toward any major NCAA rules infraction. UNI also takes a strict stance on repeated inadvertent violations. Any violations discovered shall be reported immediately to the Director of Athletics. Staff members who exhibit disregard for NCAA rules will face disciplinary actions, which may include suspension without pay and/or employment termination.

We are confident you will find the Assistant Men's Basketball Coach position rewarding, interesting, and challenging. The credentials you have presented, along with the favorable impressions you made during the interview process gives us confidence you will be successful at the University of Northern Iowa.

Please indicate your acceptance of this offer by signing below and returning this letter to Human Resource Services by mail, or by faxing it to 319-273-2927 at your earliest convenience. You will then be contacted to initiate the above noted background check(s). To verify or establish your university ID number, please contact the Human Resource Services office at 319-273-2422. You will need to provide your social security number and date of birth at that time.

We look forward to having you join our team!

Sincerely,

[Redacted]

Troy Danzen
Director of Athletics

c: Human Resource Services

I hereby accept the offer detailed above for the position of Assistant Men's Basketball Coach effective June 28, 2011 in accordance with the conditions noted.

Signature [Redacted]

University ID# [Redacted] Date [Redacted]
University of Northern Iowa  
Department of Athletics  
Performance Review and Development Process  
(Setting Expectations and Final Appraisal)

Employee Name: __________________________  Supervisor: __________________________

Job Title: __________________________  Review Period: __________________________

---

Expectation Setting Meeting Held and Job Priorities Discussed: __________________________ (Date)

____________________________  __________________________
Supervisor’s Signature  Employee’s Signature

---

Midway Feedback Session Held: __________________________ (Date)

____________________________  __________________________
Supervisor’s Signature  Employee’s Signature

---

Final Appraisal Meeting Held: __________________________ (Date)

____________________________  __________________________
Supervisor’s Signature  Employee’s Signature

Reviewed by next higher level supervisor (or departmental designee):

____________________________  __________________________
Reviewer’s Name (Please Print)  Reviewer’s Signature

---

**Outstanding**  
**Exemplary performance** in all areas of the job.

**Exceeds Expectations**  
**Surpasses the standards** and established performance expectations in many important areas of the job.

**Meets Expectations**  
**Good performance.** Consistently meets standards and established performance expectations in important areas of the job.

**Below Expectations**  
**Performance does not meet expectations** in some important areas of the job; below expected levels. Improvement needed.

**Unsatisfactory**  
**Performance falls below expectations in many areas** of the job. Substantial improvement critical.
ACADEMICS:
Achieve a graduation rate among student-athletes that meets or exceeds that of the general student body. Support the NCAA sponsored CHAMPS/Lifeskills program. Meets APR expectations.

Evaluation Criteria

- Class attendance and academic success are expected and demanded.
- Recruit student-athletes with proven academic success.
- Positively promote and monitor student-athletes’ adherence to the Student-Athlete Handbook and the University of Northern Iowa Student Code of Conduct.
- Make certain all student-athletes meet important deadlines related to academics (ex. Early registration, book return, etc.).

Circle One
Outstanding   Exceeds Expectations   Meets Expectations   Below Expectations   Unsatisfactory

Comments on Performance:

COMPLIANCE:
Have a working knowledge of all NCAA rules and regulations.

Evaluation Criteria

- Follow NCAA and department rules without compromise.
- Complete coaching certification test with successful results.
- Complete all required NCAA documents efficiently and timely (phone logs, contact/evaluation forms, practice logs, etc.)
- Prevent any violations from occurring with respective program by working closely with the Compliance Office. As an equivalency sport, monitor the award of aid closely to remain within NCAA/department guidelines.
- Recruit student-athletes who have a chance to graduate and excel at UNI. Understand and manage APR.
- Insure adherence to all Compliance Office policies by members of your staff.

Circle One
Outstanding   Exceeds Expectations   Meets Expectations   Below Expectations   Unsatisfactory

Comments on Performance:
BUSINESS OPERATIONS:
Developing and maintaining budgets for the sport program based on strategic goals to be accomplished; monitor status during the year; recommend changes to the budget when appropriate. Adhere to all of the administrative policies of the State of Iowa, UNI, Department of Athletics and the MVC/WWC.

Evaluation Criteria

- Work closely with the Business Office to ensure strict adherence to all policies and procedures related to travel, purchasing, etc.
- Insure adherence to all Business Office policies by members of your staff.
- Adhere to all expenditure amounts (recruiting, supply and services, etc.) budgeted for the current fiscal year.
- Must complete paperwork (reimbursements, cash advances, requisitions, etc.) in a timely manner.
- Manage budgeting process with sport supervisor.

Circle One
Outstanding  Exceeds Expectations  Meets Expectations  Below Expectations  Unsatisfactory

Comments on Performance:

__________________________

STUDENT SERVICES:
Insuring student-athletes needs are supported; provide resources and information to assist student-athletes in many areas.

Evaluation Criteria

- Strength and Conditioning
- Athletic Training
- CHAMPS/Lifeskills
- Code of Conduct/Student-Athlete Handbook
- Advocacy for Student-Athletes

Circle One
Outstanding  Exceeds Expectations  Meets Expectations  Below Expectations  Unsatisfactory

Comments on Performance:

__________________________
**FUNDRAISING/MARKETING:**
Support the sport program, department and university in fundraising efforts; sharing information and time to support the marketing and promotion of the program and department.

**Evaluation Criteria**

- Work with the Athletic Development Office to develop a fundraising plan and approach. It is important to support your program but not at the cost of the athletic department.
- Attend functions in support of UNI Athletics (ex. Golf outings, dinners, auctions, etc.).
- Provide ideas and assistance to support program marketing efforts. Meet with current and potential sponsors, provide contacts and support corporate sponsorship program.

**Circle One**
- Outstanding
- Exceeds Expectations
- Meets Expectations
- Below Expectations
- Unsatisfactory

**Comments on Performance:**

---

**PROGRAM PERFORMANCE:**
Team finish, recruiting, post-season qualifiers, etc.; discuss appropriate goals and mutually agree with sport supervisor and the Director of Athletics; understand job procedures, policies and responsibilities; keep up-to-date technically; act as a resource person on whom others rely for assistance.

**Evaluation Criteria**

- Be competitive in the top half of the Missouri Valley Conference.
- Recruit quality student-athletes that perform well in both areas.
- Provide appropriate leadership training for team captains and others.
- Student-Athlete conduct.
- Research and recruitment of Student-Athletes that meet university and department standards.

**Circle One**
- Outstanding
- Exceeds Expectations
- Meets Expectations
- Below Expectations
- Unsatisfactory

**Comments on Performance:**
CUSTOMER SERVICE/COMMUNICATION SKILLS:
Understanding the needs of internal and external customers and your student-athletes; making special effort to be responsive in meeting their needs and in building satisfaction. Must have or develop strong oral and written communication skills.

Evaluation Criteria

• Return phone calls/emails within 24 hours, if possible.
• Be a positive role model for your athletes and members of your staff.
• Develop positive team chemistry; develop team leadership.
• Be a fully functioning team member of the Athletic Department; get out to other athletic events as time allows.
• Speak clearly, concisely and using words easily understood; exchange ideas with other; listening to understand meaning; writing reports, memos, letters, etc.; using appropriate style, format, spelling and grammar; writing in a clear, concise and appropriate manner.

Circle One
Outstanding  Exceeds Expectations  Meets Expectations  Below Expectations  Unsatisfactory

Comments on Performance:

OVERALL EVALUATION

ISSUES/COMMENTS FROM PREVIOUS EVALUATION:

MAJOR STRENGTHS:
In which performance areas did the employee excel?

AREAS FOR IMPROVEMENT/ENHANCEMENT:
Which performance areas are in need of improvement or enhancement?
Professional & Scientific Performance Appraisal

Employee's Name: University ID #:
Employee's Title: Department:
Date Employee Began Current Position: Review Period: From: To:
Supervisor's Name: Position/Title:
Length of time employee has worked for present supervisor:

Purpose
Effective evaluation of job performance is an on-going process. This form is used for supervisors' annual review of progress toward meeting job expectations and goals as well as for other times during the year when formal feedback is needed. The purpose of the appraisal is to improve the performance of individuals and the institution, to facilitate communication between supervisors and staff members and to provide a basis for management decisions.

Performance Rating Categories and Definitions

**Exceptional Performance**
Performance consistently far exceeds expectations. Performance is characterized by exceptionally high work quality. Employees rated as having exceptional performance repeatedly make contributions which are far above the requirements of their position. They use exceptional judgment and regularly exhibit mastery of their job duties and responsibilities.

**Highly Successful Performance**
Performance frequently exceeds expectations. Annual goals are met or exceeded. Performance indicates thorough attention to and the completing of all assigned responsibilities. Unusual problems are properly considered and generally well handled. Individuals strive for job improvement and initiative is regularly displayed. The contribution of these individuals is usually beyond what is expected.

**Satisfactory Performance**
Performance meets the requirements and standard expectations of the position. The position is being covered in an adequate manner and the responsibilities are being handled competently or the performance is progressing at an appropriate pace based on the length of time in the position.

**Needs Development**
Performance does not consistently meet all expectations of the position. Areas for improvement and an action plan for achieving needed improvement are to be developed in a collaborative manner.

**Unacceptable Performance**
Performance does not meet minimum expectations of the position. Supervisor must specifically identify unacceptable performance and expectations to achieve successful performance.

I. Job Responsibilities

<table>
<thead>
<tr>
<th>Job Responsibilities</th>
<th>Supportive Details or Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The extent to which an employee performs key responsibilities as articulated in the position description. An overall rating is to be given for this section, but specific essential functions may be referenced and rated individually in the comments section.</td>
<td></td>
</tr>
<tr>
<td>Performance Rating</td>
<td>Supportive Details or Comments</td>
</tr>
<tr>
<td>□ Exceptional</td>
<td></td>
</tr>
<tr>
<td>□ Highly Successful</td>
<td></td>
</tr>
<tr>
<td>□ Satisfactory</td>
<td></td>
</tr>
<tr>
<td>□ Needs Development</td>
<td></td>
</tr>
<tr>
<td>□ Unacceptable</td>
<td></td>
</tr>
</tbody>
</table>
II. **Goal Attainment**

**Goals For Evaluation Period**
The extent to which an employee made progress on goals established at the beginning of the evaluation period. Goals established and communicated during the evaluation period as well as modifications to original goals are to be considered. An overall rating is to be given for this section, but specific goals may be referenced and rated individually in the comments section.

<table>
<thead>
<tr>
<th>Performance Rating</th>
<th>Supportive Details or Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Exceptional</td>
<td>NA</td>
</tr>
<tr>
<td>□ Highly Successful</td>
<td></td>
</tr>
<tr>
<td>□ Satisfactory</td>
<td></td>
</tr>
<tr>
<td>□ Needs Development</td>
<td></td>
</tr>
<tr>
<td>□ Unacceptable</td>
<td></td>
</tr>
</tbody>
</table>

III. **Performance Factors**

**Job Knowledge and Skills**
The extent to which an employee demonstrates technical and functional knowledge and the skill level required to complete assignments efficiently and effectively. Includes learning and adapting to changing skill requirements and pursuing developmental opportunities relating to job responsibilities.

<table>
<thead>
<tr>
<th>Performance Rating</th>
<th>Supportive Details or Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Exceptional</td>
<td></td>
</tr>
<tr>
<td>□ Highly Successful</td>
<td></td>
</tr>
<tr>
<td>□ Satisfactory</td>
<td></td>
</tr>
<tr>
<td>□ Needs Development</td>
<td></td>
</tr>
<tr>
<td>□ Unacceptable</td>
<td></td>
</tr>
</tbody>
</table>

**Communication**
The extent to which an employee is proficient and professional in oral and written communications and communicates effectively to foster and promote achievement of departmental mission and organizational goals. Includes active listening, awareness of non-verbal cues, reflection, seeking and receiving feedback; use of appropriate communication channel and medium; respecting confidential information; and providing information to others in a clear, complete and concise manner.

<table>
<thead>
<tr>
<th>Performance Rating</th>
<th>Supportive Details or Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Exceptional</td>
<td></td>
</tr>
<tr>
<td>□ Highly Successful</td>
<td></td>
</tr>
<tr>
<td>□ Satisfactory</td>
<td></td>
</tr>
<tr>
<td>□ Needs Development</td>
<td></td>
</tr>
<tr>
<td>□ Unacceptable</td>
<td></td>
</tr>
</tbody>
</table>

**Planning/Organizing**
The extent to which an employee works efficiently and productively, and effectively manages resources (labor, time, materials, etc.). Includes prioritizing, planning and organizing work for greatest efficiency and effectiveness. Also includes the extent to which employee reviews and develops procedures and recommendations for revision and implementation in both the assigned and related work areas.

<table>
<thead>
<tr>
<th>Performance Rating</th>
<th>Supportive Details or Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Exceptional</td>
<td></td>
</tr>
<tr>
<td>□ Highly Successful</td>
<td></td>
</tr>
<tr>
<td>□ Satisfactory</td>
<td></td>
</tr>
<tr>
<td>□ Needs Development</td>
<td></td>
</tr>
<tr>
<td>□ Unacceptable</td>
<td></td>
</tr>
</tbody>
</table>

**Reliability**
The extent to which an employee can be relied upon regarding task completion and follow-up; including meeting deadlines on time without sacrificing accuracy, quality, departmental/university objectives, or customer service satisfaction. Includes following established safety standards, maintaining appropriate attendance/punctuality, and adhering to university/divisional/departmental policies and procedures.

<table>
<thead>
<tr>
<th>Performance Rating</th>
<th>Supportive Details or Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliability</td>
<td>Supportive Details or Comments</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>☐ Exceptional</td>
<td></td>
</tr>
<tr>
<td>☐ Highly Successful</td>
<td></td>
</tr>
<tr>
<td>☐ Satisfactory</td>
<td></td>
</tr>
<tr>
<td>☐ Needs Development</td>
<td></td>
</tr>
<tr>
<td>☐ Unacceptable</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Thinking and Decision Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>The extent to which an employee grasps new ideas; appropriately handles issues or conflicts; analyzes problems effectively; involves others in seeking the best solutions; determines appropriate courses of action for solutions; and makes clear, consistent and timely decisions while acting with integrity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Rating</th>
<th>Supportive Details or Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Exceptional</td>
<td></td>
</tr>
<tr>
<td>☐ Highly Successful</td>
<td></td>
</tr>
<tr>
<td>☐ Satisfactory</td>
<td></td>
</tr>
<tr>
<td>☐ Needs Development</td>
<td></td>
</tr>
<tr>
<td>☐ Unacceptable</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiative/Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies what needs to be done and does it with little or no guidance; envisions possible outcomes or obstacles and responds in a manner to minimize risk; and generates new and original ideas that relate to the position, departmental objectives or university strategic plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Rating</th>
<th>Supportive Details or Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Exceptional</td>
<td></td>
</tr>
<tr>
<td>☐ Highly Successful</td>
<td></td>
</tr>
<tr>
<td>☐ Satisfactory</td>
<td></td>
</tr>
<tr>
<td>☐ Needs Development</td>
<td></td>
</tr>
<tr>
<td>☐ Unacceptable</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepts responsibility for own work; develops trust and credibility; demonstrates ethical behavior; motivates, influences and inspires positive behavior in others; and possesses skills and abilities necessary to achieve assigned goals.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Rating</th>
<th>Supportive Details or Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Exceptional</td>
<td></td>
</tr>
<tr>
<td>☐ Highly Successful</td>
<td></td>
</tr>
<tr>
<td>☐ Satisfactory</td>
<td></td>
</tr>
<tr>
<td>☐ Needs Development</td>
<td></td>
</tr>
<tr>
<td>☐ Unacceptable</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teamwork/Inclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperates and collaborates with colleagues as appropriate; works in partnership with others; contributes to an inclusive and welcoming environment and respects individual differences; recognizes and respects diverse points of view; engages the talents, experiences, and capabilities of others; and creates opportunities for access and success of others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Rating</th>
<th>Supportive Details or Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Exceptional</td>
<td></td>
</tr>
<tr>
<td>☐ Highly Successful</td>
<td></td>
</tr>
<tr>
<td>☐ Satisfactory</td>
<td></td>
</tr>
<tr>
<td>☐ Needs Development</td>
<td></td>
</tr>
<tr>
<td>☐ Unacceptable</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any other performance factor relevant to position. Specify in comments section.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Rating</th>
<th>Supportive Details or Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Exceptional</td>
<td>Knowledge and compliance of NCAA rules.</td>
</tr>
<tr>
<td>☐ Highly Successful</td>
<td></td>
</tr>
<tr>
<td>☐ Satisfactory</td>
<td></td>
</tr>
<tr>
<td>☐ Needs Development</td>
<td></td>
</tr>
<tr>
<td>☐ Unacceptable</td>
<td></td>
</tr>
</tbody>
</table>
IV. Does the employee being evaluated have supervisory responsibilities? □ Yes □ No

If yes, complete this section. If no, skip to section V.

**Supervisory Skills/Develops Staff**

The extent to which an employee clearly defines, oversees and ensures satisfactory completion of delegated work; extent to which employee shows fairness and impartiality in interactions with staff, resolves conflicts and disputes among staff; and prepares and conducts meaningful, objective and timely performance evaluations for those supervised; identifies potential in staff and provides training and developmental experiences to realize that potential; exhibits effective coaching and training skills, promoting employee development and career growth; and provides timely informal performance feedback.

<table>
<thead>
<tr>
<th>Performance Rating</th>
<th>Supportive Details or Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Exceptional</td>
<td></td>
</tr>
<tr>
<td>□ Highly Successful</td>
<td></td>
</tr>
<tr>
<td>□ Satisfactory</td>
<td></td>
</tr>
<tr>
<td>□ Needs Development</td>
<td></td>
</tr>
<tr>
<td>□ Unacceptable</td>
<td></td>
</tr>
</tbody>
</table>

V. Overall Performance Rating

Indicate the performance level that most closely reflects how the employee’s overall performance measured up to what should normally be expected from an employee with similar experience at this level.

□ Exceptional  □ Highly Successful  □ Satisfactory  □ Needs Development  □ Unacceptable

VI. Goals

Indicate specific goals for the next evaluation period. Goals should align with those of the position, department and university. (See HRS Training & Development web page for best practices on establishing goals).

VII. Position Description Review

The employee’s position description has been reviewed for accuracy:

□ No changes are necessary at this time.  □ Changes are necessary and will be submitted to HRS.

VIII. Employee’s Comments (optional)

A separate page may be attached.

Employee Signature*: __________________________________________________________  Date: ________________

*I acknowledge that this Performance Appraisal was discussed with me.

Appraiser Signature: ___________________________________________________________  Date: ________________

Appraiser’s Supervisor Signature: _______________________________________________  Date: ________________

Original to: Human Resource Services, 027 Gilchrist, 0034
Copies to: Employee, Supervisor, Dean/Department Head, Vice President  [Revised 03/2011]
Response to retention rates

Analyze, explain and address any differences between the most recent four-class retention rate for student-athlete subgroups (i.e., sport, gender, ethnicity, ethnicity within team) and the most recent four-class retention rate for all student-athletes, including comparable student-athlete subgroups (i.e., gender, ethnicity). If there is a difference that cannot be adequately explained between the most recent four-class retention rate for any student-athlete subgroup and the retention rate for all student-athletes or comparable student-athlete subgroup, the institution must develop a plan for improvement to address the issue.

All of UNI’s women’s sports team APR retention rates exceeded the 961 for all student-athletes at UNI. Two programs, volleyball and women’s tennis have perfect 1000 rates. Softball (962), women’s basketball (966), cross country (981), women’s golf (971), soccer (981), and swimming (982) are below the 983 for all female student-athletes.

With four-year data from 2006-10 considered, women’s basketball has increased its multi-year retention rate to 991; cross country is now 1000, women’s golf remained the same at 971, women’s soccer 997, softball 964, and swimming 982.

Women’s golf has lost two retention points in the last four years, but because of the small cohort, improvement is slow to develop. In both 2008-09 and 2009-10, women’s golf achieved a 1000 retention rate.

Softball’s retention rate has improved from 941 in 2006-07; 968 in 2008-08, 972 in 2008-09 and 973 in 2009-10.

Women’s swimming is only one point below the retention rate of all women’s sports at 982 and only three retention points have been lost in the last two years. Prior to that, women’s swimming’s retention rate was 1000 (2007-08, 2008-09).

Due to the increased performances by all teams and the fact that all women’s programs retention marks rank above the 961 for all student-athletes, no further plan of improvement is necessary for overall retention rates for women’s programs at UNI.

With respect to men’s programs, only one program, men’s golf (970) achieved retention rates above 961. Men’s cross country is the lowest score (818), but a plan of improvement is already in place for that program. In 2009-10, men’s cross country achieved a 1000 retention mark, increasing the multi-year retention mark to 900.

Baseball’s retention rate is listed at 927, but that sport has been discontinued at UNI.

Men’s basketball achieved a 1000 retention mark in 2009-10 and its multi-year rate is now 950. During the previous four years, four of the retention points lost for men’s basketball reflect student-athletes who left UNI and transferred to other institutions. Three of the four transfers
went to other four-year schools, at both the Division I and II levels. One of the transfers was to a junior college institution. The final retention point was lost when a member of the team withdrew from school in September in order to address a legal situation after being arrested.

Football's multiyear rate is now 944, including a 961 in 2008-09. In general, football's retention points are lost when two-year college transfers to UNI finish eligibility and leave school without graduating. Secondly, football players have indicated in unofficial exit interviews that they are leaving to transfer to other schools to continue their playing careers after an unfavorable student-athlete experience.

Wrestling remained the same at 955 and has lost only one point in each of the last two years. Individuals leaving the wrestling program have indicated their desire to compete and have transferred to other four-year institutions, most at a lower competitive level than UNI.

Men's outdoor track is now 955 in the multiyear rate, up from 940. That program has lost only four retention points in each of the last two years.

Men's indoor track now has a multiyear rate of 937, due primarily to a score of 883 in 2007-08. Only four retention points were lost in the last two years.

Men's track and field multiyear rates are improving, particularly in the last two years. During the last four-years, the program has had three different head coaches. A long-time coach left and was replaced by an assistant coach who left after one season. Dan Steele has been the head coach for two years and has provided stability to the team.

Due to the increased retention scores in the men's programs and the stability now in place for the men's track and field, UNI believes that a plan of improvement is not necessary.

With respect to retention for race/ethnicity for sports, the following were noted:

**Black/African American**

Men's sports:
- baseball 778/discontinued sport;
- basketball 867;
- indoor track 864;
- outdoor track 875
- All male SAs: 905
- All SAs-908

Of the five retention points lost for men's basketball, three were African American players. The track retention rates in this category reflect a very small cohort and the instability of the leadership of the program are factors in the lower retention rates for track.

Women's sports:
- basketball 667
Women’s basketball had one African American student in this cohort. She transferred to UNI from another four-year institution and left school during her year in residency when she could not compete.

All-female student-athletes 952

All student-athletes: 908

**Hispanic**
Men’s sports:
baseball 750/discontinued sport
All male student-athletes: 906

Women’s sports:
swimming 833

Women’s swimming’s 833 is based on one Hispanic student-athlete leaving in the four years.

All female student-athletes-952

All student-athletes 925

With the exception of football, all of the sports have a very low cohort for Asians/African Americans/Hispanic/Latino/NR Alien and one or two student-athletes leaving a program has a great impact on the multiyear retention rate.

**White**
Men’s sports:
Baseball-947/discontinued sport
Basketball-948
cross country-842 (improvement plan in place)
Football-969
Indoor track-962
Outdoor track-962
Wrestling-951

All Male SAs-973
All SA’s-973

Men’s cross country has an APR improvement plan in place. Men’s basketball has two white players leave (see discussion above) in the four years tracked. For football, track and wrestling, the factors cited in the above discussion are applicable to this group as well.

**Non-resident alien**
Men’s sports:
baseball 909/discontinued sport

All male SAs 933

All SAs-950

Women’s sports
  indoor and outdoor track 905

All female SAs-965
All SAs-950

Women’s track retention for non-resident alien student-athletes reflects two international student-athletes who left the program. During the four years, the program had three different head coaches and no one coach dedicated to the women’s team. In 2010-11, UNI hired Shelli Sayers as the Associate Head Coach of track and field program to help alleviate the concerns expressed by female student-athletes in this program. Those concerns included lack of attention from coaches and lack of coaching knowledge in particular events. Women’s track now has achieved two straight years of a 1000 retention rate.

Unknown
  Men’s sports
  men’s basketball 900
  football 905

All male SAs-936
All SAs-959

All three women’s programs (golf, soccer, and volleyball) achieved a 1000 mark in this category.

Retention rates among African American athletes should be looked at more carefully, particularly how it impacts graduation rates. A review of this area has been conducted in football and will be a focus moving forward.

Much of the information on student-athletes who leave UNI is anecdotal or from informal conversation with student services personnel. A formal exit interview for student-athletes leaving athletic programs should be developed so that more concrete data can be developed for future use. This is reflected in the Plan of Improvement.

Overall, improving retention and graduation rates for all students at UNI is addressed directly in the strategic plans for the Board of Regents, State of Iowa and UNI, all of which were revised in 2010. Both plans include specific goals for improving the retention and graduation rates of students as a whole and a more specific goal to close the gap between the graduation rates of underrepresented students and the overall student body.
In 2008 the University participated in a year-long study of the first college year through a process called the Foundations of Excellence (FOE). The year-long process resulted in the development of an institutional plan for improving student success and graduation and led to the development of a First-Year Council to provide strategic oversight of first year initiatives and a University Retention Council charged to develop and implement a plan to improve retention and graduation rates.

The Retention Council is chaired by the Associate Provost for Academic Affairs and is comprised of the leaders of key academic and administrative units. Several strategies and tools have been implemented, including a revision of the University probation and suspension policy and the use of an early intervention/early warning tool, called MAP-Works (Making Achievement Possible), which identifies students who are at risk of leaving the institution and provides a targeted support network to assist each student in being successful.

These university-wide initiatives can provide valuable information and resources for the athletic department to help improve retention and graduation of student-athletes.
Response to NCAA Review
Gender 3.1b #9

UNI’s clarification and expansion of information related to the staff review of Gender 3.1b, question #9 are provided below.

Program Area 1 = Accommodation of Interest and Abilities
b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas;

Data demonstrating UNI’s status and commitment in this area include:

Athletics Participation/Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>%Male SA</th>
<th>%Female SA</th>
<th>UNI All Students M/F%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>54.1%</td>
<td>45.9%</td>
<td>42.9/57.1%</td>
</tr>
<tr>
<td>2008-09</td>
<td>62%</td>
<td>38%</td>
<td>43.2/56.8%</td>
</tr>
<tr>
<td>2007-08</td>
<td>9.6%</td>
<td>40.4%</td>
<td>43.1/56.9%</td>
</tr>
</tbody>
</table>

History and Continuing Practice of Program Expansion

2002: UNI dropped its men’s and women’s swimming and diving programs and the men’s and women’s tennis programs because of budget constraints: May, 2002. In late June of 2002, the women’s swimming and diving program and the women’s tennis program were reinstated at UNI, to help address its proportionality disparity.

2004-05: UNI deferred on its goal to add varsity women’s rugby.

2008-09: New UNI athletics management team reviewed interests and abilities survey data gathered during the previous four years and decided: (a) to forego further interests and abilities surveying unless the methodology and instrument are changed.

2009-10: UNI eliminated the men’s baseball program due to University budget cuts. While the program was eliminated for financial reasons, proportionality issues were a factor in the selection of a men’s program.

Accommodating interests and abilities

A web-based survey of the athletics interests and abilities of freshman female students was administered three times from 2004-2007 at the University of Northern Iowa (UNI). The survey process was coordinated and overseen by the Office of Information Technology Systems (re-named the Office of Institutional Research in 2006). No clear data regarding unmet interests and ability could be ascertained by the surveys. A new survey instrument will be formulated and is part of the Gender Equity Plan.

Equivalent levels of competition

All of UNI’s intercollegiate athletic programs are provided equivalent scheduling opportunities as outlined in the Athletic Department’s scheduling policies. That policy is attached as Scheduling Guidelines. All head coaches are allowed to schedule competitions up the NCAA maximums allowed. The Intercollegiate Athletic Advisory Council (IAAC) is the body which reviews all schedules and competitions at UNI.

In addition, the athletic department funds post-season competition for conference championships and NCAA post-season opportunities for all teams from a separate budget. The purpose of this is to make sure that programs with smaller operating budgets are not negatively impacted or limited during regular season competition. It also ensures that all programs have funding for the post-season competitions in an equitable manner, i.e. travel, hotels, travel party size, etc.

A review of athletic competition schedules and interviews with student-athletes on competition were both conducted as part of the Gender Equity Review.

Program Area 3 = Equipment and Supplies

b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas;

- Equipment, Uniform and Supplies

<table>
<thead>
<tr>
<th>Year</th>
<th>Men’s All</th>
<th>Women’s All</th>
<th>Non-program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sports</td>
<td>All Sports</td>
<td>Specific</td>
</tr>
<tr>
<td>2009-10</td>
<td>150323</td>
<td>148724</td>
<td>203608</td>
</tr>
</tbody>
</table>
UNI coaches are the decision makers with respect to the quality, amount, suitability, maintenance, replacement and availability of equipment and supplies for their programs. The Athletic department has entered into an agreement with Nike for purchase of all equipment and supplies. This helps ensure that all programs are purchasing the same quality of equipment and uniforms. All programs work with the Head Equipment Manager, Steve Nurse on team inventories and purchasing equipment and each purchase is reviewed by the appropriate sports supervisor. UNI’s Gender Equity review identified the amount of discretion that each coach has in relation to equipment and supplies, but interviews and with coaches and student-athletes did not reveal any wide-spread issues with equipment and supplies.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis).

Uniforms, apparel, and sport-specific equipment and supplies for all varsity teams were reviewed in Equity in Athletics Disclosure Act reports, department budgets, an on-line survey of head coaches, and interviews with coaches and administrators. The quality, amount, suitability, maintenance, replacement and availability of equipment and supplies for their programs were all reviewed. No coaches or student-athletes identified issues in this area during interviews. Coaches have great latitude on how operating funds are spent. This practice allows them to prioritize how their budgets are allocated. Coaches of both male and female sports have the ability to purchase the equipment and supplies they feel is necessary for their programs. One issue was identified with regard to the practice and competition suits for women’s swimming and how often new suits are purchased. As part of the Gender Equity Plan, a uniform replacement plan will be formulated to ensure all programs have competition uniforms in an equitable manner. No other issues were raised by the women’s programs and the subcommittee felt the needs of the women’s programs are being met in this area through the use of the Nike contract for purchase of equipment and supplies and oversight of the ordering, replacement and approval process by the head equipment manager and sports supervisors.

**Program Area 4 = Scheduling of contests and practice times**

*b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas;*

**Games Expense**

<table>
<thead>
<tr>
<th>Year</th>
<th>Men’s All Sports</th>
<th>Women’s All Sports</th>
<th>Non-program Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>135027</td>
<td>79607</td>
<td>237752</td>
</tr>
<tr>
<td>2008-09</td>
<td>203074</td>
<td>95743</td>
<td>264478</td>
</tr>
<tr>
<td>2007-08</td>
<td>207272</td>
<td>79910</td>
<td>152068</td>
</tr>
</tbody>
</table>

The following components were reviewed regarding scheduling of games and practices:

1. Number of competitive events per sport—all UNI programs are allowed to schedule competitions up to NCAA maximums.
2. Number and length of practice opportunities and the time of day practice opportunities are scheduled—All UNI programs are allowed to schedule practice opportunities as allowed by NCAA rules. All programs are required to request practice times and facilities with the athletic facilities office and personnel. When conflicts exist, coaches work with facilities personnel to resolve. Athletic administrators resolve any conflicts which cannot be mutually resolved.
3. The time of day competitive opportunities are scheduled—all programs are required to request facilities and times for competitions with the athletic facilities office. When conflicts exist, coaches and administrators work together to resolve game times. When outside factors are involved (conference scheduling, TV games, etc., athletic administrators set game times of contests.)
4. The opportunities to engage in preseason and postseason competition—all UNI programs have the same ability to engage in pre and post season competition. Pre-season expenses are part of each sport program budgets. Post-season competition is funded outside the individual sport program budgets to ensure more equitable experiences for the student-athletes.
5. Foreign tours—all programs are allowed to participate in foreign tours with administrative approval. All programs must fundraise for foreign tours as no state or department funds are allowed to be utilized for the foreign tours.
c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis)

A review of the information relative to each of the above areas revealed the following:

The number of practice opportunities and the length (number of hours per week) are governed by NCAA rules. Class schedules, particularly courses with laboratory requirements further affect practice times. Practice times are based on class schedules and a semester by semester practice time rotation between the sports. All men’s and women’s teams are affected equally by these limitations. When issues arise, athletic administrators are involved No issues were identified for the under represented gender. The teams play comparable schedules and the number of contests scheduled is within the NCAA allowable number. All teams or individuals who are entitled to participate in preseason competition are allowed to do so. All teams that qualify for post-season competition are allowed to compete. Expenses for post-season competition are paid from by athletic department funds, but are not taken from the sports programs operating funds. Volleyball and men’s and women’s basketball are allowed to compete on foreign tours. All teams are required to fund raise for these opportunities. Opportunities are equitable for both men’s and women’s sports programs in this area and the needs of the women’s programs are being met through the use of policies and procedures in place to monitor these activities.

**Program Area 5 = Travel allowances**

**B. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas:**

**Team Travel**

<table>
<thead>
<tr>
<th>Year</th>
<th>Men’s All Sports</th>
<th>Women’s All Sports</th>
<th>Non-program Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>557710</td>
<td>462957</td>
<td>0</td>
</tr>
<tr>
<td>2008-09</td>
<td>868832</td>
<td>477398</td>
<td>0</td>
</tr>
<tr>
<td>2007-08</td>
<td>863357</td>
<td>470194</td>
<td>399</td>
</tr>
</tbody>
</table>

The following factors are components of the team travel expenses
- Modes of transportation-team travel for most UNI programs is provided through charter coaches. Smaller teams do travel by passenger vans. Commercial air travel is allowed for all programs. Football, men’s basketball and volleyball charter aircraft for travel.
- Housing during travel-coaches are allowed to select team lodging during away competitions. Teams typically average 2-3 players per room and stay in mid-priced hotels ($60-$90 per night).
- Length of stay before and after. All teams must follow NCAA regulations in this area and are also governed by IAAC policies regarding missed class time which impact when teams may leave campus and when they return following road travel.
- Per Diem allowances. All teams are allowed to provide team meals, meal money or a combination thereof on road trips. $31 per day per player is the suggested per diem for teams.
- Dining arrangements. All teams are allowed to provide team meals or meal money on road trips.
- Other competitive opportunities are funded by the athletic department for all programs. National competitions outside of NCAA Championships have been funded for women’s volleyball players and men’s track and field in the last three years.

**Program Area 6 = Academic support services**

**b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas:**

UNI’s expenses for academic services for the past three fiscal years:

- 2007-08 $48,730
- 2008-09 $58,859
- 2009-10 $96,506
UNI is structured to provide academic services for its student-athletes through two athletic academic advisors (Kara Park and Stacia Greve) who are assigned sports programs to work with. The availability of and access to academic services is provided by the athletic academic advisors, who determine the needs of the individual student-athlete and respond with either department or university resources. In addition, athletic department funds or NCAA Special Assistance Funds are utilized to provide learning disability testing, software for strengths assessment.

Kara Park is assigned to work with the following programs: wrestling, men's cross country and track, women's cross country and track, women's basketball, tennis, men's golf, women's golf, women's soccer, volleyball and women's swimming and diving.

Stacia Greve is assigned to work with football, men's basketball and softball. Greve also coordinates the tutoring services for all student-athletes.

The FLAG program is utilized to identify individual student-athletes who have specific academic needs for all programs.

A new computer lab with offices for athletic academic advisors was completed in September, 2009.

Interviews with student-athletes and coaches, responses from exit interviews, and student-satisfaction surveys were also used to analyze this program area.

**Program Area 7 = Coaches**

*b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;*

<table>
<thead>
<tr>
<th>Head Coaches</th>
<th>#Men's Coaches</th>
<th>FTE Full-time Equiv.</th>
<th>#Women's Coaches</th>
<th>FTE Full-time Equiv.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td>5</td>
<td>3.78</td>
<td>8</td>
<td>6.69</td>
</tr>
<tr>
<td>2008-09</td>
<td>6</td>
<td>4.85</td>
<td>8</td>
<td>6.62</td>
</tr>
<tr>
<td>2007-08</td>
<td>6</td>
<td>4.85</td>
<td>8</td>
<td>6.62</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistant Coaches</th>
<th>#Men's Coaches</th>
<th>FTE Full-time Equiv.</th>
<th>#Women's Coaches</th>
<th>FTE Full-time Equiv.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td>18</td>
<td>16.08</td>
<td>13</td>
<td>10.09</td>
</tr>
<tr>
<td>2008-09</td>
<td>21</td>
<td>17.44</td>
<td>14</td>
<td>9.77</td>
</tr>
<tr>
<td>2007-08</td>
<td>18</td>
<td>16.58</td>
<td>13</td>
<td>9.50</td>
</tr>
</tbody>
</table>

**Coaching Salaries, Benefits and Bonuses**

<table>
<thead>
<tr>
<th>Year</th>
<th>Men's Sports-Head</th>
<th>Women's All Sports-Head</th>
<th>Men's Sports-Assts.</th>
<th>Women's Sports-Assts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>1116276</td>
<td>597542</td>
<td>1155046</td>
<td>519687</td>
</tr>
<tr>
<td>2008-09</td>
<td>924625</td>
<td>591746</td>
<td>1175441</td>
<td>516408</td>
</tr>
<tr>
<td>2007-08</td>
<td>753202</td>
<td>582381</td>
<td>1032854</td>
<td>525198</td>
</tr>
</tbody>
</table>

**Availability of full time, part time, assistant and graduate assistants**

All head coaches at UNI are full time, 12-month employees with the exception of the head women's tennis coach who is a 10-month employee. All UNI assistant coaches are full time, 12-month employees with the exception of the women's diving/assistant swimming coach who is a 12-month PT employee, the second assistant softball coach who is a full time, 9-month employee and the assistant men's and women's golf coach who is a part-time 9 month employee.

Graduate Assistant coaches were not employed during the three years of this self study for any male or female sports programs at UNI.

**Training, experience, professional standing, and other professional qualifications.**

All job descriptions for UNI head coaches require a minimum of 3-5 years of coaching experience and a bachelor's degree. Division I experience and a master's degree are preferred requirements.

All job descriptions for UNI assistant coaches require a minimum of 1-3 years of coaching experience and a bachelor's degree.
Other professional qualifications for head coaches include:

- ability to establish a good rapport and effective working relationships with players, administrators, faculty, staff, alumni, and the general public
- proven administrative, organizational and recruiting skills

Assistant coaches are not required to have any other specialized training or professional qualifications other than coaching experience and education.

**Duration of contracts, conditions relating to contract renewal, experience, nature of coaching duties, working conditions, and other terms and conditions of employment.**

Men's basketball, women's basketball, football and volleyball head coaching contracts are between 5 and 10 years in length with renewal subject to the discretion of the Director of Athletics. Other head coaches have three-year contracts. All head coaches have financial incentives for conference championships and post-season qualification by their respective teams. All also have a financial incentive for the assistant coaches for conference championships and post-season qualification. The remaining contract provisions, terms and conditions are consistent across employment contracts.

**Program Area 8 = Locker rooms, practice and competitive facilities**

*b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas;*

Locker rooms for all sports programs were reviewed by the subcommittee with regard to quality and availability to teams. Practice and competitive facilities in the McLeod Center, UNI Dome, Robinson Dresser Sports Complex, Cedar Valley Youth Soccer, West Gym, Wellness and Recreation Center, Black Hawk Tennis Center, Mark Messersmith Outdoor Track, and Glen Henry Swimming Pool were reviewed with regard to quality, availability, maintenance and preparation for practice and competition.

Other data were used to analyze this program area including interviews with student-athletes and coaches, responses from exit interviews, and student-satisfaction surveys.

**Program Area 9 = Medical and training facilities, and services**

*b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas;*

Data reviewed included staffing levels of athletic training for all sports programs for availability and qualifications of athletic trainers. Team doctor assignments were also reviewed for availability of medical personnel. The athletic training rooms and the strength and conditioning (weight room) were also reviewed by the subcommittee.

**Medical Expenses and Medical Insurance**

<table>
<thead>
<tr>
<th>Year</th>
<th>Men's All Sports</th>
<th>Women's All Sports</th>
<th>Non-program Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>3100</td>
<td>1000</td>
<td>305904</td>
</tr>
<tr>
<td>2008-09</td>
<td>3900</td>
<td>1250</td>
<td>422158</td>
</tr>
<tr>
<td>2007-08</td>
<td>5741</td>
<td>1180</td>
<td>374711</td>
</tr>
</tbody>
</table>

*c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis).*

Availability of medical personnel; availability and quality of weight training and conditioning facilities; availability and qualifications of athletics trainers; health, accident, and injury insurance coverage; provision of medical and training expenses.

Factors considered in this component include the availability and quality of:

1. Availability of Medical personnel
2. Athletic training staff-availability and qualifications
3. Athletic training facilities-availability and quality
4. Conditioning facilities-availability and quality
5. Insurance coverage-medical and training expenses

No gender equity issues were observed or identified in this area. Staff assignments were reviewed for home and away coverage as well as physician coverage. Access to physicians and trainers, as well as to the training room, is available to all teams on an equitable basis. Coaches did not register complaints about equity issues within the sports medicine area with the exception of one small issue with women's swimming. Insurance coverage is provided equitably.

The current athletics training facilities are relatively new and all student-athletes have access to top of the line equipment. The program is run in a partnership with the University and the community. As noted in the 2002 Certification report, there were issues about the size and quality of the strength and conditioning area for athletics. A new, sizeable facility has eliminated those concerns. The equipment is top of the line and is geared toward both the male and female student-athlete. Workouts are supervised by the strength and conditioning coach and his staff. Staffing and scheduling is done on an equitable basis. The staff is adequate for the number of sports although the strength and conditioning program area has expressed need for an additional full-time staff member, preferably a female. The additional female full-time staff member for strength and conditioning is reflected in the Plan of Improvement.

Opportunities are equitable for both men's and women's sports programs in this area and the needs of the women's programs are being met due to the equitable staffing assignments, insurance coverage, access for women's teams and facilities available.

**Program Area 10 = Housing, dining facilities and services**

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis).

Provision of housing facilities and services and dining facilities and services were reviewed. There is no special housing for student-athletes. Student-athletes live in residence halls or apartments on or near campus. When classes are not in session, student-athletes may stay in the residence halls, their apartments, or move in with student-athletes living off-campus. There are no organized training tables for any sports.

Opportunities are equitable for both men’s and women’s sports programs in this area and the needs of the women’s programs are being met due to the equitable housing and dining arrangements provided.

**Program Area 11 = Publicity and awards**

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Areas reviewed for three years of the self-study included:

- Press releases-all sports
- Media guides-all sports
- Web sites-all sports have information, photos and statistical information
- Availability of institutional awards-letter awards program for each program
- Outside awards-application is completed by sports information for all sports programs
- Media lunches-all sports have head coaches represented at weekly press luncheon during competitive season
- Game notes-game notes are provided at home contests for football, men's basketball, women's basketball, volleyball, wrestling, soccer, softball, and track. Golf does not have home events and other sports have game notes provided to local media if they are attending the event.
- Sports Information Staffing:
  
  Full time staff is assigned to the following programs: football, men’s basketball, women’s basketball, volleyball, wrestling, soccer, men’s and women’s track and field and softball. Student staff is assigned to golf, tennis, swimming and tennis.

  Sports information staff travel with football, men’s basketball, women’s basketball and to post season for volleyball, wrestling, soccer, men’s and women’s track and softball.

- Radio broadcasts are provided for football, men's basketball, women's basketball and volleyball.
- Coaches' radio shows are provided for football and men’s basketball. A women’s athletic radio show for head coaches of women’s sports is provided three times a year.
- Panther Sports Talk is a weekly television show which covers all sports for UNI.

Each sport program is allowed to have a season-ending banquet.
Other data used to analyze this program area include interviews with student-athletes and coaches and responses from exit interviews and student-satisfaction surveys.

**Program Area 12 = Support Services**

*b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas;*

Office space for all athletic department staff were reviewed. Each program is assigned an administrator or sports supervisor who is part of the senior athletic management team. Secretarial and clerical support is department wide and not assigned to any specific sport.

This area does not lend itself to further resource allocation analysis. Other data used to analyze this program area include interviews with student-athletes and coaches and responses from exit interviews and student-satisfaction surveys.

*c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis).*

The Director of Athletics has ultimate authority over all men’s and women’s programs. The Senior Woman Administrator (SWA) is a full-time, very experienced administrator and is accorded a high level of responsibility and authority. The discussions between the consultant and the coaches and their responses to the survey questionnaires revealed that they were generally satisfied with the competence and quality of the people who support them in all areas. All coaches felt that their respective secretarial and clerical needs were generally being addressed.

Opportunities are equitable for both men’s and women’s sports programs in this area so the needs of the women’s programs are being met with regard to the administrative, clerical and secretarial support as well as office space for women’s programs.

**Program Area 13 = Recruitment of student-athletes**

*b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas;*

**Recruiting Expenses**

<table>
<thead>
<tr>
<th>Year</th>
<th>All Men’s Sports Recruiting ($)</th>
<th>All Women’s Sports Recruiting ($)</th>
<th>SAs M/F % Participation</th>
<th>Recruiting $ M/F %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>87983</td>
<td>60612</td>
<td>54.1/45.9</td>
<td>59.2/40.8</td>
</tr>
<tr>
<td>2008-09</td>
<td>123321</td>
<td>66519</td>
<td>62/38</td>
<td>65/35</td>
</tr>
<tr>
<td>2007-08</td>
<td>152328</td>
<td>61214</td>
<td>59.6/40.4</td>
<td>71.3/28.7</td>
</tr>
</tbody>
</table>

**Women’s Recruiting**

<table>
<thead>
<tr>
<th>Year</th>
<th>Rec $</th>
<th>$Increase</th>
<th>%Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>60612</td>
<td>(5907)</td>
<td>(8.9%)</td>
</tr>
<tr>
<td>2008-09</td>
<td>66519</td>
<td>5305</td>
<td>8.7%</td>
</tr>
<tr>
<td>2007-08</td>
<td>61214</td>
<td>5030</td>
<td>9.0%</td>
</tr>
</tbody>
</table>

**Men’s Recruiting**

<table>
<thead>
<tr>
<th>Year</th>
<th>Rec $</th>
<th>$Increase</th>
<th>%Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>87983</td>
<td>(35338)</td>
<td>(28.7%)</td>
</tr>
<tr>
<td>2008-09</td>
<td>123321</td>
<td>(29007)</td>
<td>(15%)</td>
</tr>
<tr>
<td>2007-08</td>
<td>152328</td>
<td>13006</td>
<td>9.4%</td>
</tr>
</tbody>
</table>

Other data reviewed included courtesy car assignments related to availability to recruit—head coaches of women’s soccer, women’s swimming and men’s and women’s golf are not provided courtesy cars. Two assistant football coaches who do not recruit off campus are provided courtesy cars.

Meals, lodging and travel of prospects were reviewed for the benefits and opportunities that are available for the treatment of prospective student-athletes. Trade for food and lodging for use as budget relief is available for all sports program and is assigned on a yearly basis by the athletic administration. All programs have the ability to provide these to recruits, based on the budget available.
Program Area 14 = Retention

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Programs and services to address retention of staff, coaches and student-athletes from under-represented gender included

Membership in national coaching or professional organization; professional development or conferences attended and funded by UNI, SAAC membership and programs;

Professional development opportunities reviewed:

Service on NCAA committees, Missouri Valley Conference Committees, mentoring of coaches of female sports

Contracts for all head and assistant coaches were reviewed for compensation, duration, and renewal.

Staffing and coaching changes for the past three years were:

Women’s basketball-one female graduate assistant coach added;
Football—one male assistant coach resigned-position not filled;
Women’s soccer-one male volunteer coach did not return;
Men’s & Women’s Track-one female assistant coach resigned-replaced with male;
Ticketing-one position added-filled by male;
Academic services-one position added-filled by female;
Training room-female assistant trainer resigned-replaced by male;
Media Relations-male assistant resigned, replaced by female;
Marketing-male in assistant position resigned-not filled;
Administration-one senior associate position filled by female; and
Cheer-one male filled position that had not previously been filled;

Baseball-three male assistant coaches not retained when sport discontinued;

Women’s basketball-full time operations position created-filled by female;
Men’s and Women’s golf-one part time coach added, filled by male;
Strength & Conditioning-one additional full time position created, filled by male;
Ticketing—one position not filled after female resigned;
Media Relations-one position held by male not filled after resignation;
Facility Operations-intern position elevated to full time-filled by male;
Panther Scholarship Club-reorganization of positions-loss of female;
Sports Camps-male in position resigned, replaced by female;
Marketing-assistant position re-instated, filled by male; graduate assistant position moved to full time, male employee in position remained.
Administration-male director promoted to associate athletic director; and
Cheer-male in position replaced with female.

UNI data for sport by sport retention rates as part of the Academic Progress Rates (APR) for the last three years was analyzed.

Programs and services for retention of female student-athletes were not reviewed inasmuch as those student-athletes are retained at a higher rate than their male counterparts. A plan of improvement to include exit interviews for all student-athletes who transfer to leave UNI is included as part of the self study.

Area 15 = Participation in governance and decision making

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Data reviewed included:

SAAC membership for the last three years;
Student satisfaction surveys for 2009-10
Exit interview summaries for last three years
Athletic coaches/staff performance goals and evaluations
Athletic department membership and participation in campus and community committees—job searches, service organizations, coaching organizations, professional organizations, etc.

Other data was used to analyze this program area included consultant interviews with student-athletes and coaches.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis).

There are several opportunities for student-athletes and staff to engage in governance and decision-making activities at UNI. The main vehicle for student-athletes to participate is through the Student-Athlete Advisory Council (SAAC). Participation is balanced by team representation and is based on the number of student-athletes per team. The SAAC Constitution includes the following participation and representation requirements:

A. Team Representatives: Each sport shall have a specified number of representatives based on the number of student athletes on the team:

<table>
<thead>
<tr>
<th>Number of Student Athletes</th>
<th>Representatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 45</td>
<td>2 representatives</td>
</tr>
<tr>
<td>45 - above</td>
<td>3 representatives</td>
</tr>
</tbody>
</table>

Each representative must be on the team roster the year he/she is in office. No minimum participation is required (i.e. incoming freshmen are eligible for nomination). Individual membership under special circumstances shall be reviewed by SAAC for appointment with a quorum present, as defined by Article VII, and appointments shall be approved by a simple majority vote.

B. Executive Officers: All officers (Co-Presidents, Co-Vice Presidents, and Secretary) shall have participated in a minimum of one year on any varsity team, and he/she shall have participated in a minimum of one year on SAAC. There shall be one male and one female represented in the Co-President and Co-Vice President roles. The Secretary appointment is open for representation from any SAAC member meeting the criteria.

Section 3. Responsibilities of all members:

A. Attendance: Each member is required to attend all SAAC meetings. When absence is necessary, the representative shall notify the Vice President in charge of attendance in advance of his/her absence and arrange for their own substitute representative. Excused absences include, but are not limited to: travel for competition, illness, funeral, etc.

B. If a SAAC member is absent for two (2) consecutive meetings without an excused absence, he/she will no longer be allowed to serve as a SAAC representative. The Co-Presidents will notify the person of the termination of membership in writing within ten (10) days of the second infraction. In either case, the Co-Presidents will notify the respective head coach within ten (10) days that his/her representative has been removed. A replacement shall be made (preferably an underclassman) by the head coach and team, and he/she must report within the next two meetings; otherwise, the sport forfeits that member’s privileges for the remaining academic year.

C. Permanent Absences: Where circumstances cause the permanent absence of a(n):

   Team Representative: His/her coach and team shall have the responsibility to select a new representative to be present within the next two meetings, or the aforementioned penalty shall be invoked.

   Executive Officer: A new officer will be chosen by an election within SAAC.

D. Committees: SAAC members shall serve as a standing Department of Intercollegiate Athletics committee, as well as ad hoc committees, as necessary throughout their terms.

Article III – Election of Members

Section 1. Procedures:

A. Team Representatives: Each head coach shall nominate their representatives and propose this to the team for a vote each year. Each team shall vote on the slate and must have their representatives attend meetings no later than the second meeting of the fall semester each year. No minimum participation is required (i.e. incoming freshmen are eligible for nomination).

B. Executive Officers: One male and one female shall serve in each of the Co-President and Co-Vice President appointments. The Secretary appointment is open for representation from any SAAC member. Each executive officer shall have participated in a minimum of one year on any varsity team, and he/she shall have participated in a minimum of one year on SAAC. Executive officers will be elected each year. The SAAC liaison will ask for nominations in each category will propose a slate, and a vote will be conducted by secret ballot. If the SAAC liaison has eligibility remaining (i.e. they are still on the roster and have athletics eligibility left), their name will be automatically entered on the slate; unless they withdraw it. In addition, Co-Vice Presidents will automatically be entered on the slate for Co-President, unless they withdraw it, in which case they would automatically be entered on the slate for an additional appointment as Co-Vice President, unless they withdraw it. The membership may nominate any SAAC member meeting the criteria for an executive officer position.

C. SAAC members shall be appointed to sub-committees no later than the third meeting of the fall semester. Sub-committees include, but are not limited to: Junior Panther Day, Awards Banquet, Community Service, Miscellaneous Events, etc.

Section 2. Each team representative and executive officer of SAAC shall serve a term of one academic year and shall be eligible for re-election each year.

Article IV – Powers and Responsibilities

Section 1. The Student Athlete Advisory Committee shall:

A. Identify problems and concerns of the student-athletes and resolve those problems in order to improve the overall success of the athletics programs and department as a whole.

B. Call general meetings of the athletic body, with or without staff, when necessary, or when requested by at least ten (10) percent of student athletes or by at least five staff members.

C. Provide opportunities for new athletes to meet SAAC members and staff early in the fall semester.

D. Hold elections for executive officers before the end of the spring semester and for team representatives by the second meeting of the fall semester.
E. Form ad hoc committees to study in-depth any issues concerning the Department of Intercollegiate Athletics, including one executive officer on each committee.

F. Vote on Department of Intercollegiate Athletics matters which represent the concerns of the general student athlete body and bring results to the Athletics Administration.

G. Request guest speakers to speak on NCAA, MVC, and Department of Intercollegiate Athletics concerns, policies, and procedures.

H. Serve on committees to interview and select prospective Department of Intercollegiate Athletics staff members.

I. Announce all meeting times to Department of Intercollegiate Athletics staff and athletes.

J. Serve on committees the Department of Intercollegiate Athletics deems necessary for student athlete input.

K. Coordinate with the Faculty Athletics Representative (FAR) on issues concerning student athlete well being in the classroom.

UNI nominates two members to the Missouri Valley Conference SAAC, one male and one female. These members meet with other MVC representatives twice a year and report back on national and conference issues to the campus SAAC. In 2010-11, the female member of UNI SAAC is being nominated to serve on the NCAA National SAAC.

SAAC members also serve on the Intercollegiate Athletic Advisory Committee (IAAC). Student-athletes are also asked to serve on the search committees within the athletic department. Athletic department staff members have access to the University governance structure through campus committees. Currently, the Senior Woman Administrator serves on the Diversity Advisory Committee and the Bias Response Team. The Associate Athletic Director serves as a board member on the Gender Violence Prevention Task Force. Both male and female head coaches have access to governance committees within the MVC and NCAA. Sachin Kirtane, women’s head tennis coach, currently serves on the Division I Women’s Tennis Committee. Staff and coaches are also included on search committees within the department. The Missouri Valley Conference supplies grant monies for minority and female staff to attend professional development opportunities such as Title IX seminars, NCAA Coaches Academy, NACWA HERS, etc.

UNI is meeting the needs of the student-athletes within women’s programs with regard to leadership opportunities and participation on SAAC by mandating gender balance on the SAAC and offering SAAC opportunities to the Missouri Valley Conference equally (1 male/1 female).

Staff opportunities for females in the department is being met by service on campus committees, athletic department search committees, conference and national committee experiences and support as well as memberships in national professional organizations (WBCA, NVBCA, N4A, etc.).
August 20, 2004

Dr. Paul A. Risser, Chair
Committee on Athletics Certification
c/o Keith A. Gill
NCAA
1802 Alonzo Watford Sr. Dr.
Indianapolis, IN 46202

Dear Dr. Risser:

Accompanying this letter please find the supplemental information as requested by the NCAA Division I Committee on Athletics Certification, on behalf of the University of Northern Iowa.

The peer review team visited our campus on April 8-11, 2002. We submitted our first certification report to you and to Julie Cromer of the NCAA in July 2002. Subsequently, we were asked to respond to a summary of issues by September 1, 2003. After the “certified with conditions” decision, which was rendered on October 22-23, 2003, we were asked to respond to further specific concerns of the committee. The attached document is our response to those concerns.

We have worked diligently to address the issues in question. Further, we have found this continuing self-examination of our program to be useful in enhancing the overall integrity and success of our athletics program.

Should you have any questions, please feel free to contact me at anytime.

Sincerely,

Rick Hartzell
Director of Athletics

c: President Robert D. Koob, University of Northern Iowa
   Vice President Thomas G. Schellhardt, University of Northern Iowa
   Ms. Julie Cromer, NCAA Staff Liaison to the University of Northern Iowa
UNIVERSITY OF NORTHERN IOWA

RESPONSE TO DIVISION I COMMITTEE ON ATHLETICS CERTIFICATION

Following, please find the official response from the University of Northern Iowa in regard to the decision by the NCAA Division I Committee on Athletics Certification, rendered during its October 22-23, 2003 meeting to place UNI in the “certified with conditions” category. These issues were identified during the October 23-24, 2003 meeting of the Committee on Athletics Certification, following the campus visit to the University of Northern Iowa which was conducted by peer-review team members on April 8-11, 2002. This response will verify and substantiate that the corrective actions suggested by the Committee on Athletics Certification have been acknowledged, reviewed and have been completed or are in the process of being addressed and completed by the University of Northern Iowa.

The entirety of this document has been carefully reviewed, discussed and edited by a broad-based group of campus personnel to include: The members of the Intercollegiate Athletics Advisory Committee, the members of the Committee on Compliance, the staff of the office of Compliance and Equity Management, members of the UNI Athletic Club Executive Committee, several members of the Athletic Department Staff, the President, the Vice President for Administration and Finance, the Associate Provost and Associate Vice President, the recently retired former Senior Woman Administrator and Senior Associate Director of Athletics, the Assistant Director of Athletics for Compliance, the Student-Athlete Advisory Committee, Missouri Valley Conference staff members, several other persons on campus and several peers in athletic administration across the country.

1. **Operating principle 4.1: Implementation of approved gender-equity plan.**

The peer review team noted that the University of Northern Iowa did not meet its goals regarding scholarship levels and equalization of recruiting budgets in its first-cycle gender-equity plan. Unfortunately, the steps required for proper oversight to insure that the first cycle plan was achieved were not in place after the implementation of the gender-equity plan during the first cycle of certification. There was progress made during the first cycle of certification.

Since the first cycle the University of Northern Iowa has new leadership, a new President, a new Vice President for Administration and Finance and a new Director of Athletics. The level of oversight has been addressed at the very top levels administratively and a campus oversight committee, the Committee on Compliance, is now in place and functioning. This committee, as charged by the President, reviews the progress made toward equity on an annual basis and reports the results of that progress to the Vice President for Administration and Finance and to the President. This committee was established by the President and the Director of Athletics due to the input of the peer review team which visited our campus in April of 2002.
The current five-year equity plan accompanies this report, complete with a status report of previous initiatives (Attachment C), through August 1, 2004, as requested. Within the five year plan the University has clearly identified the issues and problems that we face in order to be in compliance with the principle of gender-equity and there is a campus-wide commitment to address these issues via the plan attached. Further, the University has identified the goals, steps to achieve the goals, the timetable to reach the goals and the person or persons responsible for meeting the goals. There has also been broad-based consensus developed as to the importance of this process and approval of the plan to complete the process.

It is our belief that this plan and the accompanying status report of current initiatives clearly meets each of the requirements noted in the Summary of Issues. This plan will serve as our guide for enhancing gender equity on our campus over the next five years and the plan will be updated annually in order to extend five years into the future. This plan will be made public and will be widely distributed. The plan will be published in all appropriate athletic department publications (Staff Handbook, Student-Athlete Handbook, and Compliance Guide) and will be posted on our athletic department website.

4.2: Minority issues plan.

The current five-year Minority Enhancement Plan for the University of Northern Iowa accompanies this report (Attachment B). This plan has been carefully reviewed, discussed and edited by several entities on campus (same groups and persons detailed in the opening of this document) including the staff of the Office of Compliance and Equity Management and the appropriate oversight committees of the University. The plan attached clearly describes the goals that have been established and shall serve as our guide for reaching Minority Equity over the next five years.

This plan will be made public and be widely distributed. The Committee on Compliance, as previously described will be responsible for the annual evaluation of compliance with the established plan and will report the progress of the results of their evaluation to the Vice President for Administration and Finance and to the President.

CONCLUSION

The University of Northern Iowa has taken the second-cycle certification process very seriously. Through the various steps of the process and through the careful self-examination required by the steps of the process, we are confident that improvement has taken place and that an already good program has been made significantly better. Further, we have carefully addressed every issue that was specified in the “certified with conditions” determination by the Committee on Athletics Certification. It is our firm belief that we have done everything possible in order to meet the requirements, expectations and recommendations of the Committee on Certification. It is our hope that we will now be granted a designation of full certification so we can continue to move this program forward in serving our students, our campus and our community in a way that reflects the mission and goals of UNI and which meets the requirements and expectations of the NCAA and the Committee on Certification.
UNIVERSITY OF NORTHERN IOWA

ADDENDUM MATERIALS

Reports and Charts:

- Gender Equity Report
- Minority Equity Report
- Status Report on Second-Cycle Gender Issues (through August 1, 2004)
- Department of Intercollegiate Athletics Organizational Chart
- Projected Impact on Participation Rates of Student-Athletes

Membership (staff) lists:

- Intercollegiate Athletics Advisory Committee
- Committee on Compliance
UNIVERSITY OF NORTHERN IOWA

Department of Intercollegiate Athletics
2004-2009
FIVE-YEAR PLAN
FOR
GENDER EQUITY

The purpose of this plan is to guide the University of Northern Iowa in its ongoing efforts to achieve gender equity and to enhance the level of equity for all student-athletes and staff. This plan has been developed to insure that the university is in compliance with the regulations of gender equity and to allow UNI to continue to improve the overall administration of our athletic program. This plan is intended to be a working document that is amended, updated and evaluated annually. This document has been widely circulated on campus and has been reviewed by a broad-based constituency on campus. And, most importantly, this document has been developed, reviewed and approved by and will be reviewed on an annual basis by the Committee on Compliance in order to be certain that the steps are followed and that there is campus-wide sign-off on progress toward equity.

On an annual basis the following goals will be made a priority and will be completed. The completion of these goals will be the responsibility of the Director of Athletics and will be monitored by the Vice President for Administration and Finance and the Committee on Compliance:

- assess student-athlete satisfaction with the athletics program
- encourage greater student-athlete representation on departmental and campus-wide committees and governing bodies
- enhance follow-up efforts in regard to concerns of student-athletes resulting from student-athlete exit interviews
- conduct an annual audit, seeking input from student-athletes, coaches and staff in regard to all departmental operations to insure equity in all areas of the athletics operation to include:
  - Equipment and supplies
  - Travel accommodations and per diem allowance
  - Scheduling of games and practice times
  - Housing and Dining facilities and services
  - Support services (tutoring, equipment dispersal, laundry, athletic training)
  - Pre-season accommodations
  - Practice and competition facilities
  - Publicity and sports information services
  - Quality and quantity of coaching staff in each program
  - Recruitment policies, procedures, and budgets as well as recruiting expectations and evaluation of success
GENDER EQUITY
Specific Action Steps

2004-05

1. Complete annual interests and abilities survey with student body.

   Measurable Goal: Examine women’s interests in intercollegiate athletics
   Steps to Achieve: Send web-based survey to all freshman female students. This
                    process is coordinated and overseen by the Office of Information
                    Technology Systems on campus.
   Responsibility: Director of Athletics
   Timeline: Fall semester of 2004

2. Begin planning and budgeting process to add one women’s sport to programmatic
   offerings. (Women’s rugby). Sport would be added and begin play in fall of 2005 as a
   varsity sport.

   Measurable Goal: Add an intercollegiate sports program (women’s rugby) for women
   Steps to Achieve: Plan for addition in 2004-05. Identify budget source, hire head
                    coach by spring semester of 2005, finalize schedule of opponents,
                    identify practice and game field, order equipment, and begin
                    recruiting process
   Responsibility: Director of Athletics, Senior Associate Director, Vice President for
                  Administration and Finance

3. Reduce proportionality disparity between men and women by 7% by capping
   participation in men’s programs and expanding opportunities offered by expanding
   women’s sport rosters.

   Measurable Goal: Reduce proportionality disparity
   Steps to Achieve: Cap men’s rosters, expand women’s rosters, add a women’s sport
                    in fall of 2005
   Responsibility: Director of Athletics, Senior Associate Director, Associate
                   Director, Head Coaches

4. Hire an academic advisor for athletics, with special emphasis placed on assisting
   female and minority student-athletes with scheduling, advising and tutorial needs.
   Further, this position shall organize and oversee the tutoring services provided for all
   student-athletes.

   Measurable Goal: Assist all students, particularly women, in order to gain academic
   success
   Steps to Achieve: Hire full-time academic advisor
   Responsibility: Director of Athletics
5. Address office area deficiency and access for women’s volleyball team and coaching staff in McLeod Center construction.

Measurable Goal: New offices and locker rooms for women’s volleyball program
Steps to Achieve: Plan for spaces and build in new McLeod Center (construction to be complete in summer of 2006)
Responsibility: Director of Athletics

6. Address access issues for women’s basketball team and coaching staff in McLeod Center construction.

Measurable Goal: New offices and locker rooms for women’s basketball program
Steps to Achieve: Plan for spaces and build in new McLeod Center (construction to be complete in summer of 2006)
Responsibility: Director of Athletics

7. Add one additional scholarship for women’s soccer.

Measurable Goal: Add one full scholarship to current level of scholarship funding for women’s soccer program
Steps to Achieve: Director of Athletics will identify funding source
Responsibility: Vice President for Administration and Finance, Director of Athletics, Senior Associate Director

8. Add one additional scholarship for women’s swimming.

Measurable Goal: Add one full scholarship to current level of scholarship funding for women’s swimming program
Steps to Achieve: Director of Athletics will identify funding source
Responsibility: Vice President for Administration and Finance, Director of Athletics, Senior Associate Director

9. Adjust salary of women’s swimming head coach by 40% (both in 2004-05 and 2005-06) in order to move this salary to a level similar to that of other coaches on staff of similar sports.

Measurable Goal: Enhance salary of head women’s swimming coach to match that of other head coaches on staff who are coaching in programs that are supported similarly to women’s swimming
Steps to Achieve: Director of Athletics will identify funding source
Responsibility: Director of Athletics, Senior Associate Director, Vice President for Administration and Finance
10. Adjust salary of head volleyball coach for market and equity purposes.

Measurable Goal: Enhance salary of head women’s volleyball coach to keep that salary at top of MVC salary matrix for women’s volleyball head coaches

Steps to Achieve: Director of Athletics will identify funding source

Responsibility: Director of Athletics, Senior Associate Director, Vice President for Administration and Finance

11. Adjust budget for volleyball program to enhance recruiting budget and operating budget in order to keep program at an elite level nationally.

Measurable Goal: Enhance budget in order to better and more widely recruit volleyball players. Enhance budget to ease current travel restrictions for program

Steps to Achieve: Reallocate funds within current departmental budgets

Responsibility: Director of Athletics, Senior Associate Director

12. Add a staff position in the area of fundraising for athletic endowed scholarships with a primary focus on growing endowed scholarships for women's programs.

Measurable Goal: Enhance fundraising for all programs, but specifically women’s programs, to add to scholarship aid pool that can be awarded annually

Steps to Achieve: Hire staff person to focus on fundraising. Director of Athletics will identify and secure funding for position

Responsibility: Director of Athletics

13. Address access issues for strength and conditioning activities and medical and athletic training services for all student-athletes in the planning of the new Human Performance Center construction.

Measurable Goal: Develop facilities that are more accessible for all student-athletes in the areas of strength training, conditioning, and athletic training and medical services.

Steps to Achieve: Complete goal as part of planning for the Human Performance Center which will include a new strength and conditioning center, locker rooms, a new athletic training facility, doctor’s offices and other support spaces. (construction expected to start in Fall of 2005; to be completed in Fall of 2006)

Responsibility: Director of Athletics, Director of Operations and Athletic Facilities
14. **Add two graduate assistants in athletic training specifically for women’s athletic program support.**

**Measurable Goal:** Enhance training room coverage and support for women student-athletes  
**Steps to Achieve:** Director of Athletics will identify funding  
**Responsibility:** Director of Athletics

**15. After evaluation of the EADA report that is completed in the Fall of 2004, make adjustments in women’s intercollegiate sports budgets in the areas of operational funding, recruiting budgets and scholarships which reflect a proportional change as dictated by participation rates changes as shown in step #3 of this plan for 2004-05.**

**Measurable Goal:** Enhance budgets for women’s sports programs  
**Steps to Achieve:** Transfer available funds  
**Responsibility:** Director of Athletics, Senior Associate Director of Athletics

**2005-06**

1. **Complete annual interests and abilities survey with student body.**

**Measurable Goal:** Examine women’s interests in intercollegiate athletics  
**Steps to Achieve:** Send web-based survey to all freshman female students  
**Responsibility:** Director of Athletics

2. **Begin play in varsity women’s rugby program.**

**Measurable Goal:** Add women’s participation opportunities  
**Steps to Achieve:** Planning completed. Begin play  
**Responsibility:** Director of Athletics

3. **Further reduce proportionality disparity between men and women by an additional 5%, for a total reduction of 12% over the 2004-05 and 2005-06 periods.**

**Measurable Goal:** Reduce proportionality imbalance  
**Steps to Achieve:** Further reduce men’s roster size, increase women’s roster size, and count additional participants in women’s rugby  
**Responsibility:** Director of Athletics, Senior Associate Director, Associate Director, Head Coaches
4. After evaluation of the EADA report that is completed in the Fall of 2005, make any necessary adjustments in women’s intercollegiate sports budgets in the areas of operational funding, recruiting budgets and scholarships which reflect a proportional change as dictated by participation rates changes as shown in previous steps described in this report.

**Measurable Goal:** Enhance budgets for women’s sports programs  
**Steps to Achieve:** Transfer available funds  
**Responsibility:** Director of Athletics, Senior Associate Director of Athletics

5. **Add assistant athletic trainer position specifically for women’s program support.**

**Measurable Goal:** Add support services for women student-athletes  
**Steps to Achieve:** Partner with Department of Health, Physical Education and Leisure Services to support this position  
**Responsibility:** Director of Athletics

6. **Add new weight room facilities with emphasis on access and equipment for female student-athletes in Human Performance Center addition.**

**Measurable Goal:** Add weight room space and equipment  
**Steps to Achieve:** Plan and build in new Human Performance Center Complex  
(construction expected to start in fall of 2005; completed in fall 2006)  
**Responsibility:** Director of Athletics

7. **Add one additional scholarship for women’s soccer.**

**Measurable Goal:** Add one full scholarship to current level of scholarship funding for women’s soccer program  
**Steps to Achieve:** Director of Athletics will identify funding source  
**Responsibility:** Vice President for Administration and Finance, Director of Athletics, Senior Associate Director

8. **Add one additional scholarship for women’s swimming.**

**Measurable Goal:** Add one full scholarship to current level of scholarship funding for women’s swimming program  
**Steps to Achieve:** Director of Athletics will identify funding source  
**Responsibility:** Vice President for Administration and Finance, Director of Athletics, Senior Associate Director
9. **Begin planning and identify funding to add a new women’s soccer practice field and women’s soccer game field on or near the West Campus.**

**Measurable Goal:** Add practice and game field for women’s soccer

**Steps to Achieve:** Implement as part of master plan for West Campus or partner with the City of Cedar Falls in order to put new women’s soccer practice and game facilities in place.

**Responsibility:** Vice President for Administration and Finance, Director of Athletics

10. **Begin planning and identify funding to add a new women’s softball field on or near the West Campus.**

**Measurable Goal:** Add women’s softball field

**Steps to Achieve:** Implement as part of master plan for West Campus or partner with the City of Cedar Falls to put a new softball game field in place.

**Responsibility:** Vice President for Administration and Finance, Director of Athletics

11. **Make second adjustment of salary of head women’s swimming coach (additional 30%) in order to finalize process of moving this salary to a level similar to that of other coaches on staff.**

**Measurable Goal:** Second and final step in plan to enhance the salary of the women’s swimming coach to match salary of other head coaches of programs that are supported similarly to women’s swimming

**Steps to Achieve:** Director of Athletics will identify funding source

**Responsibility:** Vice President for Administration and Finance, Director of Athletics

2006-07

1. **Complete annual interests and abilities survey with student body.**

**Measurable Goal:** Examine women’s interests in intercollegiate athletics

**Steps to Achieve:** Send web-based survey to all freshman female students

**Responsibility:** Director of Athletics

2. **Assess proportionality disparity between men and women and make roster or programmatic adjustments to assure that disparity is within 5% or less on a continuing basis.**

**Measurable Goal:** Monitor proportionality

**Steps to Achieve:** Make further roster adjustments

**Responsibility:** Director of Athletics
3. After evaluation of the EADA report that is completed in the fall of 2006, make any necessary adjustment in women’s intercollegiate sports budgets in the areas of operational funding, recruiting budgets and scholarships which reflect a proportional change as dictated by participation rates changes as shown in previous steps described in this report.

**Measurable Goal:** Enhance budgets for women’s sports programs
**Steps to Achieve:** Transfer available funds
**Responsibility:** Director of Athletics, Senior Associate Director of Athletics

4. **Add one additional scholarship for women’s soccer.**

**Measurable Goal:** Add one scholarship to current level of funding for women’s soccer program
**Steps to Achieve:** Director of Athletics will identify funding source
**Responsibility:** Vice President for Administration and Finance, Director of Athletics

5. **Add one additional scholarship for women’s swimming.**

**Measurable Goal:** Add one scholarship to current level of funding for women’s swimming program
**Steps to Achieve:** Director of Athletics will identify funding source
**Responsibility:** Vice President for Administration and Finance, Director of Athletics

6. **Add full-time women’s swimming and diving assistant coach or upgrade part-time assistant to full-time status.**

**Measurable Goal:** Add full-time swimming and diving coach
**Steps to Achieve:** Director of Athletics will identify funding source. Advertise, search, and hire for position
**Responsibility:** Vice President for Administration and Finance, Director of Athletics

7. **Begin play on new women’s soccer practice and game field on West Campus or in location developed in partnership with the City of Cedar Falls.**

**Measurable Goal:** Begin play on completed fields
**Steps to Achieve:** Implement plan
**Responsibility:** Vice President for Administration and Finance, Director of Athletics
8. **Grow women's sport operating budgets by 5%**.

**Measurable Goal:** Enhance operating budgets for travel, recruiting and equipment by 5% for all women's programs

**Steps to Achieve:** Vice President for Administration and Finance will identify funding

**Responsibility:** Vice President for Administration and Finance, Director of Athletics

---

**2007-08**

1. **Complete annual interests and abilities survey with student body.**

**Measurable Goal:** Examine women's interests in intercollegiate athletics

**Steps to Achieve:** Send web-based survey to all freshman female students

**Responsibility:** Director of Athletics

2. **Begin play on new women's softball game field on West Campus.**

**Measurable Goal:** Begin play on completed field

**Steps to Achieve:** Implement plan

**Responsibility:** Vice President for Administration and Finance, Director of Athletics

3. **Assess proportionality disparity between men and women and begin play with new women's sport while making roster or programmatic adjustments in men's program to assure that disparity is within 5% or less on a continuing basis.**

**Measurable Goal:** Monitor proportionality

**Steps to Achieve:** Additional women's sport program and roster adjustments if necessary

**Responsibility:** Vice President for Administration and Finance, Director of Athletics

4. **Add one additional scholarship for women's soccer.**

**Measurable Goal:** Add one additional scholarship to current level of funding for women's soccer program

**Steps to Achieve:** Director of Athletics will identify funding source

**Responsibility:** Vice President for Administration and Finance, Director of Athletics
5. **Add one additional scholarship for women's swimming.**

Measurable Goal: Add one additional scholarship to current level of funding for women's swimming program
Steps to Achieve: Director of Athletics will identify funding source
Responsibility: Vice President for Administration and Finance, Director of Athletics

2008-09

1. **Complete annual interests and abilities survey with student body.**

Measurable Goal: Examine women's interests in intercollegiate athletics
Steps to Achieve: Send web-based survey to all freshman female students
Responsibility: Director of Athletics

2. **Assess proportionality disparity between men and women and make roster or programmatic adjustments to assure that disparity is within 5% on a continuing basis.**

Measurable Goal: Monitor proportionality
Steps to Achieve: Roster adjustments if necessary
Responsibility: Director of Athletics

3. **Assess women's sport offerings and proportionality status and begin planning to add an additional women's sport (crew, bowling, field hockey, equestrian), if necessary, that might be considered an emerging sport by the NCAA or a sport that has been added as a championship sport by the Iowa Girls High School Athletic Union.**

Measurable Goal: Add participation opportunities for women students
Steps to Achieve: Begin planning as necessary, identify funding source, identify competition site, and consider coaching pool available
Responsibility: Director of Athletics
UNIVERSITY OF NORTHERN IOWA

Department of Intercollegiate Athletics
2004-2009
FIVE-YEAR PLAN
FOR
MINORITY EQUITY

The purpose of this plan is to guide the University of Northern Iowa in its continuing and ongoing efforts to achieve a higher level of minority equity in intercollegiate athletics. This plan has been developed to insure that the University complies with the operating principles of the NCAA regarding the participation of minorities in the intercollegiate athletics program. The areas identified represent opportunities to improve the administration of the intercollegiate athletics program in the area of minority equity. This plan is intended to be a working document that is evaluated, updated and amended on an annual basis. This document has been widely circulated on campus and has been reviewed by a broad-based constituency on campus. Further, this document has been developed, reviewed and approved by and will be reviewed on an annual basis by the Committee on Compliance in order to be certain that the steps in this plan are followed and that there is campus-wide sign-off on the steps prescribed in this plan.

On an annual basis the following goals will be made a priority and be completed:

- assess minority satisfaction with program
- encourage greater minority representation on all committees
- encourage greater minority student-athlete participation in SAAC and in the decision-making processes
- enhance efforts and communication in exit interviews to better understand minority student concerns and issues
- enhance efforts to recruit more minority coaching and professional staff members
- carefully monitor retention, graduation rates, grade point averages, and the enhancement of the learning environment of minority student-athletes in order to enhance services provided
- state clearly the University statement of minority equity and distribute that statement to all student-athletes, coaches and staff members
MINORITY EQUITY
Specific Action Steps

2004-05

1. **Update and widely circulate the minority policy statement for Athletics.**

   **Measurable Goal:** Widely circulate the minority policy statement for Athletics for approval and editing; circulate the final policy among all campus constituencies
   **Steps to Achieve:** Update and circulate statement, publish that statement in all appropriate publications, place statement on web page
   **Responsibility:** Assistant Director of Athletics for Compliance, Director of Athletics

2. **Survey minority student-athletes to assess levels of satisfaction and needs.**

   **Measurable Goal:** Conduct annual survey of minority student-athletes to assess satisfaction with athletics program
   **Steps to Achieve:** Have Committee on Compliance create and conduct survey and report findings to the Intercollegiate Athletics Advisory Committee. Implement recommendations within a six-month period of findings
   **Responsibility:** Committee on Compliance

3. **Enhance efforts to attract minority candidates in any open coaching or professional staff vacancies.**

   **Measurable Goal:** Encourage recruitment and hiring of minority individuals when any vacancy occurs
   **Steps to Achieve:** More widely advertise vacancies in publications that serve the minority applicant pool; be certain all committee members are committed to recruitment and hiring of minority candidates; have a member of the Committee on Compliance on all search committees
   **Responsibility:** Director of Athletics

4. **Conduct diversity training workshop for staff.**

   **Measurable Goal:** Promote diversity training for athletic department staff
   **Steps to Achieve:** Conduct diversity training workshops for staff in cooperation with Human Resource Services office
   **Responsibility:** Assistant Director of Athletics for Compliance, Director of Athletics
5. **Enhance efforts to recruit minority student-athletes in those sports with low minority representation.**

**Measurable Goal:** Increase recruitment efforts of minority student-athletes for all sports programs with low minority representation, specifically, women’s basketball, baseball, men’s and women’s golf, women’s tennis

**Steps to Achieve:** Encourage head coaches to meet the goal. Include current minority student-athletes in the recruiting process. Better use campus resources in the area of minority recruitment.

**Responsibility:** Director of Athletics

6. **Reevaluate progress and enhance efforts to monitor and improve the graduation rates of minority student-athletes, with a focus on the previously defined problem area of graduation of minority football student-athletes.**

**Measurable Goal:** Study and assess, on an annual basis, the grade point averages and graduation rates of minority student-athletes as they compare to non-minority students on campus and to national averages

**Steps to Achieve:** Annual review

**Responsibility:** Director of Athletics, Assistant Director of Athletics for Compliance, Athletics Academic Advisor, Intercollegiate Athletics Advisory Committee

**2005-06**

1. **Circulate the minority policy statement for Athletics.**

**Measurable Goal:** Widely circulate the policy statement to all student-athletes, coaches, administrators and key campus personnel

**Steps to Achieve:** Circulate statement to all campus personnel, including all student-athletes

**Responsibility:** Director of Athletics

2. **Reconfirm efforts to recruit minority student athletes in those sports where the minority population is underrepresented.**

**Measurable Goal:** Increase recruitment efforts; gain an additional 8-10 minority athletes in department

**Steps to Achieve:** Evaluate recruitment plans of head coaches; make coaches accountable in sports where minority representation is not at the expected standard

**Responsibility:** Director of Athletics
3. *Survey minority student-athletes to assess levels of satisfaction and needs.*

Measurable Goal: Conduct annual survey
Steps to Achieve: Committee on Compliance conducts survey, reviews results, suggests changes
Responsibility: Committee on Compliance

4. *Enhance efforts to attract minority candidates in any open coaching or professional staff vacancies.*

Measurable Goal: Encourage recruitment and hiring of minorities
Steps to Achieve: More widely advertise vacancies in publications that serve the minority applicant pool, recruit candidates, and be committed to hiring minority candidates
Responsibility: Director of Athletics

5. *Conduct sexual harassment training workshop for staff.*

Measurable Goal: Promote harassment training for athletic department staff
Steps to Achieve: Conduct workshop in cooperation with Human Resource Services office
Responsibility: Assistant Director of Athletics for Compliance

6. *Evaluate progress and enhance efforts, if necessary, to monitor and improve the graduation rates of minority student-athletes.*

Measurable Goal: Study and assess grade point averages, graduation rates
Steps to Achieve: Annual review
Responsibility: Director of Athletics

2006-07

1. *Circulate the minority policy statement for Athletics.*

Measurable Goal: Widely circulate policy statement
Steps to Achieve: Circulate statement to all campus personnel, including all student-athletes
Responsibility: Director of Athletics

2. *Conduct annual survey of minority student-athletes in regard to their satisfaction and to identify problems within the athletic program.*

Measurable Goal: Conduct annual survey
Steps to Achieve: Committee on Compliance conducts survey, reviews results, suggests changes
Responsibility: Committee on Compliance
3. Monitor departmental minority issues among minority staff.

Measurable Goal: Monitor issues through the Committee on Compliance
Steps to Achieve: Committee will meet with staff to identify issues, and report those issues to the Director of Athletics
Responsibility: Chair, Committee on Compliance

4. Given enhanced recruitment of minority student-athletes as stated in goals of previous years, encourage greater minority student-athlete participation in departmental governance and decision making.

Measurable Goal: Promote increased involvement of minority students
Steps to Achieve: Have head coaches encourage minority student-athletes to be members of the student-athlete advisory committee; have student-athlete advisory committee appoint two minority students who will meet monthly with the Director of Athletics in regard to issues and concerns
Responsibility: Assistant Director of Athletics for Compliance

5. Conduct at least one diversity training seminar for athletic department staff.

Measurable Goal: Promote diversity training among staff
Steps to Achieve: Conduct a diversity training seminar
Responsibility: Assistant Director of Athletics for Compliance, Director of Athletics

6. Enhance and reaffirm efforts to attract minority candidates for any open coaching or professional staff vacancies.

Measurable Goal: Encourage hiring of minorities
Steps to Achieve: Widely advertise, recruit minority candidates, and be committed to hiring minority candidates
Responsibility: Director of Athletics

2007-08

7. Circulate the minority policy statement for Athletics.

Measurable Goal: Widely circulate policy statement
Steps to Achieve: Circulate statement to all campus personnel, including all student-athletes
Responsibility: Director of Athletics
2. Conduct annual survey of minority student-athletes in regard to their satisfaction and to identify problems within the athletic program.

Measurable Goal: Conduct annual survey
Steps to Achieve: Committee on Compliance conducts survey, reviews results, suggests changes
Responsibility: Committee on Compliance

3. Conduct at least one diversity training seminar for athletic department staff.

Measurable Goal: Promote diversity training among staff
Steps to Achieve: Conduct a diversity training seminar
Responsibility: Assistant Director of Athletics for Compliance, Director of Athletics

4. Enhance and reaffirm efforts to attract minority candidates for any open coaching or professional staff vacancies.

Measurable Goal: Encourage hiring of minorities
Steps to Achieve: Widely advertise, recruit minority candidates, and be committed to hiring minority candidates
Responsibility: Director of Athletics

2008-09

1. Circulate the minority policy statement for Athletics.

Measurable Goal: Widely circulate policy statement
Steps to Achieve: Circulate statement to all campus personnel, including all student-athletes
Responsibility: Director of Athletics

2. Conduct annual survey of minority student-athletes in regard to their satisfaction and to identify problems within the athletic program.

Measurable Goal: Conduct annual survey
Steps to Achieve: Committee on Compliance conducts survey, reviews results, suggests changes
Responsibility: Committee on Compliance

3. Enhance and reaffirm efforts to attract minority candidates for any open coaching or professional staff vacancies.

Measurable Goal: Encourage hiring of minorities
Steps to Achieve: Widely advertise, recruit minority candidates, and be committed to hiring minority candidates
Responsibility: Director of Athletics
STATUS REPORT ON SECOND-CYCLE GENDER ISSUES
COMPLETED BY AUGUST 1, 2004

UNIVERSITY OF NORTHERN IOWA
Department of Intercollegiate Athletics
2004-2009
FIVE-YEAR PLAN
FOR
GENDER EQUITY

The purpose of this plan is to guide the University of Northern Iowa in its ongoing efforts to achieve gender equity and to enhance the level of equity for all student-athletes and staff. This plan has been developed to insure that the university is in compliance with the regulations of gender equity and to allow UNI to continue to improve the overall administration of our athletic program. This plan is intended to be a working document that is amended, updated and evaluated annually. This document has been widely circulated on campus and has been reviewed by a broad-based constituency on campus. And, most importantly, this document has been developed, reviewed and approved by and will be reviewed on an annual basis by the Committee on Compliance in order to be certain that the steps are followed and that there is campus-wide sign-off on progress toward equity.

On an annual basis the following goals will be made a priority and will be completed. The completion of these goals will be the responsibility of the Director of Athletics and will be monitored by the Vice President for Administration and Finance and the Committee on Compliance:

- assess student-athlete satisfaction with the athletics program
- encourage greater student-athlete representation on departmental and campus-wide committees and governing bodies
- enhance follow-up efforts in regard to concerns of student-athletes resulting from student-athlete exit interviews
- conduct an annual audit, seeking input from student-athletes, coaches and staff in regard to all departmental operations to insure equity in all areas of the athletics operation to include:
  - Equipment and supplies
  - Travel accommodations and per diem allowance
  - Scheduling of games and practice times
  - Housing and Dining facilities and services
  - Support services (tutoring, equipment dispersal, laundry, athletic training)
  - Pre-season accommodations
  - Practice and competition facilities
  - Publicity and sports information services
  - Quality and quantity of coaching staff in each program
  - Recruitment policies, procedures, and budgets as well as recruiting expectations and evaluation of success
GENDER EQUITY
Specific Action Steps

2004-05

1. Complete annual interests and abilities survey with student body.

   Measurable Goal: Examine women’s interests in intercollegiate athletics
   Steps to Achieve: Send web-based survey to all freshman female students. This process is coordinated and overseen by the Office of Information Technology Systems on campus.
   Responsibility: Director of Athletics
   Timeline: Fall semester of 2004
   Status: SURVEY WILL BE COMPLETED IN FALL SEMESTER 2004

2. Begin planning and budgeting process to add one women’s sport to programmatic offerings. (Women’s rugby.) Sport would be added and begin play in fall of 2005 as a varsity sport.

   Measurable Goal: Add an intercollegiate sports program (women’s rugby) for women
   Steps to Achieve: Plan for addition in 2004-05. Identify budget source, hire head coach by spring semester of 2005, finalize schedule of opponents, identify practice and game field, order equipment, and begin recruiting process
   Responsibility: Director of Athletics, Senior Associate Director, Vice President for Administration and Finance
   Status: PROGRESS TOWARD COMPLETION OF THIS GOAL IS UNDERWAY

3. Reduce proportionality disparity between men and women by 7% by capping participation in men’s programs and expanding opportunities offered by expanding women’s sport rosters.

   Measurable Goal: Reduce proportionality disparity
   Steps to Achieve: Cap men’s rosters, expand women’s rosters, add a women’s sport in fall of 2005
   Responsibility: Director of Athletics, Senior Associate Director, Associate Director, Head Coaches
   Status: PROGRESS TOWARD COMPLETION OF THIS GOAL IS UNDERWAY
4. Hire an academic advisor for athletics, with special emphasis placed on assisting female and minority student-athletes with scheduling, advising and tutorial needs. Further, this position shall organize and oversee the tutoring services provided for all student-athletes.

Measurable Goal: Assist all students, particularly women, in order to gain academic success
Steps to Achieve: Hire full time academic advisor
Responsibility: Director of Athletics
Status: GOAL HAS BEEN COMPLETED

5. Address office area deficiency and access for women’s volleyball team and coaching staff in McLeod Center construction.

Measurable Goal: New offices and locker rooms for women’s volleyball program
Steps to Achieve: Plan for spaces and build in new McLeod Center (construction to be complete in summer of 2006)
Responsibility: Director of Athletics
Status: GOAL HAS BEEN COMPLETED

6. Address access issues for women’s basketball team and coaching staff in McLeod Center construction.

Measurable Goal: New offices and locker rooms for women’s basketball program
Steps to Achieve: Plan for spaces and build in new McLeod Center (construction to be complete in summer of 2006)
Responsibility: Director of Athletics
Status: GOAL HAS BEEN COMPLETED

7. Add one additional scholarship for women’s soccer.

Measurable Goal: Add one full scholarship to current level of scholarship funding for women’s soccer program
Steps to Achieve: Director of Athletics will identify funding source
Responsibility: Vice President for Administration and Finance, Director of Athletics, Senior Associate Director
Status: GOAL HAS BEEN COMPLETED

8. Add one additional scholarship for women’s swimming.

Measurable Goal: Add one full scholarship to current level of scholarship funding for women’s swimming program
Steps to Achieve: Director of Athletics will identify funding source
Responsibility: Vice President for Administration and Finance, Director of Athletics, Senior Associate Director
Status: GOAL HAS BEEN COMPLETED
9. Adjust salary of women’s swimming head coach by 40% (both in 2004-05 and in 2005-06) in order to move this salary to a level similar to that of other coaches on staff of similar sports.

Measurable Goal: Enhance salary of head women's swimming coach to match that of other head coaches on staff who are coaching in programs that are supported similarly to women’s swimming.
Steps to Achieve: Director of Athletics will identify funding source.
Responsibility: Director of Athletics, Senior Associate Director, Vice President for Administration and Finance.
Status: GOAL HAS BEEN COMPLETED.

10. Adjust salary of head volleyball coach for market and equity purposes.

Measurable Goal: Enhance salary of head women's volleyball coach to keep that salary at top of MVC salary matrix for women’s volleyball head coaches.
Steps to Achieve: Director of Athletics will identify funding source.
Responsibility: Director of Athletics, Senior Associate Director, Vice President for Administration and Finance.
Status: GOAL HAS BEEN COMPLETED.

11. Adjust budget for volleyball program to enhance recruiting budget and operating budget in order to keep program at an elite level nationally.

Measurable Goal: Enhance budget in order to better and more widely recruit volleyball players. Enhance budget to ease current travel restrictions for program.
Steps to Achieve: Reallocate funds within current departmental budgets.
Responsibility: Director of Athletics, Senior Associate Director.
Status: GOAL HAS BEEN COMPLETED.

12. Add a staff position in the area of fundraising for athletic endowed scholarships with a primary focus on growing endowed scholarships for women’s programs.

Measurable Goal: Enhance fundraising for all programs, but specifically women’s programs, to add to scholarship aid pool that can be awarded annually.
Steps to Achieve: Hire staff person to focus on fundraising. Director of Athletics will identify and secure funding for position.
Responsibility: Director of Athletics.
Status: GOAL HAS BEEN COMPLETED.
13. Address access issues for strength and conditioning activities and medical and athletic training services for all student-athletes in the planning of the new Human Performance Center construction.

Measurable Goal: Develop facilities that are more accessible for all student-athletes in the areas of strength training, conditioning, and athletic training and medical services.

Steps to Achieve: Complete goal as part of planning for the Human Performance Center which will include a new strength and conditioning center, locker rooms, a new athletic training facility, doctor’s offices and other support spaces. (construction expected to start in fall of 2005; to be completed in fall of 2006)

Responsibility: Director of Athletics, Director of Operations and Athletic Facilities
Status: GOAL HAS BEEN COMPLETED

14. Add two graduate assistants in athletic training specifically for women’s athletic program support.

Measurable Goal: Enhance training room coverage and support for women student-athletes
Steps to Achieve: Director of Athletics will identify funding
Responsibility: Director of Athletics
Status: GOAL HAS BEEN COMPLETED

15. After evaluation of the EADA report that is completed in the Fall of 2004, make adjustments in women’s intercollegiate sports budgets in the areas of operational funding, recruiting budgets and scholarships which reflect a proportional change as dictated by participation rates changes as shown in step #3 of this plan for 2004-05.

Measurable Goal: Enhance budgets for women’s sports programs
Steps to Achieve: Transfer available funds
Responsibility: Director of Athletics, Senior Associate Director of Athletics
Status: WILL COMPLETE GOAL AFTER EADA REPORT IS FILED, FALL 2004
UNIVERSITY OF NORTHERN IOWA
DEPARTMENT OF INTERCOLLEGIATE ATHLETICS

PROJECTED IMPACT ON PARTICIPATION RATE OF STUDENT-ATHLETES
WITH AN ADDITIONAL WOMEN’S SPORT AND ROSTER ADJUSTMENTS
2004-2009

Current Student-Athlete Headcount:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>293</td>
<td>62.2%</td>
</tr>
<tr>
<td>Female</td>
<td>178</td>
<td>37.8%</td>
</tr>
<tr>
<td>Total</td>
<td>471</td>
<td></td>
</tr>
</tbody>
</table>

Current Student Body Headcount:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5,240</td>
<td>42.7%</td>
</tr>
<tr>
<td>Female</td>
<td>7,042</td>
<td>57.3%</td>
</tr>
<tr>
<td>Total</td>
<td>12,282</td>
<td></td>
</tr>
</tbody>
</table>

With 7% Change in Student-Athlete Participation per Equity Plan in 2004-05

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>273</td>
<td>58%</td>
</tr>
<tr>
<td>Female</td>
<td>198</td>
<td>42%</td>
</tr>
<tr>
<td>Total</td>
<td>471</td>
<td></td>
</tr>
</tbody>
</table>

With Additional 5% Change in Student-Athlete Participation per Equity Plan in 2005-06

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>260</td>
<td>56%</td>
</tr>
<tr>
<td>Female</td>
<td>208</td>
<td>44%</td>
</tr>
<tr>
<td>Total</td>
<td>468</td>
<td></td>
</tr>
</tbody>
</table>

With Addition of Women’s Rugby, per Equity Plan in 2005-06

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>260</td>
<td>49%</td>
</tr>
<tr>
<td>Female</td>
<td>268</td>
<td>51%</td>
</tr>
<tr>
<td>Total</td>
<td>528</td>
<td></td>
</tr>
</tbody>
</table>

With Additional 5% Change in Student-Athlete Participation per Equity Plan in 2006-07

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>247</td>
<td>46%</td>
</tr>
<tr>
<td>Female</td>
<td>288</td>
<td>54%</td>
</tr>
<tr>
<td>Total</td>
<td>535</td>
<td></td>
</tr>
</tbody>
</table>
**UNI Intercollegiate Athletic Advisory Council**
*2004-2005*

<table>
<thead>
<tr>
<th>Representation</th>
<th>Name</th>
<th>Title/Organization</th>
<th>Phone</th>
<th>Address</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administrative</strong></td>
<td>Jon Buse</td>
<td>Presidential Appointment</td>
<td>273-2281</td>
<td>Gill 120, UNI 50614-0018</td>
<td><a href="mailto:jon.buse@uni.edu">jon.buse@uni.edu</a></td>
</tr>
<tr>
<td><strong>Community</strong></td>
<td>Dick Smith</td>
<td>Alumni Association Appointment</td>
<td>266-5125</td>
<td>205 Kaspænd Place, Cedar Falls, 50613</td>
<td><a href="mailto:dlsmithfc@asl.com">dlsmithfc@asl.com</a></td>
</tr>
<tr>
<td></td>
<td>Dee Vandeveeter</td>
<td>Presidential Appointment</td>
<td>268-9151</td>
<td>6711 Chancellor Drive, Cedar Falls, 50613</td>
<td><a href="mailto:dee@MPandV.com">dee@MPandV.com</a></td>
</tr>
<tr>
<td><strong>C. of Education</strong></td>
<td>James Kelly</td>
<td>Professor, Student Field Exper.</td>
<td>273-2808</td>
<td>541 SEC, UNI 50614-0613</td>
<td><a href="mailto:james.kelly@uni.edu">james.kelly@uni.edu</a></td>
</tr>
<tr>
<td><strong>C. of Business Administration</strong></td>
<td>Steve Wartick</td>
<td>Professor, Management</td>
<td>273-7225</td>
<td>233 CBB, UNI 50614-0125</td>
<td><a href="mailto:steve.wartick@uni.edu">steve.wartick@uni.edu</a></td>
</tr>
<tr>
<td><strong>C. of Natural Sciences</strong></td>
<td>Siobhan Morgan</td>
<td>Assoc Professor, Earth Sciences</td>
<td>273-2389</td>
<td>108 LAT, UNI 50614-0335</td>
<td><a href="mailto:siobhan.morgan@uni.edu">siobhan.morgan@uni.edu</a></td>
</tr>
<tr>
<td><strong>C. of Humanities &amp; Fine Arts</strong></td>
<td>Steve Taft</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C. of Social and Behavioral Sciences</strong></td>
<td>Konrad Sadkowski</td>
<td>Assoc Professor, History</td>
<td>273-2765</td>
<td>312 SRL, UNI 50614-0701</td>
<td><a href="mailto:konrad.sadkowski@uni.edu">konrad.sadkowski@uni.edu</a></td>
</tr>
<tr>
<td><strong>Marketing &amp; Public Relations</strong></td>
<td>James O'Connor</td>
<td>Media Relations Director</td>
<td>273-2761</td>
<td>127 GIL, UNI 50614-0017</td>
<td><a href="mailto:james.oconnor@uni.edu">james.oconnor@uni.edu</a></td>
</tr>
<tr>
<td><strong>Professional &amp; Scientific</strong></td>
<td>JoAnn Anderson-Wright</td>
<td>Academic Advisor, Student Support Services</td>
<td>273-2179</td>
<td>214 SSC, UNI 50614-0388</td>
<td><a href="mailto:joann.anderson@uni.edu">joann.anderson@uni.edu</a></td>
</tr>
<tr>
<td></td>
<td>Dennis Hayes</td>
<td>Operations Admin, Physical Plant</td>
<td>273-7653</td>
<td>PHP, UNI 50614-0189</td>
<td><a href="mailto:dennis.hayes@uni.edu">dennis.hayes@uni.edu</a></td>
</tr>
<tr>
<td><strong>Student</strong></td>
<td>Craig Crossland</td>
<td>Northern Iowa Student Government (NISG)</td>
<td>266-2522</td>
<td>1115 W 23rd St. Cedar Falls, 50613</td>
<td><a href="mailto:crossld@uni.edu">crossld@uni.edu</a></td>
</tr>
<tr>
<td></td>
<td>Drew Litewow</td>
<td>Northern Iowa Student Government (NISG)</td>
<td>222-2000</td>
<td>2001 Campus Street, Dancer 508, Cedar Falls, 50613</td>
<td><a href="mailto:zeppelin@uni.edu">zeppelin@uni.edu</a></td>
</tr>
<tr>
<td></td>
<td>Heidi Ditscheit</td>
<td>Student Athletic Advisory Council (SAAC)</td>
<td>222-3009</td>
<td>44 East Lawther Hall-UNI, Cedar Falls 50613-0297</td>
<td><a href="mailto:hbd73264@uni.edu">hbd73264@uni.edu</a></td>
</tr>
<tr>
<td></td>
<td>Abby Lemke</td>
<td>Student Athletic Advisory Council (SAAC)</td>
<td>222-2798</td>
<td>405 Hagemann Hall-UNI, Cedar Falls 50613-3559</td>
<td><a href="mailto:unixbl5@uni.edu">unixbl5@uni.edu</a></td>
</tr>
<tr>
<td><strong>Non-Voting Ex-officio</strong></td>
<td>Christopher Edington</td>
<td>Professor/Director of HPELS</td>
<td>273-2840</td>
<td>203 WRC, UNI 50614-0241</td>
<td><a href="mailto:christopher.edington@uni.edu">christopher.edington@uni.edu</a></td>
</tr>
<tr>
<td></td>
<td>Rick Hartzell</td>
<td>Athletic Director</td>
<td>273-2470</td>
<td>NW Dome, UNI 50614-0313</td>
<td><a href="mailto:rick.hartzell@uni.edu">rick.hartzell@uni.edu</a></td>
</tr>
<tr>
<td></td>
<td>Diane Wallace</td>
<td>Registrar's Office</td>
<td>273-2923</td>
<td>227 GIL, UNI 50614-0006</td>
<td><a href="mailto:diane.wallace@uni.edu">diane.wallace@uni.edu</a></td>
</tr>
<tr>
<td></td>
<td>Anne Woodrick</td>
<td>NCAAA Representative</td>
<td>273-6375</td>
<td>370 BAK, UNI 50614-0506</td>
<td><a href="mailto:anne.woodrick@uni.edu">anne.woodrick@uni.edu</a></td>
</tr>
<tr>
<td></td>
<td>David Marchesani</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2004-2005 Meeting Schedule (All meetings held at 3-4:45 p.m. in 323 CBB):**
- September 8th, October 6th, November 3rd, December 1st, February 2nd, March, 1st, April, 5th, May 3
UNIVERSITY OF NORTHERN IOWA

COMMITTEE ON COMPLIANCE

Dr. Anne Woodrick, NCAA Faculty Athletics Representative, Professor

Mr. Rick Hartzell, Director of Athletics

Mr. Dan Schofield, Director of Admissions

Mr. Reg Green, Director, Academic Advising

Ms. Diane Wallace, Registrar

Ms. Heather Soesbe, Director Financial Aid

Ms. Colleen Heimstead, Director of Athletics Compliance

Ms. Jennie Sell, Athletics Academic Advisor
Diversity Question #2

Clarification and additional information is listed below each goal.

**Original goal #1** = Update and widely circulate the minority policy statement for Athletics in 2004-05; 2005-06; 2006-07; 2007-08; 2008-09.

**Actions Taken by UNI**
No policy statement specific to athletics was written/implemented during this time frame.

**Date completed**
No policy statement specific to athletics was written/implemented during this time frame.

**Explanation for partial completion**
The University of Northern Iowa (UNI) Department of Athletics deferred to the UNI institutional statement concerning diversity, which was adopted by the UNI Diversity Council and approved by the UNI President in August of 2009. The statement reads:

"An understanding and appreciation of society’s human diversity is an essential component of an excellent education and a foundation for responsible citizenship. At the University of Northern Iowa, we educate citizens and leaders who will influence our society in the future, and our graduates take with them the knowledge and values they learn or refine while with us. Thus it is our institutional priority to value, promote, and teach about diversity.

In order to effectively teach about diversity, we must be a diverse community, where all are welcomed and each is provided with the support needed to achieve goals and attain success."

**Clarification of goal #1:** The original goal of a separate athletic minority statement was not met. Instead, UNI took a different strategy and opted to adopt the University’s minority statement which is listed above. The athletic department adopted the statement in fall 2009.

**Original goal #2** = Survey minority student-athletes to assess levels of satisfaction and needs in 2004-05; 2005-06; 2006-07; 2007-08; 2008-09.

**Actions Taken by UNI**
There was no specific instrument used specifically for minority student-athletes during this time frame.

**Date completed**
There was no specific instrument used specifically for minority student-athletes during this time frame.

**Explanation for partial completion**
Action that was undertaken at UNI was to make this set of issues into part of a broader exit interview process for all student-athletes. There was not a survey done specifically for minority student-athletes though a new student-athlete satisfaction survey completed during 2010-11 gave all student-athletes an opportunity to voice concerns regarding minority issues.

**Clarification of goal #2:** A separate survey for minority student-athletes at UNI was not developed. Instead, UNI opted to incorporate minority satisfaction issues in the student athlete satisfaction and exit interview surveys. The information on minority issues and satisfaction levels can be gleaned from the survey instruments utilized. The student-athlete satisfaction survey was given to all student-athletes in the fall of 2010. An updated exit interview instrument was first utilized in spring 2011 for student-athletes who have exhausted eligibility.

**Original goal #3** = Enhance efforts to attract minority candidates in any open coaching or professional staff vacancies in 2004-05; 2005-06; 2006-07; 2007-08; 2008-09.

**Actions Taken by UNI**
This is done as part of the standard Human Resource Services and Office of Compliance and Equity Management hiring processes for every search at the University of Northern Iowa. Recruitment efforts have resulted in many competitive applicants for UNI coaching positions. As a result of those efforts, UNI has minority coaches in Women’s Basketball (Head Coach), Men’s Basketball, Soccer, Football, Tennis (Head Coach), Volleyball, and athletics administration.

**Date completed**

Ongoing

**Clarification of Goal #3:** Efforts to attract minority candidates in open coaching and professional staff vacancies has been an ongoing process at UNI since 2004. Human Resource Services and the Office of Compliance and Equity Management have increased recruitment efforts for all university positions, including athletics. That practice continues at UNI.

**Original goal #6** = Study and assess, on an annual basis, the grade point averages and graduation rates of minority student-athletes as they compare to non-minority students on campus and to national averages in 2004-05 and 2005-06.

**Actions Taken by UNI**

This task is done on a semester-by-semester basis by the Athletics Compliance Council with information shared with the senior management team of the Athletics Department. This information is also shared with the Intercollegiate Athletics Advisory Council at UNI.

**Date completed**

These actions were completed at the conclusion of each semester.

**Clarification of goal #6:** Grade point averages and graduation rates of minority student-athletes have been part of an annual review each semester since 2004-05. The information is shared and monitored within athletics and with selected groups outside of athletics. When appropriate, recommendations/changes are made to improve and enhance the academic performance of minority student-athletes at UNI.

**Original goal #7** = Conduct harassment prevention training for athletic department staff in 2005-06

**Actions Taken by UNI** UNI’s Office of Compliance and Equity Management offers training sessions for all institutional employees on an annual basis. Athletics is invited and encouraged to attend these sessions but has had varying degrees of success historically. The University of Northern Iowa brought in a speaker from the NCAA to conduct a training session specifically for coaches and athletics staff during the spring 2010 semester. Other training opportunities were offered on a campus-wide basis with varying degrees of engagement on the part of intercollegiate athletics. For example, the UNI Office of Compliance and Equity Management offered approximately 24 different training sessions from 2003-2010 on the topic of preventing illegal harassment. Athletics staff members took advantage of these sessions a total of 16 times (i.e., 16 instances of an athletics staff member attending a particular session). Only one athletics staff member attended more than one training session. There was a renewed emphasis on these types of sessions from the Vice President for Administration and Financial Services, Tom Schellhardt, which resulted in increased participation from Athletics during the spring, 2011 semester.

**Date completed**

Annually

**Clarification for goal #7** UNI offers sexual harassment training on annual basis for all university employees. Athletic staff have attended that training since 2005 and have been required to attend once in every three year period. Specific training through the NCAA was conducted for athletic staff in spring 2010 and again in spring 2011 for diversity and sexual orientation.

**Original goal #8** = Monitor departmental minority issues among minority staff in 2006-07.

**Actions Taken by UNI**
There was no formal procedure established within UNI athletics to address this issue.

**Date completed**
Ongoing through University policy and procedure.

**Explanation for partial completion**
There was no formal procedure established within UNI athletics to address this issue. The Equal Opportunity Policy confirms UNI’s commitment to providing equal opportunity in employment and educational programming. Further, the Discrimination and Harassment Policy prohibits discrimination or unwelcome behavior on the basis of a person’s membership in a protected class. Staff members can always visit with members of the Office of Compliance and Equity Management and Human Resource Services. An Employee Assistance Program is also available for staff to attend counseling sessions at no charge. Departing staff members are invited to utilize the exit interview process through Human Resource Services.

Clarification of goal #8: Athletic department minority issues were not formally monitored through any department wide established policies and procedures. Instead, the athletic department relied on University services and offices which handle issues for all employees at UNI to provide assistance to minority members of the department. As issues arose or were identified, athletic department staff were referred to the appropriate University staff and assistance program.

**Original goal #9** = Promote increased involvement of minority students in UNI athletics departmental governance and decision-making in 2006-07.

**Action Taken by UNI**
Most of the success UNI athletics has had with this action manifests through minority student participation in UNI’s Student-Athlete Advisory Committee (SAAC). Coaches are encouraged to appoint a broad representation of students to this group. SAAC has also become increasingly active in these areas in recent years; shifting from a group focused on community-service to one that truly has a voice in all matters concerning the athletics department. Co-presidents of SAAC in 2010-11 consisted of one female and one African American male.

**Date completed**
Ongoing

Clarification for goal #9 Increased minority involvement and representation on SAAC has been a focus of the department since 2006-07. Minority representation is monitored, coaches are encouraged to appoint minority team members when openings on SAAC occur and additional spots on SAAC have been approve when minority student-athletes have a desire to participate, but openings are not available. In addition, the Missouri Valley Conference has made minority representation to its SAAC from member institutions a priority. The conference has required each school to submit a listing of 4 nominees to serve on the MVC SAAC and then balances the MVC SAAC from the lists of nominees. Thus, if UNI wishes to have a full representation on the MVC SAAC, we are now required to submit minority representatives. These efforts are ongoing and are conducted on an annual basis. In 2011-12, the Vice Chair of SAAC is an African American female. And our female co-chair will become the MVC’s representative to the national SAAC.
Diversity #14 B-D

Responses to NCAA staff review for Diversity question #14 for B and D are listed below.

Program Area 1 = Assessment

b. Provide data demonstrating the institution's status and commitment across each of the four areas;

Data that was reviewed for the assessment of UNI's written diversity statement and included:

- Student satisfaction survey 2009-10;
- Exit interview summaries 2007-2010;
- SAAC membership, agendas and minutes;
- 2009 UNI Diversity Climate study http://www.ir.uni.edu/dbWeb/DiversityCouncil/

for students and staff at UNI

- Retention and graduation rates of student-athletes

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

In the 2010-15 Diversity Issues Plan, UNI will annually monitor and review diversity initiatives. The following steps will be followed to achieve this goal:

- The written goals and objectives related to diversity will be part of the department's strategic planning process and will be communicated in writing to all staff members.
- All diversity initiatives will become the responsibility of a senior administrative staff member who will be assigned responsibility for collecting data on an annual basis that is designed to assess progress toward the department's diversity goals.
- In addition, UNI's campus diversity climate shall be assessed once every four years as part of this review.

Program Area 2 = Retention

b. Provide data demonstrating the institution's status and commitment across each of the four areas;

The Liberal Arts Core (LAC) curriculum at the University of Northern Iowa (UNI) which is the set of general education requirements that all undergraduates must complete (in addition to their major, department, and college requirements) in order to earn their bachelor's degrees. One of the stated goals for the LAC is: "Students explore diverse cultural values and intellectual perspectives with the skills and knowledge learned in their LAC courses. These perspectives guide students in their understanding and respect for different cultures and principles, their engagement in local, national and global communities, and their development of innovative approaches to challenges they will face in their personal, social, and professional lives."

Coaches' salaries in comparison to conference, regional, and national levels. UNI's goal is to have head coaching salaries and assistant salary pools within the top half of conference peers.

Head coach contracts for men's and women's sports including compensation, duration, and renewal conditions. Most head coaching contracts are for multi-years and most assistant coaching contracts are for one year.

Annual performance reviews for athletic staff and coaches. Multiple categories are utilized in the evaluation including Competitive Performance, Academic Performance, NCAA Compliance, and fundraising.

Departmental benefits associated with coaching positions (e.g., courtesy cars, automobile stipends, cell phone allowances, complimentary tickets) are available in some form to most head and assistant coaches.

Programming to student-athletes through the CHAMPS/Life Skills class (recently renamed: Strategies for Academic Success). The program is designed to assist student-athletes' personal growth by ensuring that each student-athlete is provided with the building blocks for a rewarding collegiate experience and professional career. Student-athletes are encouraged to make a commitment to the five key components of the CHAMPS/Life Skills Program: Academic Excellence, Athletic Excellence, Personal
development, Career Development and Service. This programming is primarily offered to first-year student-athletes in the form of a for-credit class.

The UNI student handbook outlines programs for student-athletes who are members of underrepresented groups.

Diversity programming opportunities and workshops are available on UNI’s campus and information on these opportunities is provided through weekly announcements or press releases on UNI online or the website entitled “Diversity Matters” http://www.uni.edu/diversity/

Athletic department and University orientation sessions are reviewed and information related to acclimation issues is updated as needed.

d. Explain how the institution’s written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution’s narrative response as listed in (c) above.

In the 2010-15 Diversity Issues Plan, UNI will continue to monitor and evaluate the retention of minority student-athletes, coaches and staff in order to retain those groups in the department. The steps to achieve this goal are:

- Collect salary and compensation data for peer comparisons;
- Provide professional development opportunities and training for minority coaches and staff;
- Provide personal and career developmental opportunities for minority students-athletes;
- Continue to monitor and evaluate graduation rates and APR of minority student-athletes.

Program Area 3 = Partnerships

b. Provide data demonstrating the institution’s status and commitment across each of the four areas;

The UNI athletics department is committed to diversity programming and works with both institutional units and outside entities to enhance efforts in programs, activities and services for minority student-athletes, coaches and staff.

For example, within UNI, the department has partnered with the Office of Human Resources, Office of Compliance and Equity Management, Office of International Programs, and the Center for Multicultural Education on programs and services which are offered at UNI.

Athletics academic advisors work very closely with the Academic Learning Center (ALC) to assist UNI student-athletes’ matriculation and retention on an annual basis. The ALC provides contact information and reviews learning strategies and support services available for minority students through their office. Athletic academic advisors are responsible for communicating and facilitating the utilization of these services to the appropriate student-athletes and coaches.

Outside UNI, the department has worked with, among others, the organization called the Black Coaches and Administrators (BCA) and Minority Opportunities Athletic Association (MOAA). In addition, the department has offered its facilities for other campus units to use for related meetings, events, and activities.

d. Explain how the institution’s written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution’s narrative response as listed in (c) above.

In the 2010-15 Diversity Issues Plan, UNI will partner with the campus community to promote diversity to student-athletes, coaches and staff.

The steps to achieve this goal are:

- Initiate partnerships with campus community;
- Utilize campus resources to promote annual diversity programming to student-athletes, coaches and staff.

Program Area 4 = Participation in Governance and Decision Making

b. Provide data demonstrating the institution’s status and commitment across each of the four areas;
The Department of Athletics at the University of Northern Iowa (UNI) is committed to a diverse population of student-athletes and staff participating in the governance and decision-making process of the department.

The Student-Athlete Advisory Committee (SAAC) provides a forum for student-athletes to discuss a number of athletics related issues, policies, and procedures, including gender and diversity issues. Committee representation includes a diverse population of student-athletes. Each head coach nominates representatives to serve on SAAC for the academic year. SAAC’s staff contact is a full-time Athletics Academic Advising staff member. This person is responsible for overseeing SAAC meetings and activities. Coaches are not permitted to be present at SAAC meetings without being invited; this encourages free and open discussion of issues. Issues of particular concern to student-athletes are communicated to sports supervisors and the Director of Athletics by the SAAC Co-Presidents and the SAAC staff contact. UNI’s Faculty Athletics Representative (FAR) attends SAAC meetings several times a year.

Two members of SAAC participate on the Missouri Valley Conference SAAC and UNI’s representatives then meet with other institutions’ SAAC members during the summer and spring of each year. The allows UNI’s SAAC members the ability to participate at the conference level and nationally, if elected. The MVC SAAC is balanced by gender and requires minority representation as well. Conference officials ask each school to nominate four individuals to the MVC SAAC (2 males/2 females) and include diversity in those nominees. The MVC reserves the right to exclude institutional nominees in order to diversify the conference SAAC.

SAAC meets monthly to discuss issues of interest to student-athletes pertaining to their educational, personal, and athletics lives at UNI. SAAC members can make recommendations concerning policy to the Athletics Director and Athletics Council for their review and consideration. SAAC is also actively involved in governance. SAAC meets to discuss potential NCAA legislation and votes on recommendations with these recommendations forwarded to the Missouri Valley Conference.

The student-athlete annual survey and exit interview process provide additional opportunities to evaluate the effectiveness of athletics department diversity and gender initiatives. Student athletes can express orally, or in writing, their opinions and concerns regarding sportsmanship and ethical conduct issues. All completed surveys and comments from any in-person interviews with sports supervisors are forwarded to the Faculty Athletic Representative (FAR) and to the Office of Athletics Compliance for review and inclusion in the student-athlete’s file. Sports supervisors bring issues of concern to the Director of Athletics. While athletics has historically conducted exit interviews after student-athletes exhaust their eligibility, in fall 2010, the department began conducting student-athlete satisfaction surveys on an annual, basis.

Student-athletes are also provided the opportunity to participate in governance and decision making by their appointment to the IAAC. Annually two representatives from varsity sports (one male and one female) are appointed as voting members of the athletic council. These appointments are typically the co-presidents of SAAC.

Additionally, numerous minority and female coaches and staff participate in the governance and decision-making within the department, as well as at the conference (MVC) and national (NCAA) level. The MVC provides grants for minority coaches and/or staff to attend coaching academies or professional development opportunities. UNI’s head women’s basketball coach (African American) was approved for the minority opportunity grant to attend NACWA Hers. An assistant women’s soccer coach (Hispanic) attended the NCAA Coaches Academy. The head women’s tennis coach (NR Alien) is a member of the NCAA Division I Tennis Committee.

Coaches participate in governance and decision-making through meetings with the Athletics Director and key administrative staff, during which time there are given an opportunity to address any issues or concerns that may have. These meetings also provide a forum whereby the coaches can discuss amongst themselves common issues and serve as a sounding board for other coaches. These meetings are held at the discretion of the Athletics Director on an as-needed basis. Additionally, every search committee includes at least one minority member to provide a forum for opinion and decision-making at the hiring level.

Lastly, both student-athletes and minority coaches or staff are involved in the hiring process within the department. Student-athletes are part of each search committee conducted by the department. And University policy requires minority representation from staff/coaches on every search committee as well.
d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

In the 2010-15 Diversity Issues Plan, UNI will regularly provide on information opportunities in the department, conference and nationally levels to minority student-athletes. The step to achieve this goal include targeting minority student-athletes on each team to inform them about leadership opportunities and encourage participation. In addition, the athletic department will ensure that the selection of diverse representation on the department's committees is a priority to coaches and athletic administrators. The step to achieve this goal is target minority representatives and generate more interest in serving on IAAC and other department committees such as Athletic Compliance Council, Panther Scholarship Club Board, etc.
University of Northern Iowa
Student-Athlete Exit Survey

Thank you for taking time to complete the UNI Student Athlete Exit Survey. This questionnaire is designed to measure your perceptions of your experience as a student-athlete while attending the University of Northern Iowa. Your responses will be anonymous and confidential. Aggregate data will be summarized into a report that is reviewed by the Intercollegiate Athletic Advisory Committee (IAAC), the Athletics Director and the Senior Woman Administrator (SWA), and the NCAA Faculty Representative. The information you provide will be used by the Athletics Department to assess their strengths and weaknesses and will help improve the overall student-athlete experience at UNI. It is very important that you answer these questions as honestly as possible.

Background Information

Sport ______________________  Gender ____________________  Ethnicity ______________

College
Major(s) ______________  Minor(s) ______________

Did you receive an athletic scholarship? Yes  No
full  partial

Is UNI the first college you attended? Yes  No

If no, previous institution(s) attended? Junior college 4 year institution both

Please choose the answer that best describes how often you participate in your sport’s competitive events (games, matches, meets).

<table>
<thead>
<tr>
<th>Team sport</th>
<th>starter</th>
<th>regular</th>
<th>specialist</th>
<th>occasional</th>
<th>seldom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual sport</td>
<td>100%</td>
<td>75%</td>
<td>50%</td>
<td>25%</td>
<td>less than 25%</td>
</tr>
</tbody>
</table>

If you are not returning to the team, which of the following reasons apply to you: select as many as applicable.

graduation
transfer
medical
financial
personal reasons other than financial
academic eligibility
change in coaching staff
athletics took too much time
other:
Using the scale below, please rate your experience with the following areas by checking the appropriate box with an “x” for each question.
1= Almost Always  2= Sometimes  3= Every once in awhile  4= Rarely  5= Never  6= Not Applicable

### Academic Community and Campus Life

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>My professors were cooperative and understanding of the demands placed on me as a student-athlete. (e.g., missed class policy)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My professors were available and helpful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My participation in athletics impacted my selection of a major.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The UNI community has a positive attitude toward student-athletes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When I missed class due to athletics, I did not encounter difficulties in submitting missed work or making up exams and projects.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was able to register for the classes needed for my major.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My academic advisor for my major was helpful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I had enough time to study for my classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel I have been integrated into campus life outside of athletics (campus activities, clubs, organizations, etc.).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As a student-athlete, I felt like I fit in with the general student body.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was able to participate in a full social life in the university community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel the current priority registration for student athletes is adequate and effective.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Athletic Academic Advisors provided me with adequate educational resources and assistance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Athletic Administrators and NCAA Faculty Athletic Representative (FAR)

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic administrators were accessible.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletic administrators demonstrated support for my sport (e.g. attending competitions, practices, banquets)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletic administrators listened to my concerns about my sport and coaches.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Athletic Department recognized my individual/team’s athletic and academic achievements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The NCAA Faculty Athletics Representative [FAR] was accessible.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The FAR demonstrated support for my sport (e.g. attending competitions, banquets)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The FAR provided information and guidance for NCAA and MVC postgraduate scholarship applications.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I felt comfortable expressing my concerns when my needs were not being met.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I completed satisfaction surveys and provided feedback on my experience when asked.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Comments

Using the scale below, please rate your experience with the following areas by checking the appropriate box with an “x” for each question.
1= Outstanding 2= Exceed Expectations 3= Meets Expectations 4= Below Expectations 5= Unsatisfactory 6= Not Applicable
### Rate your experience with the following campus services

<table>
<thead>
<tr>
<th>Service</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Services Office.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Aid Office.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residence housing on UNI's campus (accommodations, location, hall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>programming etc.).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dining services at UNI (hours, food selection, nutritional information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>etc.).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admissions Office.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling Center.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Health Center.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNI prepared me for my career or post graduate study.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disability Services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments**

Using the scale below, please rate your experience with the following areas by checking the appropriate box with an “x” for each question.

1 = Never a problem 2 = Infrequently a problem 3 = Sometimes a problem 4 = Frequently a problem 5 = Always a Problem 6 = Not Applicable

### As a member of a sports team, rate your experiences with respect to:

<table>
<thead>
<tr>
<th>Experience</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hazing incidents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletic gambling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of banned substances</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of alcohol</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of illegal drugs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discrimination based on gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discrimination based on ethnicity and/or cultural beliefs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discrimination based on sexual orientation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing injured</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments**
Using the scale below, please rate your experience with the following areas by checking the appropriate box with an “x” for each question.
1= Always  2= Frequently  3=Sometimes  4=Rarely  5= Never  6=Not Applicable

<table>
<thead>
<tr>
<th>My understanding of and experience with the following rules were met:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 hour rule</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 hour rule</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voluntary workouts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical conduct</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hosting a perspective student-athlete</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletic boosters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-permissible benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligibility standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drugs and Alcohol</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gambling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Using the scale below, please rate your experience with your head coach by checking the appropriate box with an “x” for each question.
1= Always  2= Frequently  3=Sometimes  4=Rarely  5= Never  6=Not Applicable

<table>
<thead>
<tr>
<th>My head coach:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had outstanding knowledge of the skills, strategies, and rules of my sport.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognized and respected individual differences and needs of the team members.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectively and thoughtfully communicated with me and with our team as a whole.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was consistent.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was fair.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was sensitive to the time demands required of a student athlete.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Had the ability to positively motivate me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was approachable and available.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talked about winning often.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was willing to work with me in response to academic concerns.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraged a healthy lifestyle.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helped me achieve my goals as a collegiate student-athlete.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talked about developing as a leader and citizen.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Did you coach(es) make promises to you as a recruit that were not satisfied? Yes  no

If yes, please explain.

_________________________________________________________

Were you subject to techniques that involved:
Inappropriate physical contact  yes  no
Inappropriate verbal communication  yes  no
Inappropriate mental/emotional stress  yes  no

If yes to any of the above, please provide further details about the situation.

If you experienced any of the types of abuse listed above, or any other kinds of abuse, did you talk with the athletics director or another athletic staff member about it? Yes  no

If yes, how was the situation resolved?

Were you aware of ways your concerns about your sport programs could be addressed? Yes  no
If no, please explain.

Using the scale below, please rate your experience with the following areas by checking the appropriate box with an “x” for each question.
1= Outstanding  2= Exceed Expectations  3= Meets Expectations  4= Below Expectations  5= Unsatisfactory  6= Not Applicable

<table>
<thead>
<tr>
<th>Rate the following activities, experiences, or facilities.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAAC. [If you served on the council.]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAAC activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team and/or individual community service activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team fund raising activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your accommodations while traveling to competition sites.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ground transportation used to travel to completion sites.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your meals while traveling.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team locker room.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student athlete handbook.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments

Resources
Did you have an adequate understand of: Yes  No
NCAA rules
MVC, MVCFB or WWC rules
UNI policies
NCAA Special Assistance Fund
NCAA Student-Athlete Opportunity Fund
UNI Student Athlete Advisory Council (SAAC)

How effective were the following methods of informing you of UNI, MVC and NCAA rules? (effective, somewhat effective, neutral, somewhat ineffective, ineffective, not applicable)

Rules education meetings with compliance staff?
Using the scale below, please rate your experience with the following areas by checking the appropriate box with an “x” for each question.  
1= Outstanding 2= Exceed Expectations 3=Meets Expectations 4=Below Expectations 5=Unsatisfactory 6=Not Applicable

<table>
<thead>
<tr>
<th>Support Services</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength and conditioning staff met my needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletic training staff met my needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities and equipment for physical training met my needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The time allowed for physical rehabilitation met my needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strength and conditioning staff helped me develop to my fullest potential.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The training facilities and procedures were safe and fair.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weight training did not interfere with my ability to study outside of class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The hours of operation for the weight room were compatible with my practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>schedule.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletic trainers were available when needed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletic trainers were supportive.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletic training staff was knowledgeable about injury prevention.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All training room staff kept private information confidential.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Injury rehabilitation did not interfere with my ability to attend class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment issued to my team was in a safe condition.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment issued to me was in accordance with regulations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Game uniforms were satisfactory.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice clothing was satisfactory.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing facilities for my sport were safe.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice facilities for my sport were safe.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locker room facilities were satisfactory.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was aware of emergency medical policies and procedures.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments


## Diversity

Please rate your level of agreement with the following statements about the athletics department's commitment to diversity.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>The athletics department is committed to promoting diversity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My coach(es) is committed to recruiting diverse student-athletes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The athletics department encouraged minority student-athlete participation in the decision-making process (e.g., SAAC).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The athletics department encouraged minority student-athletes to take on leadership roles (e.g., SAAC).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The athletics department encouraged participation by all student-athletes in diversity-related institutional programs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The athletics department offered educational and support programs in the area of sexual orientation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Gender Equity

Please rate your level of agreement with the following statements about the athletics department's commitment to gender equity.

For men's and women's sports, the athletics department is committed to providing equitable:

<table>
<thead>
<tr>
<th>Resource/Service</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice times.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Game times.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modes of travel for away competition.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meals on road trips.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hotel accommodations on road trips.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to Academic Success Center tutors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to the Academic Success Center computer labs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to the advising services of the Academic Success Center staff.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to the Academic Success Center study lab.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coaching support.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locker room facilities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competition facilities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to sports medicine services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to housing services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to on-campus dining services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to the weight room.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to weight room personnel.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports information coverage.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruiting resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Athletic Participation**

Please indicate your level of agreement with the following statements about the impact participation in intercollegiate athletics had on your personal characteristics.

<table>
<thead>
<tr>
<th>My participation in intercollegiate athletics positively impacted my:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My participation in intercollegiate athletics positively impacted my ethical code.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My participation in intercollegiate athletics positively impacted my work ethic.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My participation in intercollegiate athletics positively impacted my leadership skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My participation in intercollegiate athletics positively impacted my teamwork skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My participation in intercollegiate athletics positively impacted my passion for success.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My participation in intercollegiate athletics positively impacted my respect for sportsmanship.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My participation in intercollegiate athletics positively impacted my respect for the value of community service.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My participation in intercollegiate athletics positively impacted my efforts to integrate into campus life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In your opinion, what are the strengths of the UNI athletics program?

What are some improvements that could be made to the UNI athletics program?

Would you recommend UNI to a perspective student-athlete in your sport?

Why or why not?
Temporary Hires

All temporary employees hired for non-faculty duties are coordinated through Human Resource Services.

Temporary P&S employees are designated when the services of a P&S staff member are temporarily required for an uncertain period of time to complete a particular project or to carry out certain duties and responsibilities. Such service may be rendered with a full or part-time schedule for an appointment period of time which shall not extend beyond two consecutive fiscal years. P&S temporary employees generally have obtained the minimum of a bachelor's degree and should not be an undergraduate student.

Pay
Generally, P&S temporary employees are paid on a salary basis due to the exempt-level nature of the work performed. For fiscal year 2011-2012, P&S salaried employees must be paid at least $473/week, which equates to the following annual salaries:

- H-1: 12 month appointment - $24,600/yr
- H-2: 11 month appointment - $21,400/yr
- H-6: 10 month appointment - $18,940/yr
- H-3: 9 month appointment - $17,220/yr

For part-time schedules that cannot accommodate these salary amounts, the employee can be paid on an hourly basis at a rate of at least $11.83/hour.

Pay Schedule
Temporary employees are paid monthly on the last working day of the month. Please make sure temp employees know how to complete and submit their timescard, which is required whether the employee is paid on an hourly or salary basis.

Please note that hourly P&S temporaries should submit their timescard on a weekly basis rather than monthly. They cannot be paid without approved weekly timescards. For hourly temps, the pay period is different than salaried and can be found at the Office of Business Operations Payroll Periods and Paydays web page.

Benefits
Temporary employees with appointments of at least 9 months and 20 or more hours a week are eligible for health and dental insurance, vision insurance, dependent care FSA and IPERS. Employees with appointments for less than 9 months and/or 20 hours per week are eligible for IPERS only when wages paid are $1,000 or more per quarter in two consecutive quarters.

HRS will send benefits information to the new temporary employee if they qualify for benefits. When they are ready to enroll or have questions, they may contact the benefits department in HRS.

Fringe Rates
For fiscal year 2010-2011 fringe rates are:

- 47% for salaried benefits eligible
- 60.8% for hourly benefits eligible
- 19.3% for hourly or salaried IPERS only

Length of Appointment
Initial temporary appointments may be for up to one year with the option of extending up to one additional year. Should you decide at any point to fill the position on a more permanent basis, you must complete a formal search. Please visit hiring process section for information on conducting a formal search.

Required Information to HRS
HRS will need the following information prior to a P&S temporary assignment being offered:

- Completed Temporary Hire Notice (PDF)
- Resume of Applicant

As soon as an offer of employment is extended and accepted, the individual should be directed to the HRS office to complete all new hire paper work. This includes, U.S. Department of Justice Employment Eligibility Verification (I-9), W-4, UNI Personnel Data form, and Direct Deposit forms. This should be done prior to the employee beginning work, whenever possible, but absolutely no later than the third day of work. Please inform new employees that they must bring in certain documents that establish identity and employment eligibility, which will be copied and attached to their I-9 form. If you have questions, please contact Human Resource Services.
Guidelines for Requesting Search Waivers
For Promotions and/or Transfers

When requesting a promotion or transfer of an employee without a competitive search, an approval of a search waiver is required. The following information is necessary to give full consideration to such a request. The information is to be submitted in writing to the Office of Compliance and Equity Management. Notice of approval or denial will be provided in writing to the requesting supervisor.

Information about the job:
- Title of position in question
- Minimum requirements as stated in the job description on file in Human Resources
- Pay grade

Information about the employee:
- Name of employee being considered
- Current title and pay grade
- Employee’s qualifications as compared to those of the position
  - Include specifics on education and experience levels
  - Indicate how the employee meets the minimum requirements

Information about other potential candidates:
- List the other employees in the employing unit
- Note which employees meet the minimum requirements of the position
- For those that meet the qualifications, provide individual reasons why each of the employees is not being considered for the opportunity
- Were other employees made aware of the opportunity? (not a required step; for informational purposes only) If so, did any express interest?
- Will the proposed action result in a competitive search for the resultant vacancy?

Please allow ample time for a thorough review of the request, including clarification and additional information that may be deemed necessary.

July 2007
Office of Compliance and Equity Management
Scheduling Procedures and Guidelines

It is the responsibility of the IAAC to supervise and approve the scheduling of intercollegiate athletic events for the University. It is recognized that the IAAC cannot work directly with the coaches and the athletic director in making the schedules with the various schools in the various sports. It is necessary, therefore, that the IAAC formulates guidelines and procedures to serve the athletic director and the coaches as they formulate proposed schedules for presentation to the IAAC for approval.

1. The following guidelines should be followed when formulating schedules and missed class time.
2. No intercollegiate athletic events for which students will miss classes should be scheduled during the last week of classes or during days on which final examinations are held.
3. Approval of the IAAC is required:
   • for all regular-season athletic events scheduled on days on which final examinations are held, except conference tournaments.
   • for all athletic events not held at UNI (away events) on the Friday, Saturday and Sunday preceding finals week.
4. All athletic schedules, specifically identifying class days missed, will be reported to the Provost and the Faculty Senate following approval by the IAAC.
5. A copy of each student-athlete’s travel schedule, specifically identifying class days missed, will be sent to the student-athlete’s academic advisor.

General Policies for Scheduling Athletic Events

1. IAAC Approval:
   It is the responsibility of the Intercollegiate Athletic Advisory Committee to approve all schedules. All schedules, when completed, are to be presented to the athletic committee for approval or disapproval.

2. IAAC Should be Kept Informed During Schedule Development:
   The athletic director shall keep the IAAC informed as schedules are being developed. This should be accomplished during regular meetings of the committee and the reports should contain the following information: Name of the institution with which contact has been made for scheduling, relevant details of the proposed contractual agreement and the anticipated point in time at which the contract will be consummated. Such reports may precede the formal contractual arrangements.

3. Contests Should be Contracted Prior to the Beginning of the Season:
   All contests are to be contracted prior to the beginning of the relevant season, when possible. Any additions or cancellations after the contracts have been ratified MUST be brought before the IAAC for approval or disapproval with a full explanation of rationale for the action.

4. Tentative Schedules Must be Submitted by the Last Meeting of the Year:
   Tentative schedules for all sports MUST be submitted to the IAAC by the last meeting of the academic year. The IAAC realizes some schedules may not be completed at this time; however, an indication of the conference and non-conference contests to be played, possible travel days, etc. can be provided prior to the end of the academic year. If this is not to be the case, the IAAC shall be advised of the exception and provided with rationale for the exception.

5. Limitations on Scheduling:
   a. Athletic contests will not be scheduled during the week of final exams. The only exception is conference or NCAA tournaments.
   b. No away events will be scheduled on the Friday, Saturday and Sunday before finals.
   c. Intercollegiate athletic events for which students will miss classes should not be scheduled during the last week of classes. Travel to competition within reasonable distance when no overnight stay is required is permitted (i.e. Iowa, Iowa State, Drake).

6. Reporting Schedules to Faculty Senate and Provost:
   All athletic schedules specifically identifying class days missed will be reported to the Provost and Faculty Senate following approval by the IAAC.

7. Appeal:
   Approval of the IAAC is required for all regular-season athletic events on days on which final examinations are held, except for conference tournaments; and for all athletic events not held at UNI (away events) on the Friday, Saturday and Sunday preceding finals week.
8. Missed Class Time Due to Practice or Participation:
No student-athlete will miss regularly scheduled classes because of conflicts with practice.

9. Student Responsibility to Inform Faculty:
In regularly scheduled classes that are missed due to athletic participation, the notification of professors and clarification of assignments are the responsibility of the student-athlete. Notification must occur BEFORE the classes are missed.

10. Coaches’ Responsibility to Inform Student-Athletes of Schedules:
It is the responsibility of the coaches to inform student-athletes as early in the semester as possible of all trip schedules, including anticipated times of arrival and of return to campus. Coaches must keep student-athletes fully informed about plans for travel that may occur during the final examination period. Incoming freshman athletes will be informed of approximate practice times by their respective coaches before they register for fall classes. They also should be informed that some classes offered in their program may conflict with practice schedules throughout the four years. To minimize such conflicts, the scheduling of classes needs to be planned carefully.

11. Notification of Missed Class Time Prior to Registration:
Athletic and major advisors will be provided a tentative scheduling of the anticipated days missed prior to registration each term by the Athletic Department. This listing can be utilized in the planning of the student-athletes' schedules to minimize missed class time when possible.

12. Adherence to Schedules:
It is the responsibility of the athletic director and the coaches of the sports to be certain that the schedules, including days missed, approved by the IAAC are adhered to. If changes are made in the schedule or days missed, the Faculty Athletic Representative MUST be notified.

13. Format of Proposed Schedules:
All athletic schedules submitted to the IAAC should include the following information:
Day/Date; Opponent; Home or Away Site; Time; Class Days Missed. At the conclusion of the proposed schedule, the maximum number of allowable contests, the minimum number of allowable contests, and a tally count of the specific days of the week missed (# of Mondays, etc.), including night classes should be summarized. This summary information is for use by the IAAC.

14. Limitations on Number of Playing Dates:
UNI athletic department policy concerning the maximum number of playing dates of athletic contests (meets, matches, games, etc.) shall be limited for any intercollegiate team, in any one year, to the number of playing dates specified in these guidelines. It is understood that this policy excludes all competition in applicable NCAA championship play or scheduled NCAA exempted events.

15. Schedules Should be Consistent with Budgets:
While it is recognized that the IAAC is not responsible directly for matters of finance, as a matter of policy, it is directed that all schedules must be consistent with appropriate budgets and in terms, where applicable, of anticipated revenues. To this end, careful consideration of budget and financial limitations should be a primary guiding factor in the development of all schedules. While this guideline is intended for all schedules, it has particular implication for the scheduling of spring trips, special tournaments, and pre and post-season contests other than those for playoffs and championships.

16. Balanced Schedule of Home and Away Contests:
The IAAC strongly recommends that athletic contests should, when possible, be scheduled on a home and home basis. When this is not possible, careful attention should be given to developing a balanced schedule of home and away contests.

17. Athletic Director’s Role in Scheduling:
In accord with the priorities listed under each sport in the “Guidelines and Instructions for Scheduling Each Sport,” and in accord with these statements of general policy, the athletic director or his/her designated representative shall take the initiative in the scheduling of all intercollegiate athletic contests.

18. Consideration of Days Missed
The IAAC strongly encourages coaches to consider the days of the week when scheduling so as to not miss the same classes throughout the season (i.e. all M-W-F classes). The IAAC realizes that the conference schedule is the driving force behind many of
the same days being missed. However, the non-conference schedule is one area the coaches can address to help alleviate the same class days being missed.

19. Scheduling of Trips:
To the extent possible, trips should not be scheduled such that student-athletes miss classes at both ends of the trip.

Guidelines and Instructions for Scheduling Each Sport:

Football - FCS
1. The maximum number of games to be scheduled per season is 12 while the minimum number of games is 9.
2. Missouri Valley Football Conference opponents shall enjoy scheduling priorities and shall be scheduled at a minimum to permit competition for conference/regional and national championships.
3. Consideration shall be given to the scheduling of traditional UNI rivals and to competitive teams on a regional basis.
4. A minimum number of University-level teams must be scheduled in order to maintain Division I status.
5. Special scheduling consideration will be given for guarantee games.

Women’s Soccer - Division I
1. The maximum number of games to be scheduled each season shall be 20. A minimum of 11 games must be scheduled.
2. Missouri Valley Conference teams shall enjoy scheduling priorities.
3. Priority shall also be given to scheduling competitive teams on a regional basis.
4. A minimum number of University-level teams must be scheduled in order to maintain Division I status.

Basketball - Division I
1. The maximum number of games to be scheduled each season shall be:
   (a) 27 contest (games or scrimmages) and one qualifying regular-season multiple team event per Bylaw 17.5.5.1.1; or (b) 29 contest (games or scrimmages) during a playing season in which the institution does not participate in a qualifying regular season multiple team event.
2. Missouri Valley Conference teams shall enjoy scheduling priorities.
3. Missouri Valley Conference teams must be scheduled at a minimum to permit competition for conference/regional championships.
4. A minimum number of University-level teams must be scheduled in order to maintain Division I status. Missouri Valley Conference policy should be followed in meeting the minimum Division I criteria.
5. Consideration shall be given to the scheduling of traditional UNI rivals and to competitive teams on a regional and national basis.
6. Special scheduling consideration will be given for guarantee games.

Track (Indoor, Outdoor, Cross Country) - Division I
1. The maximum number of indoor/outdoor dates is 18; the minimum is 12. The maximum number of cross country meets shall be 7; the minimum is 6.
2. Scheduling preference shall be given to multiple-school and conference and regional meets.
3. Schedules shall be designed with an eye to opponents who are consistent with the caliber of UNI track teams.
4. Scheduling shall be designed with an eye to qualifying both teams and individuals for participation in conference/regional and national championships.
6. Scheduling may include a spring trip during the annual Spring Break.

Volleyball - Division I
1. The maximum number of volleyball matches shall be 28; the minimum is 19.
2. Missouri Valley Conference teams shall enjoy scheduling priorities.
3. Scheduling preferences shall be given to conference/national competition at the Division I level.
4. Consideration shall be given to the scheduling of traditional UNI rivals and to competitive teams on a regional and national basis.
5. Special scheduling consideration will be given for guarantee games.

Softball - Division I
1. The maximum number of softball games shall be 56; the minimum is 27.
2. Missouri Valley Conference teams shall enjoy scheduling priorities.
3. Scheduling preference shall be given to conference/regional competition at the Division I level.
4. Schedules shall be drawn to include double headers and tournament games.
5. Scheduling may include a spring trip during the annual Spring Break.
6. Schedules shall be designed with an eye to qualification for conference/regional and national championships.

**Golf - Division I**
1. The maximum number of golf dates, including any dates utilized for competition during the permissible out-of-season period as provided by the NCAA, shall be 24. The minimum number of dates is 8.
2. Scheduling preference shall be given to conference/regional meets and tournaments.
3. Scheduling preference shall be given to traditional team contests.
4. Scheduling may include a spring trip during the annual Spring Break.
5. Scheduling shall be designed with an eye to qualifying individuals for conference, regional, and national championships.

**Tennis - Division I**
1. The maximum number of tennis matches, including any dates utilized for competition during the permissible out-of-season period as provided by the NCAA, shall be 25. The minimum number is 12.
2. Scheduling preferences shall be given to conference/regional and state matches.
3. Scheduling preferences shall be given to traditional contests and teams consistent with the caliber of UNI tennis.
4. Scheduling may include a spring trip during the annual Spring Break.
5. Schedules shall be designed with an eye to qualifying individuals for conference, regional, and national championships.

**Wrestling-Division I**
1. The maximum number of wrestling meets, including any dates utilized for competition during the permissible out-of-season period as provided by the NCAA, shall be 16 dates. The minimum number is 13.
2. Scheduling preferences shall be given to conference/regional and state matches.
3. Scheduling preferences shall be given to traditional contests and teams consistent with the caliber of UNI wrestling.
4. Schedules shall be designed with an eye to qualifying individuals for conference, regional, and national championships.

**Swimming and Diving-Division I**
1. The maximum number of swimming and diving dates shall be 20. The minimum number of dates is 10.
2. Scheduling preference shall be given to conference/regional meets and tournaments.
3. Scheduling preference shall be given to traditional team contests.
4. Scheduling may include a winter training trip during the semester break.

**Scheduling During Final Exams**
It is desirable from all standpoints that no athletic contests be scheduled during the week of final examinations. However, it is acknowledged that a serious scheduling problem does exist due to academic calendar changes from year to year and UNI’s final exam schedule not necessarily coinciding with opponents’ schedules.

During the final examination period in the spring term, it is possible that conference or NCAA championships could occur for a sport. Since this scheduling is beyond the control of UNI, student-athletes may be absent during a particular final exam. It is the student-athlete’s responsibility to inform professors as soon as possible (not later than two weeks prior to the beginning of the exam week) if they have qualified or they have the potential to qualify for championship participation that would cause them to miss a final exam. At the time of notification, the student-athlete shall make arrangements for taking the exam either before or after their athletic contest. This places responsibility upon the coaches to inform players early regarding the trip schedule when it occurs during final exam week.
5. Since the institution's previous self-study, list the major decisions made related to intercollegiate athletics. For each decision, explain the role and involvement (if any) of the:
   a. Chancellor or president;
   b. Athletics board or committee;
   c. Faculty senate (or other faculty governing body);
   d. Student-athlete advisory committee;
   e. Director of athletics;
   f. Faculty athletics representative;
   g. Senior woman administrator; and/or other individual(s) or campus constituencies.

Please note, if this is the institution's first time to complete an athletics certification self-study, respond to the question based on the last 10 years.

The following is a brief, chronological summary of major decisions and activities related to intercollegiate athletics at the University of Northern Iowa (UNI) since its Cycle 2 certification in 2002. Included are key individuals involved with those decisions.

2002: Swimming and Tennis Program Changes--In May, 2002, UNI dropped its men's and women's swimming and diving programs and the men's and women's tennis programs because of budget constraints. In late June, 2002, the women's swimming and diving program and the women's tennis program were reinstated by the university, to help address issues related to the disparity in proportionality of participation by men and women in UNI athletics (see section 3.1 of this self-study: gender equity report). VP for Administration Eunice Dell discussed possible decisions with Director of Athletics Rick Hartzell. The Athletic Department staff provided data to AD Hartzell, who then had discussions with Senior Women's Administrator (SWA) Sandra Williamson and then Associate Athletics Director Julie Bright. AD Hartzell then made a recommendation to President Robert Koob. President Koob discussed the recommendation with his Cabinet, and asked advice of Winston Burt, executive director of the UNI Office of Compliance & Equity Management. University President Robert Koob made the final decision.

2006: Construction of the McLeod Center—The McLeod Center, a 6,500 seat arena that serves as home to the UNI Panthers volleyball and men's and women's basketball programs, was constructed. It opened in November, 2006. The center helps UNI address athletic programming needs in general as well as access issues for its female athletes in particular (see section 3.1 of this self-study: gender equity report). Discussions on building the McLeod Center began with AD Rick Hartzell in consultation with UNI Foundation President Bill Calhoun. Community, alumni, and Iowa donors were engaged, and several community-wide and alumni discussions took place. The financial underpinnings of the project were helped by a $500,000 donation from the City of Cedar Falls (home to UNI). The project was discussed by UNI President Bob Koob with his Cabinet. Following Cabinet approval, UNI President Koob, assisted by VP Tom Schellhardt and UNI Foundation President Bill Calhoun, recommended the project to the Board of Regents, State of Iowa, who approved construction.

2008: Construction of the Human Performance Center—The 33,000 square foot Richard O. Jacobson Human Performance Center (HPC) was constructed. It opened in January, 2008 as part of the physical education, recreation, and athletic complex at UNI. The HPC helps UNI address access issues and it supports strength and conditioning activities for all student-athletes in addition to providing medical and athletic training services. The HPC contains a medical...
complex, which is a partnership with the area community. The HPC was a cooperative effort by the Department of Athletics at UNI and the School of Health, Physical Education, and Leisure Services (HPELS) at UNI. HPELS Head Chris Edginton discussed this project with AD Hartzell and former UNI President Robert Koob. Broader discussion ensued within Academic Affairs, led by then Provost Jim Lubker and the Academic Affairs Council (of academic Deans). Presentations were made to community members, area business leaders, and alumni. Following Academic Affairs approval, President Koob discussed the project with his Cabinet, who approved it. President Koob and VP Schellhardt present the HPC project to the Board of Regents, State of Iowa. The Board of Regents approved planning and construction. Quoting from item #2, goal #13 in section 3.1 of this self-study provides the following detailed information:

The 33,000 square foot Richard O. Jacobson Human Performance Center (HPC) opened at the University of Northern Iowa (UNI) in January, 2008 as part of the physical education, recreation, and athletics complex. The complex includes: the Physical Education Center (http://www.library.uni.edu/collections/special-collections/building-histories/physical-education-center), completed in 1971; the UNI-Dome (http://www.library.uni.edu/collections/special-collections/building-histories/uni-dome), completed in 1976; the Wellness and Recreation Center (http://www.library.uni.edu/collections/special-collections/building-histories/wellness-recreation-center), completed in 1998, and, the McLeod Center (http://www.library.uni.edu/collections/special-collections/building-histories/mcleod-center), completed in 2006.

The HPC houses a strength and conditioning center, which also provides medical and sports medicine facilities. The HPC was a cooperative effort by the Department of Athletics at UNI and the School of Health, Physical Education, and Leisure Services (HPELS) at UNI. The HPC contains a medical complex, which is a partnership with the broader area community, and a quality facility from which the School of HPELS delivers several of its academic programs. The HPC also contains facilities for the Department of Athletics at UNI: a state-of-the-art weight room, a conditioning center, additional office space, locker rooms, and meeting rooms for student-athletes.

The first floor of the HPC building includes classrooms and research space for the athletics training curriculum in the School of HPELS. It also includes offices for medical professionals, who specialize in orthopedics and physical therapy. This area features magnetic resonance imaging and an underwater treadmill. Offices for the Global Health Corps, the National Program for Playground Safety, and Camp Adventure are located on the upper level of the building.

Here is a chronology of key actions and events leading to the completion of this goal:

2001: Planning began for the /Human Performance Center/ (HPC) at the University of Northern Iowa (UNI).

February, 2001: UNI announced a $500,000 donation by Richard O. Jacobson, owner of the Des Moines-based Jacobson Warehouse Company, to begin the funding of the proposed $7 million Human Performance Center. Preliminary plans included three floors and approximately 50,000 square feet of space.
December, 2001: Iowa Representative Jim Nussle and Iowa Senator Tom Harkin announced that a $1.8 million federal grant is approved for the HPC.

January, 2002: the Board of Regents, State of Iowa authorized UNI to proceed with planning and to hire an architect for the new facility, with a budget of $7.5 million for the building. UNI combined the HPC with the McLeod Center <http://www.library.uni.edu/collections/special-collections/building-histories/mcleod-center> project (includes facilities for volleyball and men’s and women’s basketball). The two buildings are considered one fundraising project and one architectural design. UNI made the project part of its “Students First” capital campaign.

August, 2002: the architectural firm of Herbert Lewis Kruse Blunck of Des Moines was hired for the project.

April, 2004: the McElroy Trust announced a challenge grant of $500,000 for the HPC. To receive that grant, the UNI Foundation needed to raise $1 million.

June, 2005: UNI President Koob and Vice President for Administration and Financial Services Schellhardt presented plans for the HPC to the Board of Regents, which voted unanimously for the plans, giving UNI permission to complete detailed sketches and seek bids.

July, 2006: The groundbreaking ceremony for the HPC was held.

September, 2007: Richard O. Jacobson, a Des Moines businessman pledged an additional $3 million to the project. A condition of his pledge was that the university raise an additional $2 million. The Board of Regents approved naming the facility the Richard O. Jacobson Human Performance Complex.

2006-2009: The HPC was built and all of its facilities were completed.

January, 2008: Most of the facilities opened in the Richard O. Jacobson / Human Performance Center (HPC) at the University of Northern Iowa.

August, 2009: Final work on the goal was completed when HPC strength and conditioning facilities open.

2008: Learfield Sports Contract—UNI agreed to an exclusive, comprehensive multimedia rights agreement with Learfield Sports on May 6, 2008, effective with the 2009-10 academic year. As part of this agreement, UNI established "Panther Sports Properties" as the local entity working to manage and sell multimedia and sponsorship rights on behalf of UNI athletics. Former Director of Athletics Rick Hartzell, in consultation with former Associate AD/External Operations Leon Costello and former Interim AD/current Head Football Coach Mark Farley discussed this project. AD Hartzell made a recommendation to Vice President Tom Schellhardt. VP Schellhardt had final authority to approve this agreement, and he approved it.

2008: Director of Athletics Hire—Troy Dannen was hired as the new Director of Athletics for the University of Northern Iowa (UNI) on May 29, 2008. The search committee for the AD was chaired by Dr. Joel Haack, Dean of the College of Natural Sciences. The committee had broad representation: UNI
students, Athletics staff, academic faculty and staff, and community members. Community forums were held with each candidate. VP Schellhardt, in consultation with Dean Haack, made a recommendation to University President Benjamin Allen. President Allen approved the recommendation of Troy Dannen to be UNI Director of Athletics. The employment contract was presented to the Board of Regents, State of Iowa, who approved it.

2008: Senior Associate Athletic Director/Senior Woman Administrator Hire—Director of Athletics Troy Dannen named Jean Berger as the new Senior Associate AD/SWA in October, 2008. A broad-based campus search committee, chaired by Dr. Anne Woodrick (FAR and Professor of Anthropology) was constituted. The committee included UNI students, athletic administrators, faculty, and had community representation. Public forums were used to allow candidates to talk with interested community members and UNI students, faculty and staff. AD Dannen, in consultation with Dr. Woodrick, made a recommendation to hire Ms. Berger to VP Schellhardt. VP Shellhardt had the authority to hire, and he approved Ms. Berger as Senior Associate Athletic Director/Senior Woman Administrator.

2009: Elimination of Baseball—In February, 2009, UNI dropped its baseball program due primarily to reductions in state funding to the university but a decision that also helped to address issues related to the proportionality disparity in participation by men and women in UNI athletics (see section 3.1 of this self-study: gender equity report). This recommendation was made by Director of Athletics Troy Dannen, in consultation with Vice President for Administration & Financial Services Tom Schellhardt, to President Ben Allen. President Allen made the final decision after consultation with his Cabinet.

2010: Department of Athletics Organizational Chart Restructure—To standardize and clarify its chain-of-command for all those with responsibilities connected to "student services" for student-athletes, UNI reorganized the organizational chart in its athletics department. All such staff now share the same reporting lines: academic services, compliance, training, and all other services that impact students in athletics department programming now report to the Senior Associate Athletic Director/Senior Woman Administrator. Bi-monthly meetings are now held for student services personnel to coordinate athletics department efforts at providing student-athlete services. Full-time athletics department compliance director, with no sport oversight assignment or additional management duties (which is not the case for other members of the senior management team for the athletics department), was hired in September, 2010. (A graduate assistant in compliance was also added to the staff in 2009.) The associate athletic director/compliance director was promoted to internal operations in spring, 2010. These changes led to a more a consistent and proactive approach to student services by the athletics department including more thorough review of each prospective student-athlete who visits campus. Discussion of this proposal began with faculty and staff in Athletics, was discussed with FAR Dr. Anne Woodrick and the IAAC. The proposal, with this feedback, was sent to AD Dannen, who sent it for review to Human Resources and to Ms. Leah Gutknecht, Special Assistant to the President for Compliance and Equity Management. With the approval of Ms. Gutknecht, the proposal was returned to VP Schellhardt, who approved it.
2.2 #11 Further Clarification
7/26/11

Create a more standardized procedure for the identification of “at risk” or special needs of student-athletes. Consider implementing a change in the evaluation process in this area for the NCAA Facilitating Learning and Achieving Graduation (FLAG) program currently being used.

Beginning in fall 2011, FLAG questions will be adjusted to create more specific data, including questions regarding the following: One point is assigned to each “yes” question for:

- student-athletes who were admitted through the special admissions process;
- student-athletes who self-disclose special needs through dr. diagnosis or Individual Educational Plan (IEP);
- student-athletes who are approved to receive temporary accommodations by the UNI Disability Services Coordinator;

In addition, during the summer of 2011, athletic academic advisors administered a survey at new student orientations to incoming student-athletes which included questions regarding “at risk” factors at UNI, such as first generation college student, diagnosed learning disability or IEP in high school.

The information related to special needs that is gathered in FLAG has with it an accompanying listing of recommended services and resources. That information serves as the basis for the UNI Academic Contract. This contract is prepared by the Athletic Academic Advisors for individual student-athletes who have been identified as “at-risk” through data from FLAG and the survey. These contracts included specific requirements and a plan for academic success, which may include mandatory tutoring, weekly meetings with coaches and/or athletic academic advisors, study hours, etc. The contracts will be presented and explained by the athletic academic advisors to the student-athlete and head coach during the first two weeks of class in the fall, 2011 semester.

A course designed specifically for freshmen student-athletes, “Strategies for Academic Success” is taught by the two athletic academic advisors. The information presented in the class is particularly useful for those students needing additional support or who are “at risk” academically. All freshmen student-athletes are required to enroll in the class.

In addition to FLAG program research and to the athletic academic advisors discussed above, student-athletes at UNI who have special academic needs may also be assigned specialized tutors. Specialized tutors serve more of a “life coach” role than do the academic advisors (or the tutors who help athletes study the particular subjects of the classes they are taking). The work specialized tutors do with “at risk” student-athletes may focus on issues such as time management, note taking, test taking, and other study skills development. These specialized tutors are assigned by the athletic academic advisors.
Subject: Additional Clarifications
From: "Nguyen, Binh" <bnguyen@ncaa.org>
Date: Sun, 24 Jul 2011 11:32:06 -0400
To: Cliff Chancey <c.chancey@uni.edu>, Jean Berger <jean.berger@uni.edu>
CC: "Nguyen, Binh" <bnguyen@ncaa.org>

Dr. Chancey and Jean,

The committee is in the process of reading your institution’s self-study report and the additional information sent last week. They have asked for further clarification on two items noted below.

1. In OP 1.1, SSI #5 starting on page 9, the SSI asks for major decisions related to athletics for the past 10 years and describe the role and involvement of each individual/group listed (e.g., president, FAR). In reading the response, it indicates who was involved with each decision listed but the committee is requesting additional details of each entity’s role and involvement. For example, President Koob made the final decision to eliminate the swimming program in 2002, AD Rick Hartzell led a feasibility study and presented the findings to the Board. I hope that makes sense.

2. In OP 2.2, SSI #11 starting on page 93, the SSI asks for actions and timetables for corrective actions adopted by your institution resulting from the academic support services evaluation. There was one action that didn’t have steps or timetables. This corrective action was considered implementing a change in the evaluation process in this area for the NCAA FLAG program currently being used. We didn’t see it in the additional documents as well.

If you can e-mail me the information, then I will forward it on to the committee.

Please let me know if you have any questions.

Binh

Ms. Binh T. Nguyen
National Collegiate Athletic Association (NCAA)
317/917-6613 (office) | 317/917-6919 (fax)
E-mail: bnguyen@ncaa.org

This email and any attachments may contain NCAA confidential and privileged information. If you are not the intended recipient, please notify the sender immediately by return email, delete this message and destroy any copies. Any dissemination or use of this information by a person other than the intended recipient is unauthorized and may be illegal.
5. Since the institution’s previous self-study, list the major decisions made related to intercollegiate athletics.

The following is a brief, chronological summary of major decisions and activities related to intercollegiate athletics at the University of Northern Iowa (UNI) since its Cycle 2 certification in 2002: included are key individuals involved with those decisions:

**Changes in UNI Swimming and Tennis** – In May, 2002, UNI dropped its men’s and women’s swimming and diving programs and the men’s and women’s tennis programs because of budget constraints. In late June, 2002, the women’s swimming and diving program and the women’s tennis program were reinstated by the university, to help address issues related to the disparity in proportionality of participation by men and women in UNI athletics (see 3.1 below: gender equity report). Former Director of Athletics Rick Hartzell, former University President Robert Koob, former Senior Women’s Administrator Sandra Williamson, and former Associate Athletic Director Julie Bright were involved in these decisions.

**Construction of the McLeod Center** – The McLeod Center, a 6,500 seat arena that serves as home to the UNI Panthers volleyball and men’s and women’s basketball programs, was constructed and opened in November, 2006. The center helps UNI address athletic programming needs in general as well as access issues for its female athletes in particular (see 3.1 below: gender equity report). Former UNI President Robert Koob, former Director of Athletics Rick Hartzell, the Board of Regents, State of Iowa and UNI institutional staff, UNI alumni, and many community members were involved in this new facility project.

**Construction of the Human Performance Center** – The 33,000 square foot Richard O. Jacobson Human Performance Center (HPC) was constructed and opened at UNI in January, 2008: part of the physical education, recreation, and athletic complex. The HPC also helps UNI address access issues and it supports strength and conditioning activities for all student-athletes in addition to providing medical and athletic training services. The HPC was a cooperative effort by the Department of Athletics at UNI and the School of Health, Physical Education, and Leisure Services (HPELS) at UNI. The HPC contains a medical complex, which is a partnership with the area community. Former UNI President Robert Koob, former Director of Athletics Rick Hartzell, the Board of Regents, State of Iowa and UNI institutional staff, UNI alumni, and community members were involved in this facility project.

**Hiring Director of Athletics** – Troy Dannen was hired as the new Director of Athletics for the University of Northern Iowa (UNI) on May 29, 2008. University President Benjamin Allen, Vice President for Administration & Financial Services Tom Schellhardt, and a broad-based campus search committee including athletic administrators, faculty, students, coaches, community members, and alumni were involved in the hiring process.

**Hiring Senior Associate AD/SWA** – Director of Athletics Troy Dannen named Jean Berger as the new Senior Associate Athletic Director (AD)/Senior Woman Administrator in October, 2008. A broad-based campus search committee including athletic administrators, faculty, students, and coaches was used in the hiring process.

**Learfield Sports Contract** – UNI agreed to an exclusive, comprehensive multimedia rights agreement with Learfield Sports on May 6, 2008: effective with the 2009-10 academic year. As part of this agreement, UNI established “Panther Sports Properties” as the local entity working to manage and sell multimedia and sponsorship rights on behalf of UNI athletics. Former Director of Athletics Rick Hartzell, former Associate AD/External Operations Leon Costello, former Interim AD/current Head Football Coach Mark Farley, and Vice President Tom Schellhardt were involved in this decision.

**Elimination of Baseball** – In February, 2009, UNI dropped its baseball program: a consequence of reductions in state funding to the university but a decision that also helped to address issues related to the proportionality disparity in participation by men and women in UNI athletics (see 3.1 below: gender equity report). This decision was made by Director of Athletics Troy Dannen in consultation with Vice President for Administration & Financial Services Tom Schellhardt and University President Benjamin Allen.
2002: Swimming and Tennis Program Changes—In May, 2002, UNI dropped its men's and women's swimming and diving programs and the men's and women's tennis programs because of budget constraints. In late June, 2002, the women's swimming and diving program and the women's tennis program were reinstated by the university, to help address issues related to the disparity in proportionality of participation by men and women in UNI athletics (see section 3.1 of this self-study: gender equity report). Former Director of Athletics Rick Hartzell, former University President Robert Koob, former Senior Women's Administrator (SWA) Sandra Williamson, and former Associate Athletic Director (AD) Julie Bright were involved in these decisions.

President Koob

Athletic Director Rick Hartzell

SWA Sandra Williamson

Associate AD Julie Bright

2006: Construction of the McLeod Center: The McLeod Center, a 6,500 seat arena that serves as home to the UNI Panthers volleyball and men's and women's basketball programs, was constructed. It opened in November, 2006. The center helps UNI address athletic programming needs in general as well as access issues for its female athletes in particular (see section 3.1 of this self-study: gender equity report). Former UNI President Robert Koob, former Director of Athletics Rick Hartzell, the Board of Regents, State of Iowa, UNI institutional staff, UNI alumni, and many community members were involved in this new facility project.

The 33,000 square foot Richard O. Jacobson Human Performance Center (HPC) opened at the University of Northern Iowa (UNI) in January, 2008 as part of the physical education, recreation, and athletics complex. The complex includes: the Physical Education Center, completed in 1971; the UNI-Dome, completed in 1976; the Wellness and Recreation Center, completed in 1998, and, the McLeod Center, completed in 2006.

The HPC houses a strength and conditioning center, which also provides medical and sports medicine facilities. The HPC was a cooperative effort by the Department of Athletics at UNI and the School of Health, Physical Education, and Leisure Services (HPELS) at UNI. The HPC contains a medical complex, which is a partnership with the broader area community, and a quality facility from which the School of HPELS delivers several of its academic programs. The HPC also contains facilities for the Department of Athletics at UNI: a state-of-the-art weight room, a conditioning center, additional office space, locker rooms, and meeting rooms for student-athletes.

The first floor of the HPC building includes classrooms and research space for the athletics training curriculum in the School of HPELS. It also includes offices for medical professionals, who specialize in orthopedics and physical therapy. This area features magnetic resonance imaging and an underwater treadmill. Offices for the Global Health Corps, the National Program for Playground Safety, and Camp Adventure are located on the upper level of the building.

Here is a chronology of key actions and events leading to the completion of this goal.

2001: Planning began for the Human Performance Center (HPC) at the University of Northern Iowa (UNI).

February, 2001: UNI announced a $500,000 donation by Richard O. Jacobson, owner of the Des Moines-based Jacobson Warehouse Company, to begin the funding of the proposed $7 million Human Performance Center. Preliminary plans included three floors and approximately 50,000 square feet of space.

December, 2001: Iowa Representative Jim Nussle and Iowa Senator Tom Harkin announced that a $1.8 million federal grant is approved for the HPC.

January, 2002: the Board of Regents, State of Iowa authorized UNI to proceed with planning and to hire an architect for the new facility, with a budget of $7.5 million for the building. UNI combined the HPC with the McLeod Center project (includes facilities for volleyball and men's and women's basketball). The two buildings are considered one fundraising project and one architectural design. UNI made the project part of its “Students First” capital campaign.
August, 2002: the architectural firm of Herbert Lewis Kruse Blunk of Des Moines was hired for the project.

April, 2004: the McElroy Trust announced a challenge grant of $500,000 for the HPC. To receive that grant, the UNI Foundation needed to raise $1 million.

June, 2005: UNI President Koob and Vice President for Administration and Financial Services Schellhardt presented plans for the HPC to the Board of Regents, which voted unanimously for the plans, giving UNI permission to complete detailed sketches and seek bids.

July, 2006: The groundbreaking ceremony for the HPC was held.

September, 2007: Richard O. Jacobson, a Des Moines businessman pledged an additional $3 million to the project. A condition of his pledge was that the university raise an additional $2 million. The Board of Regents approved naming the facility the Richard O. Jacobson Human Performance Complex.

2006-2009: The HPC was built and all of its facilities were completed.

January, 2008: Most of the facilities opened in the Richard O. Jacobson Human Performance Center (HPC) at the University of Northern Iowa.

August, 2009: Final work on the goal was completed when HPC strength and conditioning facilities open.

2008: Construction of the Human Performance Center—The 33,000 square foot Richard O. Jacobson Human Performance Center (HPC) was constructed. It opened in January, 2008 as part of the physical education, recreation, and athletic complex at UNI. The HPC helps UNI address access issues and it supports strength and conditioning activities for all student-athletes in addition to providing medical and athletic training services. The HPC was a cooperative effort by the Department of Athletics at UNI and the School of Health, Physical Education, and Leisure Services at UNI. The HPC contains a medical complex, which is a partnership with the area community. Former UNI President Robert Koob, former Director of Athletics Rick Hartzell, the Board of Regents, State of Iowa, UNI institutional staff, UNI alumni, and community members were involved in this facility project (see item #2, goal #13 in section 3.1 of this self-study for additional details on the principals and processes involved).

2001: Planning began for the Human Performance Center (HPC) at the University of Northern Iowa (UNI).

February, 2001: UNI announced a $500,000 donation by Richard O. Jacobson, owner of the Des Moines-based Jacobson Warehouse Company, to begin the funding of the proposed $7 million Human Performance Center. Preliminary plans included three floors and approximately 50,000 square feet of space.

December, 2001: Iowa Representative Jim Nussle and Iowa Senator Tom Harkin announced that a $1.8 million federal grant is approved for the HPC.

January, 2002: the Board of Regents, State of Iowa authorized UNI to proceed with planning and to hire an architect for the new facility, with a budget of $7.5 million for the building. UNI combined the HPC with the McLeod Center project (includes facilities for volleyball and men’s and women’s basketball). The two buildings are considered one fundraising project and one architectural design. UNI made the project part of its “Students First” capital campaign.

August, 2002: the architectural firm of Herbert Lewis Kruse Blunk of Des Moines was hired for the project.

April, 2004: the McElroy Trust announced a challenge grant of $500,000 for the HPC. To receive that grant, the UNI Foundation needed to raise $1 million.

June, 2005: UNI President Koob and Vice President for Administration and Financial Services Schellhardt presented plans for the HPC to the Board of Regents, which voted unanimously for the plans, giving UNI permission to complete detailed sketches and seek bids.

July, 2006: The groundbreaking ceremony for the HPC was held.
September, 2007: Richard O. Jacobson, a Des Moines businessman pledged an additional $3 million to the project. A condition of his pledge was that the university raise an additional $2 million. The Board of Regents approved naming the facility the Richard O. Jacobson Human Performance Complex.

2006-2009: The HPC was built and all of its facilities were completed.

Learfield Sports Contract: UNI agreed to an exclusive, comprehensive multimedia rights agreement with Learfield Sports on May 6, 2008, effective with the 2009-10 academic year. As part of this agreement, UNI established “Panther Sports Properties” as the local entity working to manage and sell multimedia and sponsorship rights on behalf of UNI athletics. Former Director of Athletics Rick Hartzell, former Associate AD/External Operations Leon Costello, former Interim AD/current Head Football Coach Mark Farley, and Vice President Tom Schellhardt were involved in this decision.

UNI athletics’ decision to outsource its multimedia rights to Learfield Sports

2008: Director of Athletics Hire--Troy Dannen was hired as the new Director of Athletics for the University of Northern Iowa (UNI) on May 29, 2008. University President Benjamin Allen, Vice President for Administration & Financial Services Tom Schellhardt, and a broad-based campus search committee including athletic administrators, faculty, students, coaches, community members, and alumni were involved in the hiring process.

Vice President Tom Schellhardt was involved in all aspects of the search and subsequent hiring of Troy Dannen as UNI Director of Athletics. Mr. Schellhardt was responsible for forming the search committee, naming a chair and approving the committee members. He also participated in the telephone and campus interviews with candidates and reviewed the recommendations and findings of the search committee. Mr. Schellhardt’s recommendation on hiring Mr. Dannen was presented to President Ben Allen, who ultimately approved the offer of the position to Mr. Dannen.

2008: Senior Associate Athletic Director/Senior Woman Administrator Hire--Director of Athletics Troy Dannen named Jean Berger as the new Senior Associate AD/SWA in October, 2008. A broad-based campus search committee including athletic administrators, faculty, students, and coaches was used in the hiring process.

Director of Athletics Troy Dannen was involved in all aspects of the search and subsequent hiring of Jean Berger as Senior Associate AD/SWA. Mr. Dannen was responsible for forming the search committee, naming a chair and approving the committee members. He also participated in the telephone and campus interviews with candidates and reviewed the recommendations and findings of the search committee. Mr. Dannen’s recommendation on hiring Ms. Berger was presented to Vice President Tom Schellhardt, who ultimately approved the offer of the position to Ms. Berger.

2009: Elimination of Baseball--In February, 2009, UNI dropped its baseball program due primarily to reductions in state funding to the university but a decision that also helped to address issues related to the proportionality
disparity in participation by men and women in UNI athletics (see section 3.1 of this self-study: gender equity report). This decision was made by Director of Athletics Troy Dannen in consultation with Vice President for Administration & Financial Services Tom Schellhardt and University President Benjamin Allen.

2010: Department of Athletics Organizational Chart Restructure—To standardize and clarify its chain-of-command for all those with responsibilities connected to "student services" for student-athletes, UNI reorganized the organizational chart in its athletics department. All such staff now share the same reporting lines: academic services, compliance, training, and all other services that impact students in athletics department programming now report to the Senior Associate Athletic Director/Senior Woman Administrator. Bi-monthly meetings are now held for student services personnel to coordinate athletics department efforts at providing student-athlete services. Full-time athletics department compliance director, with no sport oversight assignment or additional management duties (which is not the case for other members of the senior management team for the athletics department), was hired in September, 2010. (A graduate assistant in compliance was also added to the staff in 2009.) The associate athletic director/compliance director was promoted to internal operations in spring, 2010. These changes led to a more a consistent and proactive approach to student services by the athletics department including more thorough review of each prospective student-athlete who visits campus.

The restructuring of the Department of Athletics Organizational Chart was first discussed by the senior management team within intercollegiate athletics. That group includes: Director of Athletics Troy Dannen, Senior Associate AD/SWA Jean Berger, Senior Associate AD/Development Steve Gearhart, Associate AD/Internal Operations Steve Schofield, Assistant AD/Media Relations Colin McDonough, Assistant AD/Business Affairs Greg Davies, Director of Marketing John Eby, and Chris Andrews of Panther Sports Properties. Vice President Tom Schellhardt

OCEM

HR approval
2.2 #11 Further Clarification
7/26/11

Create a more standardized procedure for the identification of "at risk" or special needs of student-athletes. Consider implementing a change in the evaluation process in this area for the NCAA Facilitating Learning and Achieving Graduation (FLAG) program currently being used.

Beginning in fall 2011, FLAG questions will be adjusted to create more specific data, including questions regarding the following: One point is assigned to each "yes" question for:

- student-athletes who were admitted through the special admissions process;
- student-athletes who self-disclose special needs through dr. diagnosis or Individual Educational Plan (IEP);
- student-athletes who are approved to receive temporary accommodations by the UNI Disability Services Coordinator;

In addition, during the summer of 2011, athletic academic advisors administered a survey at new student orientations to incoming student-athletes which included questions regarding "at risk" factors at UNI, such as first generation college student, diagnosed learning disability or IEP in high school.

The information related to special needs that is gathered in FLAG has with it an accompanying listing of recommended services and resources. That information serves as the basis for the UNI Academic Contract. This contract is prepared by the Athletic Academic Advisors for individual student-athletes who have been identified as "at-risk" through data from FLAG and the survey. These contracts included specific requirements and a plan for academic success, which may include mandatory tutoring, weekly meetings with coaches and/or athletic academic advisors, study hours, etc. The contracts will be presented and explained by the athletic academic advisors to the student-athlete and head coach during the first two weeks of class in the fall, 2011 semester.

A course designed specifically for freshmen student-athletes, "Strategies for Academic Success" is taught by the two athletic academic advisors. The information presented in the class is particularly useful for those students needing additional support or who are "at risk" academically. All freshmen student-athletes are required to enroll in the class.

In addition to FLAG program research and to the athletic academic advisors discussed above, student-athletes at UNI who have special academic needs may also be assigned specialized tutors. Specialized tutors serve more of a "life coach" role than do the academic advisors (or the tutors who help athletes study the particular subjects of the classes they are taking). The work specialized tutors do with "at risk" student-athletes may focus on issues such as time management, note taking, test taking, and other study skills development. These specialized tutors are assigned by the athletic academic advisors.
2.1 Academic Standards.

1 Operating Principle 2.1 b-1
Measurable Standard No. 5
Self-Study Item No. 7
Page No. 55

Committee Observation: After reviewing your institution's self-study report and supplemental information submitted July 18, 2011, the NCAA Division I Committee on Athletics Certification noted your institution provided test scores for student-athletes and student-athlete subgroups, but did not compare or explain the differences in test scores by sport group.

Required Action: Therefore, your institution must compare and explain the differences in test scores by sport group. If any deficiencies are identified, they must be included in a plan for improvement.

Institution Response to CAC Analysis

When evaluating and comparing test scores by sport group, the average ACT scores for entering new student-athletes is equal to or slightly below the average for the overall new student population.

The average ACT scores for the overall new student population by year are:
2010 = 23.1;
2009 = 23.0;
2008 = 22.9;
2007 = 23.0.

The lowest average ACT score among all sport groups for any year is 18 for men's basketball in 2007. The ACT average of 18 for men's basketball is based on a cohort group of three students, compared to 1,991 new freshmen in 2007 who had an average ACT of 23.0. A plan of improvement is not needed at this time for men's basketball, given the sport-specific average ACT score has increased each year from 2007 to 2010: 18 to 19.7 to 21 to 21. Additionally, a cohort group of three is too small to conclude that a plan of improvement is needed.

The average ACT score for football has increased from 20.2 in 2007 to 21.1 in 2010. Although the average ACT score for football is slightly lower than the average for the overall new student population, the trend shows a slight increase over the four year period. Additionally, the cohort group remains small (range is 16-20 students for football) and is being compared to a range of 1,978 to 2,015 for overall new students between 2007 and 2010.

The following sport groups show a higher average ACT score compared to the average for the overall new student population for the most recent year (2010): Women's Track/Cross Country (23.3) and Women's Other Sports (23.2). Men's Other Sports and Mixed Sports had a higher average ACT score (23.7) in one of the four most recent years (2009) compared to the overall new student population.
At the present time, the sport-specific average ACT score for men's basketball has shown an increase each year from 2007 to 2010, improving from 18 to 21 over this four-year period. UNI will continue to monitor test scores and address any negative trends that may occur. The Academic Integrity Plan of Improvement has been updated to include the continued monitoring of test scores.

Please note: In 2009, the new admission requirements changed to using a formula called the Regents Admissions Index (RAI). The RAI is used to determine admission for students entering UNI directly from high school. The RAI is based on four factors: standardized test score (by "American College Testing" = the ACT); high school grade point average (GPA); high school class rank; and, number of high school courses completed from a set of specified core subjects. The ACT is one of four factors used in the RAI calculation; therefore it is deemphasized in the admissions decision for all new students.

An RAI score is calculated for each high school student applicant for admission to UNI using the following equation: RAI = (2 x ACT) + (1 x percentile high school rank) + (20 x high school GPA) + (5 x number of high school courses completed in the core subject areas) Applicants whose work earns a RAI score of 245 or higher, and who meet minimum high school course requirements required for graduation and/or admission to UNI, are guaranteed admission to UNI. (See UNI original report, 2.1, #2, pages 49-50).

Since the implementation of the RAI admission standard in 2009, the number of students admitted with an RAI of less than 245 overall decreased from 2009 to 2010. Correspondingly, the number of student-athletes admitted with an RAI below 245 has decreased. We will continue to monitor the number of exceptions so that the percentage of student-athlete exceptions is similar to or less than the percentage of exceptions overall.

2 Operating Principle 2.1 b-2
Measurable Standard No. 11
Self-Study Item No.15
Page Nos. 62, 107

Committee Observation: After reviewing your institution's self-study report and supplemental information submitted July 18, 2011, the committee noted your institution's football team has a corresponding projected Federal Graduation Rate lower than the most recent four-class average Federal Graduation Rate of students generally (45 percent vs. 65 percent). The committee also noted further analysis by your institution indicated that the issue is related to the retention and graduation of minority student-athletes generally, not just football student-athletes and will be addressed in the diversity-issues plan. The committee noted that this issue was included within your institution's diversity-issues plan; however, the steps to address this issue are not specific.

Required Action: Therefore, your institution must revise its current plan for improvement for the aforementioned issue to include specific steps for completing the work. Also, your institution must describe how your revised plan for improvement was developed using broad-based participation and has received formal institutional approval.
Institution Response to CAC Analysis

The Academic Integrity Plan has been updated to include the specific steps to address the institution's plans to increase retention and graduation of minority students at UNI. Further information on UNI's plans in this area are noted below.

As noted in the initial institutional report, the committee reviewed the Federal Graduation Rate of individual sports teams and noted the lower Federal Graduation Rate of minority student-athletes. The committee noted a gap in the graduation rates of students of color as a whole, and particularly African-American students, and found the lower graduation rates of African-American male student-athletes to be comparable to the graduation rates of African-American male students as a whole.

The University has developed a comprehensive plan to improve the graduation rates of students of color as part of a coordinated effort to improve the success of students and specific sub-populations, including student-athletes. This plan was developed as part of the University's participation in the Foundations of Excellence (FOE), a year-long, guided self study administered by the John Gardner Institute for Excellence in Undergraduate Education completed during 2008-09. Participation in the FOE process was part of the institutional reaffirmation of accreditation through the Higher Learning Commission (HLC). The FOE and HLC processes and plan for improvement involved broad participation among more than 200 faculty, staff, and students. More specific information about the process and the institutional report submitted by the HLC evaluation team is available at: http://www.uni.edu/accreditation/sites/default/files/Assurance%20Report.pdf

The plan of improvement is being overseen by the First Year Council and the Retention Councils, which report jointly to the Executive Vice President and Provost and the Vice President for Student Affairs. Specific action steps to improve retention and graduation rates of students of color and other sub-populations such as student-athletes include:
?The implementation of MAP-Works (Making Achievement Possible), an early intervention-early warning tool that identifies students who are at risk. Athletics academic advisors are actively involved in the implementation of the tool and provide necessary intervention for those student-athletes who are determined to be at risk. MAP-Works was implemented in the fall of 2010 and is continuing in 2011.

?The reorganization of the Jump Start orientation program, an extended orientation program targeted toward new students from ethnically, culturally, and socioeconomically diverse backgrounds, including student-athletes of color. Leadership of the Jump Start program was transferred to the Dean of Students Office in 2009. Program enhancements were launched in that same year. Student-athletes who qualify for this orientation program are invited and encouraged to attend.

?The reinstitution of the Gaining Panther Success (GPS) mentors program in the fall of 2011 is specifically targeted toward students of color, including student-athletes of color. First year students will be targeted for participation in the fall of 2011 and plans are being developed to sophomores and upper-class students beginning in 2012. Athletics will participate in this mentoring program.

?Implementation of the Assessment and Learning in Knowledge Spaces (ALEKS), a web-based, math assessment and learning tool was implemented in the fall of 2011 for all new students, which places students in appropriate math courses, identifies deficiencies, and provides remediation prior to beginning college-level math courses. Incoming student-athletes for the fall, 2011 semester were required to complete ALEKS.

?Development of a new cornerstone course for first-year students that integrates oral and written communication courses with student life and transition issues. A pilot was launched in the fall of 2011.

During the 2010-2011 academic year, the Academic Integrity Subcommittee drafted a Plan for Improvement for Gender Issues. The draft was vetted with the NCAA Certification Steering Committee as well as with the entire campus community. Open Forums were held on campus throughout the month of April at different times and locations, attracting a variety of audiences including faculty, students, staff, and community members. The subcommittee chairs and the steering committee chair met with a number of committees across campus to share the results of the self-study, including the plans for improvement. These groups included the Academic Affairs Council, the Panther Scholarship Club, the Intercollegiate Athletics Advisory Council, the President's Cabinet, and the Student-Athlete Advisory Committee. In addition, public notices of the process were announced via the University's electronic newsletters for students, faculty, and staff, and readers were encouraged to review the documents on the Athletics web site and to submit comments. The self-study document and all related plans and reports were approved by President Allen and were submitted to the NCAA in April 2011.

The final Academic Integrity Plan, including all revisions, was reviewed by the 2010-11 UNI NCAA Certification Steering Committee, Steering Committee Chair Dr. Clifton Chancy; Faculty Athletics Representative (FAR) Dr. Lisa Jepsen; UNI athletics department senior administrative team; Panther Scholarship Club Board of Directors and members of UNI SAAC.
In addition, the revised Academic Integrity Plan was presented to members of the President's Cabinet and UNI Academic Affairs Council via email with notices on updates of the NCAA Certification process and peer review team visit.

The Academic Integrity Plan of Improvement as revised was also posted on the University's NCAA Certification website for public review.
2.2 Academic Support.

1 Operating Principle 2.2
Measurable Standard No. 1
Self-Study Item No.2
Page Nos. 33-77

Committee Observation: After reviewing your institution's self-study report and supplemental information submitted July 18, 2011, the committee is unclear whether the Cycle 2 plan for improvement to implement a policy of make-up work and missed class by student-athletes has been completed. The committee noted your institution indicated that the revised policy has yet to receive full approval by the faculty senate. Further, the faculty senate has referred the policy to a subcommittee for feedback and recommendation. The committee also noted that the plan was included within your institution's plan for improvement with a timeline for approval of fall 2011.

Required Action: Therefore, your institution must provide written evidence that this plan has been completed or provide an acceptable explanation for partial or noncompletion.

Institution Response to CAC Analysis

The current policy was approved by the President's Cabinet on April 23, 2001 with approval by Faculty Senate on April 24, 2001.

The Athletics Department first attempted a revision through IAAC in 2003. Because the policy had been approved just two years prior, IAAC felt the clarification/revision on behalf of athletics would not be reviewed by Faculty Senate.

Northern Iowa Student Government (NISG) also requested a change in the missed class policy and that request was referred to the Educational Policy Committee (EPC), which completed a revision of the policy. That revised policy was reviewed by the UNI Faculty Senate, which approved it on April 26, 2010.

On October 25, 2010, the EPC requested that UNI's Faculty Senate clarify parts of the new policy related to the grievance committee membership and students' rights under FERPA. The EPC further asked the Faculty Senate to ensure the new policies are published and announced to the campus community.

On January 25, 2011, the Faculty Senate discussed the EPC's request for clarification and the further review required by UNI Policy and Review Committee.

As stated in the Faculty Senate minutes, "The University's policy review process includes review by the UNI Policy Review Committee before submission to the President and Cabinet. Prior to review by the Policy Review Committee, we want to have the approval of the applicable vice president. Obviously, in this case, that involves the Provost. Ginny Arthur in the Provost's Office told me the policy draft should be reviewed by the AAC (Academic Affairs Council) (probably no earlier than Jan. 25) before the Provost reviews the policy draft for approval. Ginny will also be reviewing it."
The UNI Policy Review Committee did not approve revised class absence policy passed by the Faculty Senate because the University Catalogue already lists a grievance process that was specific for attendance and make-up work. The missed class absence policy includes a grievance process that is not the same as the University Grievance Process to dispute a grade.

The Faculty Senate is scheduled to review the issue and consider a revision to the appeal portion of the missed class policy approved in April, 2010 at its September 12, 2011 meeting. If the issue related to the conflicting appeal procedures can be resolved, the Faculty Senate may approve the revision to the policy at that same meeting. After approval, the policy still must follow the review process, i.e., be reviewed by the UNI Policy Review Committee, the Academic Affairs Council, Provost and the President's Cabinet.

3.1 Gender Issues.

1 Operating Principle 3.1a
Measurable Standard No. 1
Self-Study Item No. 2
Page Nos. 113-117

Committee Observation: After reviewing your institution's self-study report and supplemental information submitted July 18, 2011, the committee is unclear whether the following Cycle 2 plans for improvement have been completed or not:

a. To add women's rugby; and
b. To have a full-time assistant coach for women's swimming.

Specifically, your institution noted that your institution would begin the planning and budgeting process to add one women's sport (women's rugby), which will begin play in the fall 2005. However, your institution has not added women's rugby or any other women's sport. The current plan is to restart surveying interests and abilities to determine whether an appropriate replacement sport to women's rugby is now available. In addition, your institution noted that during 2004-05 and 2005-06, significant resources were allocated to increase women's coaching salaries. Also, during the same period, your university had significant tuition increases which affected the scholarship costs. Choices were made that resulted in leaving the women's assistant coach position as part-time.

Required Action: Therefore, your institution must provide written evidence that these plans have been completed or explain how it has implemented a different plan(s) or taken different action(s) to achieve or maintain progress toward the same goals outlined in its Cycle 2 gender-equity plan.

Institution Response to CAC Analysis
Women's rugby
UNI's Cycle 2 Gender Equity Plan called for the addition of a women's sport (rugby) to increase female opportunities at UNI. Rugby was not added as an intercollegiate sport. Troy Dannen was hired as Director of Athletics at UNI in July of 2008. After a review of the plan to add rugby, the institution and athletics department believed that adding rugby was not the appropriate sport given there was little research showing interest by the underrepresented gender, it was not a conference sponsored sport, and the high school federation does not sponsor rugby at the varsity level. Therefore, the decision was made to increase participation through roster management by increasing opportunities for the underrepresented gender rather than adding rugby. Through those efforts, female opportunities have increased by 29 over the last four years. Since the estimated roster size for intercollegiate rugby at the Division I level is 30, UNI has effectively increased female opportunities by the same amount through roster management even though rugby was not added.

2010-11 (unduplicated counts)
Women's Basketball 14
Women's Golf 16
Softball 23
Swimming & Diving 27
Women's Tennis 8
XCo/Track 49
Volleyball 17
Soccer 32
Total 186

2009-10
Women's Basketball 17
Women's Golf 12
Softball 26
Swimming & Diving 22
Women's Tennis 7
XCo/Track 50
Volleyball 16
Soccer 24
Total 174
2008-09
Women's Basketball 14
Women's Golf 11
Softball 26
Swimming & Diving 24
Women's Tennis 7
XCo/Track 40
Volleyball 16
Soccer 21
Total 159

2007-08
Women's Basketball 14
Women's Golf 9
Softball 20
Swimming & Diving 25
Women's Tennis 7
XCo/Track 44
Volleyball 17
Soccer 24
Total 157

The Cycle 2 plans were adjusted to increase female opportunities through roster management starting in 2008. Roster management goals have been set annually since 2004-05, but only since 2008-09 have coaches been consulted and held accountable for targeted goals. Target numbers are annually reviewed and discussed with coaches. The Roster Management plan is updated and evaluated monthly by the Senior Associate Director of Athletics/SWA, and a new process for adding members to official team rosters was implemented in 2011. Roster management plans are shared and discussed annually with the IAAC.

Try-out and walk-on opportunities for female student-athletes are advertised and conducted by women's cross country and track, women's basketball, swimming, soccer and softball. Volleyball fulfills its roster goals through recruited walk-ons. A variety of strategies have been employed to encourage women's participation in tryouts, including working with admissions to email incoming female students; social media invitations such as Facebook and Twitter and posting flyers in the student union on campus.

These roster management practices have also decreased male opportunities by 45 during that same four-year period from 251 in 2007-08 to 206 in 2010-11. The discontinuation of baseball in 2008-09 accounted for approximately 35 of those reductions. Overall, UNI's proportionality for student-athletes compared to undergraduate students has decreased from a -16.8% discrepancy to -7.9% in 2010-11.
Currently, UNI has decided to base Title IX compliance on Prong III of the three options (prongs). To discern if female students' athletic interests and abilities are being fully and effectively accommodated a revised survey is being developed to ascertain what sports students have experience playing or would be interested in participating in at UNI. This survey will allow for the UNI to better assess if there is a need to add a sport to allow for opportunities of the underrepresented gender. Results from the survey and the sports offered at the high school level in Iowa will be reviewed to help determine future intercollegiate athletic opportunities for females at UNI. Additionally, the Iowa High School Girls Athletic Union annually provides information on participation which will also be obtained and reviewed.

In addition to the survey, guidelines outlining the requirements for the addition of new sports will be developed, reviewed and approved by the IAAC. These guidelines will be utilized for any future decisions on adding intercollegiate programs for females at UNI. It will also help ensure that female students who have an interest in athletic opportunities not currently offered by UNI understand the parameters and the criteria which will be used during the decision making process for the addition of intercollegiate athletics. These criteria include:

Compatibility with the Mission Statement of UNI and the Department of Athletics
Budgetary Implications
Gender and Minority Balance
Level of Interest
Availability of Facilities
Conference Affiliation and NCAA Sponsorship
Availability of NCAA Division I Competition
Availability of Coaching Support

In summary, while UNI did not add the sport of rugby as stated in the Cycle 2 plan, the plan was adjusted to increase participation for females through roster management efforts. Moving forward and as noted in the plan for improvement a steady level of athletic participation opportunities will continue to be implemented for the underrepresented gender, a revised and annual surveying of interests and abilities to ascertain if opportunities should be added and developing a procedure for adding intercollegiate opportunities, if the need should arise.

Full-time assistant coach
A full time assistant coach for women's swimming was not hired. UNI adjusted the plan to better fit the needs of the program, and following the head coach's recommendation, UNI added a part-time diving coach. The head coach for swimming recommended that a diving coach be employed so that divers could be added to the roster. She believed this would add more participants to the program and would provide the best competitive opportunity for improvement. Currently, four divers have been added to the program with the ultimate goal of 6-7 divers on the roster. This strategy also enabled additional points for the team score in dual and conference meets. Results from the conference championships for the last four years are:
Year  | MVC  | Pts  | Notes
-----|------|------|------
2010-11 | 4-11 | 372.5 | Diver Bethany Olson won the 3 meter competition, the first time since 2003 a UNI athlete had won an event.
2009-10 | 3-8 | 345.5 | 1st year diving is offered at UNI--4 divers added to roster.
2008-09 | 2-9 | 361 | 
2007-08 | 5-9 | 346 | 

Additionally, during the fall of 2011, funding for a part-time assistant swimming coach was budgeted. The search for an assistant coach is currently underway.

Operating Principle 3.1b
Measurable Standard No. 4b
Self-Study Item No. 9
Page Nos. 126-153

Committee Observation: After reviewing your institution's self-study report and supplemental information submitted July 18, 2011, the committee noted your institution did not provide data to demonstrate its status and commitment, including resource allocation, in the program area of medical and training facilities and services (qualification of athletic trainers and provision of medical and training expenses).

Required Action: Therefore, your institution must provide data to demonstrate its status and commitment, including resource allocation, in the aforementioned program area. Then, using the data provided, your institution must analyze and explain how it is meeting the needs of the underrepresented gender within the athletics program in the aforementioned program area. Please note, any differences should be clearly explained in your institution's narrative response, including any deficiencies your institution identified in its analysis. If any deficiencies are identified, they must be included in your institution's gender-issues plan for improvement, which must be developed using broad-based participation and has received formal institutional approval.

Institution Response to CAC Analysis

Resource Allocation

Medical Expenses and Medical Insurance
Year | Men's All Sports | Women's All Sports | Non-program Specific
-----|------------------|-------------------|------------------
2009-10 | $3,100 | $1,000 | $30,5904
2008-09 | $3,900 | $1,250 | $42,2158
2007-08 | $5,741 | $1,180 | $374,711

Date Printed Sep 12, 2011
2009-10
Insurance Non-Assigned Expenses Breakdown
$305,904
$160,000 Secondary Insurance Funding
Avg. $15,680 Football
$34,560 Women's Sports
$29,760 Other Men's Sports

$95,030 Foundation Trade-General (Chiropractor care, Dr. care)
$87,897 Primary premium for Int'l/Pell/Etc. (Student university policy)
$42,977 Other-general

2008-09
Insurance Non-Assigned Expenses Breakdown
$422,158
$160,000 Secondary Insurance Funding
Avg. $31,360 Football
$69,120 Women's Sports
$59,520 Other Men's Sports

$88,522 Foundation Trade-General (Chiropractor care, Dr. care)
$48,250 Insurance Premium-General
$72,221 Primary premium for Int'l/Pell/Etc. (Student university policy)
$53,165 Other-general

2007-08
Insurance Non-Assigned Expenses Breakdown
$374,711
$140,000 Secondary Insurance Funding
Avg. $27,440 Football
$60,480 Women's Sports
$52,080 Other Men's Sports

$79,948 Foundation Trade-General (Chiropractor care, Dr. care)
$49,250 Insurance Premium-General
$40,515 Primary premium for Int'l/Pell/Etc. (Student university policy)
$64,998 Other-general

Secondary Insurance Costs 3 year averages:
19.6% Football
43.2% Women's Sports
37.2% Other Men's Sports
Participation
24.7% Football
40.5% Women's Sports
34.8% Other Men's Sports

Medical and training services and facilities are provided based on need without regard to gender. An analysis of the three-year averages for insurance costs, compared to participation, reveals that medical expenses and insurance costs closely mirror participation numbers. Women's sports received 43.2% of the insurance expenses during the three-year period and made up 40.5% of the participants in the athletic programs. No inequities were noted.

Medical Personnel
UNI athletic trainers work with Cedar Valley Medical Specialists along with other allied health care professionals in the community to provide team physicians and medical specialists for UNI student-athletes. All teams are provided services by Dr. Jeffrey Clark, UNI's team orthopedic surgeon. Dr. Clark's office is adjacent to the UNI athletic training room and provides daily access to the team physician. Diagnostic equipment such as MRI, X-Ray, etc. is housed in Dr. Clark's office. In addition, Physical Therapy services are offered through Cedar Valley Medical Specialists and are located in the same area as Dr. Clark's office.

Team orthopedic physicians for all teams:
Dr. Jeffrey Clark
Dr. Todd Johnston

Team physicians for general medical issues include:
Dr. Sharon Duclos, Peoples Community Health Clinic
Dr. Brian Burnett, Covenant Medical Center
Dr. Dan Glasscock, Cedarloo Family Practice (Iowa Health System)
Dr. Kyle Christianson, Cedarloo Family Practice (Iowa Health System)
Dr. Monica Burgett, Cedarloo Family Practice (Iowa Health System)
Dr. Nicholas Goetsch, D.O. Northeast Iowa Family Practice Center
Northeast Iowa Family Practice Residency Program Physicians (all residents)
Dr. Martha Ochoa, UNI Student Health Center
Dr. Bruce Forystek, UNI Student Health Center
Dr. Sheryl Hansel, UNI Student Health Center

Chiropractors
UNI athletic trainers may refer student-athletes to chiropractors. Referrals are done for evaluation, diagnostic testing, and limited treatment and rehabilitation of the injury/problem up to a maximum of four (4) visits. After the fourth visit, student-athletes must obtain another referral for chiropractic care from the UNI staff athletic trainer responsible for the sport.

Dr. Blake Wayson
Dr. John Schofield
Dr. Jennifer Rasmussen
Dr. Mark Knutson
Nutritionists
UNI's Wellness and Recreation Services provides support for creating and maintaining healthy eating behaviors. The Wellness Resource Lab (WRC 104) provides books, brochures and journal articles. Individual appointments can be made with a Health Educator by contacting Joan Thompson to discuss healthy eating strategies. The Department of Residence also offers nutrition information and a wide variety of nutritious food options.

Student-Athlete Assistance Program (SAAP)
UNI athletic trainers oversee the Student-Athlete Assistance Program (SAAP). SAAP provides confidential, professional and voluntary assistance and support to student-athletes regarding personal problems that are adversely affecting their academic or athletic performance. Educational programs also are offered to prevent problems and promote the general well being of student-athletes. The SAAP offers education and assistance regarding alcohol/drug problems, emotional problems, family difficulties, health/physical problems, financial and legal problems and eating disorders, among others.

Facilities and Services
There are three athletic training facilities utilized by UNI. The main facility is located in the Human Performance Center (HPC) and is equipped with daily rehabilitation/therapy facility for all student-athletes. The main facility also serves as the day to day training facility for practice for all teams except men's and women's basketball, volleyball and wrestling. The men's and women's basketball and volleyball teams have a satellite training room in the McLeod for practice and competitions. A satellite training room for wrestling is located in West Gym, the team's practice and competition facility. Women's soccer and softball have off-campus facilities and have athletic training coverage at those sites for practice and competitions.

Availability and Qualifications of Athletic Trainers
UNI sports teams are staffed by five full-time athletic trainers and 7 graduate assistants. All 12 staff athletic trainers are NATABOC (nationally) certified athletic trainers and are licensed in the state of Iowa. All 12 work directly with the day to day coverage of the intercollegiate athletic programs. UNI's head athletic trainer has over 20 years of experience and a master's degree. The four other full-time staff members have a combined 38 years of experience. All five work with both men's and women's programs and supervise the 7 graduate assistants as well as students in the accredited undergraduate athletic training education program.
Staff Assignments
Don Bishop-Head Athletic Trainer
Men's Basketball, Men's and Women's Cross Country & Track, Men's and Women's Golf
Ryan Callahan-Football
Emily Callahan-Women's Basketball, Tennis, Swimming & Diving, Cheerleading & Dance
Megan Brady-Volleyball, Softball, Insurance Coordinator
Troy Garrett-Wrestling, Hydrotherapy room
Graduate Assistants Assignments
Abigail Wieck-Football, women's tennis
Emily Link-Football, Softball
Dallas Hoelscher-Cheerleading & Dance, Men's Basketball, Women's Basketball, Men's & Women's Golf, Women's Tennis
Jenna Dehoet-Women's Basketball, Swimming & Diving
Jamie Mayer-Women's soccer, volleyball, swimming & diving
Erik Chaouch-Men's & Women's Track and Cross Country, Wrestling
Megan Patterson-Men's & Women's Track and Cross Country

Health Accident and Injury Insurance Coverage
Student-athletes' personal health insurance is the primary coverage for services received. The remaining balances are covered by UNI athletics which is self insured through the State of Iowa. UNI purchases the university student health policy for student-athletes who do not have personal coverage or whose coverage is out of area or limited in coverage.

Provision of medical and training expenses
All injuries or conditions that occur while playing or practicing for UNI athletics are covered (see above).

UNI provides equitable medical services, training facilities and services to men's and women's sport programs. Athletic trainers, team physicians and insurance coverage are provided to all student-athletes in the same manner. Staffing levels within athletic training are jointly reviewed by the Athletic Department and HPELS on an annual basis to ensure women's programs are provided with equitable coverage.

3 Operating Principle 3.1b
Measurable Standard No. 4b
Self-Study Item No. 9
Page Nos. 126-153

Committee Observation: After reviewing your institution's self-study report and supplemental information submitted July 18, 2011, the committee noted that your institution did not provide data to demonstrate its status and commitment, including resource allocation, in the program area of publicity and awards (quantity and quality of publications and other promotional devices and opportunity for application and/or nomination for other outside awards).
Required Action: Therefore, your institution must provide data to demonstrate its status and commitment, including resource allocation, in the aforementioned program area. Then, using the data provided, your institution must analyze and explain how it is meeting the needs of the underrepresented gender within the athletics program in the aforementioned program area. Please note, any differences should be clearly explained in your institution's narrative response, including any deficiencies your institution identified in its analysis. If any deficiencies are identified, they must be included in your institution's gender-issues plan for improvement, which must be developed using broad-based participation and has received formal institutional approval.

Institution Response to CAC Analysis

2009-10
Sport
Football-media guide, game program, schedule card, poster, weekly release
Men's Basketball-media guide, game program, schedule card, poster, weekly release, post-season media guide
Women's Basketball-media guide, game program, schedule card, poster, weekly release, post-season media guide
Volleyball-media guide, game program, schedule card, poster, weekly release, post-season media guide
Women's Soccer-media guide, game program, schedule card, poster, weekly release
Wrestling-media guide, game program, schedule card, poster, weekly release, post-season media guide
Women's Swimming-media guide, game program, schedule card, poster, weekly release
Women's Golf-schedule card, weekly release
Men's Golf-schedule card, weekly release
Women's Cross Country/Indoor/Outdoor track-media guide, game program, schedule card, combined poster with men's track, weekly release
Men's Cross Country/Indoor/Outdoor track-media guide, game program, schedule card, combined poster with women's track, weekly release
Softball-media guide, game program, schedule card, poster, weekly release
2008-09
Sport
Football-media guide, game program, schedule card, poster, weekly release, post-season media guide
Men's Basketball-media guide, game program, schedule card, poster, weekly release, post-season media guide
Women's Basketball-media guide, game program, schedule card, poster, weekly release
Volleyball-media guide, game program, schedule card, poster, weekly release, post-season media guide
Women's Soccer-media guide, game program, schedule card, poster, weekly release
Wrestling-media guide, game program, schedule card, poster, weekly release, post-season media guide
Women's Swimming-media guide, game program, schedule card, poster, weekly release
Women's Golf-weekly release
Men's Golf-weekly release
Women's Cross Country/Indoor/Outdoor track-media guide, game program, schedule card, combined poster with men's track, weekly release
Men's Cross Country/Indoor/Outdoor track-media guide, game program, schedule card, combined poster with women's track, weekly release
Softball-media guide, game program, schedule card, poster, weekly release

2007-08
Sport
Football-media guide, game program, schedule card, poster, weekly release, post-season media guide
Men's Basketball-media guide, game program, schedule card, poster, weekly release
Women's Basketball-media guide, game program, schedule card, poster, weekly release
Volleyball-media guide, game program, schedule card, poster, weekly release, post-season media guide
Women's Soccer-media guide, game program, schedule card, poster, weekly release
Wrestling-media guide, game program, schedule card, poster, weekly release, post-season media guide
Women's Swimming-media guide, game program, schedule card, poster, weekly release
Women's Golf-weekly release
Men's Golf-weekly release
Women's Cross Country/Indoor/Outdoor track-media guide, game program, schedule card, combined poster with men's track, weekly release
Men's Cross Country/Indoor/Outdoor track-media guide, game program, schedule card, combined poster with women's track, weekly release
Softball-media guide, game program, schedule card, poster, weekly release

Website-UNI's athletics communications office works with each sport to provide equity in coverage on the athletics website (www.unipanthers.com). The following is a list of the types of coverage UNI sports programs receive on the athletic department website.
2009-10
All sports: news releases/schedules/results/coaches/statistics/media guides/rosters/player bios and photos/archives and camps.

2008-09
All sports: news releases/schedules/results/coaches/statistics/media guides/rosters/player bios and photos/archives and camps.

2007-08
All sports: news releases/schedules/results/coaches/statistics/media guides/rosters/player bios and photos/archives and camps.

Electronic media:
Game coverage is as follows:

2009-10
Live stats and web streaming for home events for the following sports:
Football, men's basketball, women's basketball and volleyball; wrestling  \( ? \) web streaming only
Live stats only are provided for home events for soccer and softball.
Radio coverage-home/away for football, men's basketball, volleyball, wrestling; women's basketball-home only

2008-09
Live stats and web streaming for home events for the following sports:
Football, men's basketball, women's basketball and volleyball; wrestling \( ? \) web streaming only
Live stats only are provided for home events for soccer and softball.
Radio coverage-home/away for football, men's basketball, volleyball, wrestling; women's basketball-home only

2007-08
Live stats and web streaming for home events for the following sports:
Football, men's basketball, women's basketball and volleyball
Live stats only are provided for home events for soccer and softball.
Radio coverage-home/away for football, men's basketball, women's basketball, wrestling; volleyball-home radio only

Awards
Opportunity for application and/or nomination for other outside awards (e.g., NCAA, national or conference awards)
Missouri Valley Conference, Missouri Valley Football Conference, Western Wrestling Conference Awards
MVC/WWC All-Academic Team - Qualifications:
MVC/WWC All-Conference Teams
MVC All-Tournament Teams
MVC/WWC Player of the Week
MVC Scholar-Athlete of the Week:
MVC All Sports Trophy - Given annually to the MVC institution with the highest overall point total based on regular season finish in each MVC Sport.
Coaches association All-Region and All-American teams Coaches association All-Academic teams Capital One/CoSIDA Academic All-District and All-American team

Post-graduate scholarships
Nominations for MVC and NCAA post-graduate scholarships are administered by the Faculty Athletic Representative (FAR) at UNI. The FAR contacts eligible student-athletes in each sport and provides guidance and support for the UNI nominees.

All student-athletes have the opportunity to be nominated for the above listed awards provided they meet the criteria for selection. Typically, the student-athletes are nominated by coaches and media representatives and promoted through the athletics communications department. The athletics communications department is responsible for nominating student-athletes for weekly conference awards such as Missouri Valley Conference player of the week, newcomer of the week, pitcher of the week, freshman of the week, etc.

Awards are listed in the student-athlete handbook, as well as the staff policies and procedures manual.

Promotions
All UNI athletic events promotions are listed on the UNI athletics website at:


Promotions involving women's athletic events, including special events such as team reunions, include:

White/Black Outs, Pink Zone events, Women at Play scholarship fundraiser, First Responder's Appreciation Day, Homecoming, $1 Night, Senior Nights, Camper Reunion, Girl Scout Night, Purple Pride Weekend, Faculty/Staff appreciation and other events. Many of UNI's women's athletic promotions are offered in conjunction with other events to help grow attendance. For example, when home volleyball matches follow home football games, ticket holders for football are admitted free to the volleyball match.

The UNI website, www.unipanthers.com is utilized as the primary means to promote all men's and women's events, including games, special events and community service projects. Other methods of promoting men's and women's events are press releases, collaboration with University relations staff and main university website, email blasts, LED board and event signage, fliers, and UNI athletics social media sites, including Facebook, Twitter and YouTube.

No significant differences were noted in the overall coverage of sports by the media relations department. The website's design, functionality and quality of on line presence is the same for men's and women's programs.

Web streaming for all home conference games for men's and women's basketball and volleyball is mandated by the MVC. All home football games not on TV are also streamed on the web. UNI also streams the MVC Indoor Track and Field Championship. The MVC provides video streaming for conference tournaments in volleyball, men's and women's basketball, softball, and soccer.
Prior to 2010-11, there were differences in the radio coverage for home and away events for men's and women's basketball and volleyball. However, UNI's corporate partner, Learfield, has expanded radio coverage and inventory and now provides radio broadcasts for home and away contests for football, men's basketball, women's basketball and volleyball.

Awards-No substantial differences were found in the number of nominees for academic or athletic honors between men's and women's teams.

Promotions-The methods of promoting UNI teams were nearly identical for men's and women's programs at UNI. Not all programs had marketing and promotions plans, but those differences were based on home events and the ability to generate attendance rather than gender. All programs except men's and women's golf (no home contests) have access to posters and schedule cards to help promote home events.

After analyzing the data in the area of media relations, marketing and promotions, UNI is meeting the needs of the underrepresented gender within the athletics program by providing equitable availability and quality of publicity, promotions and awards to all of its student-athletes; therefore, no deficiencies were identified in this area.

**4 Operating Principle 3.1b**
Measurable Standard No. 4b
Self-Study Item No. 9
Page Nos. 126-153

Committee Observation: After reviewing your institution's self-study report and supplemental information submitted July 18, 2011, the committee noted that your institution did not provide data to demonstrate its status and commitment, including resource allocation, in the program area of support services (office space).

Required Action: Therefore, your institution must provide data to demonstrate its status and commitment, including resource allocation, in the aforementioned program area. Then, using the data provided, your institution must analyze and explain how it is meeting the needs of the underrepresented gender within the athletics program in the aforementioned program area. Please note, any differences should be clearly explained in your institution's narrative response, including any deficiencies your institution identified in its analysis. If any deficiencies are identified, they must be included in your institution's gender-issues plan for improvement, which must be developed using broad-based participation and has received formal institutional approval.

**Institution Response to CAC Analysis**

Office space for UNI athletic programs are split among five buildings.

McLeod
Men's Basketball
Head Coach-1 office
3 assistants have individual offices
Video coordinator-shares office with manager
Director of Operations-outer office reception area
Women's Basketball
Head Coach-1 office
3 assistants have individual offices
Video coordinator-sharing office with manager
Director of Operations-outer office reception area

Volleyball
Head Coach-1 office
2 assistants share an office
Director of Operations-outer office reception area
Note: the original design of the office space in McLeod for volleyball contained three individual office areas for all full-time coaches. However, the head coach changed the design, making her office larger with a team meeting area and reception area used for recruiting and meeting with families.

UNI Dome
Women's Tennis
Head Coach-1 office

Football
Head Coach-1 office
7 assistant coaches have private offices; 3 other assistants share office space.
An area of the office is also dedicated to video editing equipment.

Wellness and Recreation Center
Women's Swimming & Diving
Head Swimming Coach & Head Diving Coach share an office

Human Performance Center
Head Strength & Conditioning Coach-1 office
Assistant Coach-1 office

West Gym
Men's and Women's Track
Head Coach-1 office
All assistants (4) share a large outer office

Soccer
Head and Assistant Coach share an office

Softball
Head Coach-1 office
Assistant (2) share an office

Wrestling
Head Coach-1 office
Assistant (2) share an office
Men's and Women's Golf
Head coach has office space at Pheasant Ridge Golf Course.
No on campus office space is provided.

All head coaches with the exception of soccer and women's swimming & diving have their own private office space. The women's swimming office is located in the Wellness and Recreation Center which houses the pool and locker room areas. The location of the office is in close proximity to the practice and competitive venue and is assigned by HPELS. As office space becomes available, the two swimming coaches may be assigned separate offices. Women's soccer has sufficient space to provide a private office for the head coach, but the current coach prefers the current layout, choosing to incorporate a small team meeting area in the office shared with the assistant.

Nine assistant coaches in men's programs: football (3), wrestling (2) and the track programs (4) (men's and women's) share office space. Four assistants in the women's program: volleyball (2) and softball (2) share office space. Soccer and swimming each have one office for all coaches.

A review of the office space for head coaches indicated that the only head coaches who share office space are in women's programs. Assistant coaches in men's programs are impacted more by shared office space than women's programs. It is worth noting that plans are underway for the renovation of West Gym. Once construction begins on the project, office space for soccer, softball and the men's and women's track programs will need to be re-located into the UNI Dome.

The athletic department senior staff should analyze and evaluate the current office space and make plans in the realignment of West Gym to ensure equity among male and female coaches. Re-alignment should take place where possible with current office space to make sure office space is equitable for head coaches. The Gender Equity Plan has been updated to include this review.

5 Operating Principle 3.1b
Measurable Standard No. 4b
Self-Study Item No. 9
Page Nos. 126-153

Committee Observation: After reviewing your institution's self-study report and supplemental information submitted July 18, 2011, the committee noted that your institution did not provide data to demonstrate its status and commitment, including resource allocation, in the program area of recruitment of student-athletes (equal opportunities for professional personnel to recruit).
Required Action: Therefore, your institution must provide data to demonstrate its status and commitment, including resource allocation, in the aforementioned program area. Then, using the data provided, your institution must analyze and explain how it is meeting the needs of the underrepresented gender within the athletics program in the aforementioned program area. Please note, any differences should be clearly explained in your institution's narrative response, including any deficiencies your institution identified in its analysis. If any deficiencies are identified, they must be included in your institution's gender-issues plan for improvement, which must be developed using broad-based participation and has received formal institutional approval.

**Institution Response to CAC Analysis**

Equal opportunities for professional personnel to recruit

Recruiting Expenses
Year Men's Sports Women's Sports M/F % SAs
Recruiting $ Recruiting $ Participation
2009-10 $87,983 $60,612 54.1/45.9
2008-09 $123,321 $66519 62/38
2007-08 $152,328 $61214 49.6/40.4

2009-10 Men's Sports Recruiting Recr% MPart%
Men's Basketball (15) $34,854 36.9% 6.9%
Football (98) $47,017 53.4% 45.6%
Golf (11) $169 0.2% 5.1%
Track/Field/XCO (59) $1,778 2.0% 27.4%
Wrestling (32) $4,165 4.7% 14.9%
Totals $87,983
Unduplicated participation: 215

2009-10 Women's Sports Recr% WPart%
Basketball (17) $19,972 33.0% 9.7%
Golf (12) $445 0.7% 6.9%
Soccer (24) $8,869 14.6% 13.8%
Softball (26) $11,016 18.2% 14.9%
Swimming (22) $3,859 6.4% 12.6%
Tennis (7) $979 1.6% 4.0%
Track/Field/XCO (50) $2,622 4.3% 28.7%
Volleyball (16) $12,850 21.2% 9.1%
Totals $60,612
Unduplicated participation: 174
2008-09 Men's Sports Recruiting Recr$ Recr% MPart%
Baseball (35) $7,679 6.2% 13.5%
Basketball (15) $43,824 35.5% 5.8%
Football (98) $55,922 45.3% 37.8%
Golf (14) $100 0.001% 5.4%
Track/Field/XCO (63) $7,041 5.7% 24.3%
Wrestling (34) $8,755 7.1% 13.1%
Totals $123,321
Unduplicated participation: 259

2008-09 Women's Sports Recr$ Recr% WPart%
Basketball (14) $28,580 43% 8.8%
Golf (11) $541 0.1% 6.9%
Softball (26) $11,853 17.8% 16.3%
Swimming (24) $3,410 5.1% 15.1%
Tennis (7) $1,114 1.7% 4.4%
Track/Field/XCO (40) $4,780 7.2% 25.1%
Volleyball (16) $13,889 21% 10.1%
Totals $66,519
Unduplicated participation: 159

2007-08 Men's Sports Recruiting Recr$ Recr% MPart%
Baseball (35) $14,302 10.3% 13.9%
Basketball (16) $48,907 35.1% 6.4%
Football (105) $65,641 47.1% 41.8%
Golf (15) --- 0.0% 6.0%
Track/Field/XCO (50) $2,661 1.9% 19.9%
Wrestling (30) $7,931 5.7% 12%
Totals $139,262
Unduplicated participation: 251

2007-08 Women's Sports Recr$ Recr% WPart%
Basketball (14) $2,161 38.5% 8.8%
Golf (9) $428 0.1% 5.6%
Softball (24) $5,687 10.1% 15.0%
Swimming (25) $2,208 3.9% 15.6%
Tennis (7) $994 1.8% 4.3%
Track/Field/XCO (44) $2,563 4.6% 27.5%
Volleyball (17) $17,210 30.6% 10.6%
Unduplicated participation: 160

Totals $56,184
Athletics Certification Committee Analysis Report with Institution Responses

University of Northern Iowa

Courtesy Cars
Men's Sports
Football
Head Coach-1
Assistants-8
Men's Basketball
Head Coach-1
Assistants-3
Director of Ops-1
Wrestling
Head Coach-1
Assistants-1
Golf
Head-0
Men's/Women's Track
Head Coach-1
Assistant-1 (female-Assoc Head Coach)

Women's Sports
Women's Basketball
Head-1
Assistants-3
Volleyball
Head-1
Assistants-2
Softball
Head-1
Assistants-0
Women's Tennis
Head-1
Men's/Women's Track
Head Coach-1
Assistant-1 (female-Assoc Head Coach)
Swimming
Head-0
Soccer
Head-0
Assistant-0
Golf
Head-0
The recruitment of student-athletes is the responsibility of each sport's coaching staff. Each coaching staff develops a model for their on-campus unofficial and official visits, all within NCAA allowable guidelines and rules. Student-athlete hosts, and all who may interact with a recruit while on campus, are made aware of the recruiting rules they must follow at the annual, beginning of the school year NCAA Eligibility Meeting, and it is a part of the student-athlete handbook.

All sports have the option to use Gift-in-Kind hotel rooms and/or meals for official visits, and decisions regarding use are not gender biased.

All Head Coaches have a recruiting budget line, and dollars spent on recruiting vary year to year, sport to sport, based on available scholarships/dollars for each year's recruiting class. Evaluation, home and campus visits by prospective student-athletes are funded by each sport's operating budget.

Donor cars impact recruiting costs. Donor cars are provided to both men's and women's programs: seventeen donor cars are assigned to men's athletic programs; nine to the women's athletics programs; two to the combined track program; no cars for the combined golf program. Two cars assigned to baseball were transferred to women's basketball and volleyball when the program was discontinued. Five head coaches for UNI men's athletic programs (excepting golf), have donor cars. In addition, the men's basketball director of operations is provided a donor car: the women's basketball director of operations is not. Seven UNI women's athletics programs head coaches have donor cars (excepting golf, swimming, and soccer). Car dealers are allowed input into which sports programs receive their donated cars, and may even suggest which coach receives the car. That practice has resulted in an inequitable distribution of cars among men's and women's athletics programs at UNI, which impacts the recruiting budgets of some programs by increasing travel costs. This discrepancy is addressed in the Gender Equity Plan.

Coaches without courtesy cars may utilize their own vehicle for recruiting and may request reimbursement for mileage as well as any relevant meals based on the university travel policy.

Recruiting budgets for all sports were analyzed and have decreased over the last three years. This is essentially due to changes in the recruiting process over time as well as the coaches' judgment on where to recruit, the number of prospects being recruited and how much to spend. Lastly, changes in head coaches during this time have begun to impact recruiting budgets including recent coaching changes (soccer, softball, wrestling, and track). Budget allocations for meals, lodging and airfare or mileage reimbursement is a coaching decision made on a recruit by recruit basis and is not specific to gender or sport program.

As mentioned in UNI's original response to the self-study, a disparity of 5% in recruiting budgets exists and the Plan of Improvement indicates UNI's plan for compliance in this area.
Progress has been made over a three-year period with regard to recruiting expenses. However with 41% of the recruiting dollars spent by the women's teams and with a female student-athlete population of 46%-- there is a differential of 5%. The 5% differential will be reviewed to ensure that the differences can be explained by non-discriminatory practices. Adjustments will be made as the issues are identified.
The donor car program provides cars to both programs, but it is not equitable. Two cars that previously were assigned to baseball were re-assigned to women's basketball and volleyball after that program was discontinued. The impact that access to donor cars has on recruiting budgets negatively affects the women's programs. This area is also addressed in the Gender Equity Plan.

6 Operating Principle 3.1b
Measurable Standard No. 4b
Self-Study Item No. 9
Page Nos. 126-153

Committee Observation: After reviewing your institution's self-study report and supplemental information submitted July 18, 2011, the committee noted that your institution did not provide data to demonstrate its status and commitment, including resource allocation, in the program area of retention (programs and services to address the retention of staff and coaches).

Required Action: Therefore, your institution must provide data to demonstrate its status and commitment, including resource allocation, in the aforementioned program area. Then, using the data provided, your institution must analyze and explain how it is meeting the needs of the underrepresented gender within the athletics program in the aforementioned program area. Please note, any differences should be clearly explained in your institution's narrative response, including any deficiencies your institution identified in its analysis. If any deficiencies are identified, they must be included in your institution's gender-issues plan for improvement, which must be developed using broad-based participation and has received formal institutional approval.

Institution Response to CAC Analysis

Programs and Services to address retention of staff and coaches

The University provides benefits for all full time employees which are designed to retain staff, such as:
tuition remission, selection of health plans, flexible spending accounts, disability insurance, life insurance and retirement plans.

All full-time male and female athletic department coaches and staff are retained annually unless performance would dictate otherwise. Head coaches of female sports who are being sought after by outside employers and whose teams are exceeding expectations will be brought to the attention of the AD and the President. Every effort will be made to retain those coaches. UNI's volleyball coach has received continuous salary adjustments for this reason. Market adjustments for other female coaching members have been made including head women's basketball (2009-10, 2010-11) and the salaries pools for assistant coaches in women's basketball (2010-11) and volleyball (2009-10, 2010-11).

Vacancies are closely reviewed for the potential of promoting existing female coaches and staff.

Coaches and staff are encouraged to attend their respective national association convention(s) or meeting (NACWAA, NACDA, AVCA, WBCA, etc). Applications for conference and national grants have been made to help fund opportunities for female coaching staff through the NCAA, MVC and NACWAA.
The staff and coaches of the athletics department have the opportunity to take part in a number of professional development and wellness activities throughout the year. All funding is through the department of athletics, individual sports program budgets or MVC grants.

The department encourages female coaches and staff members to apply and participate in NCAA sponsored programs under the diversity and professional development categories.

The review did not indicate any deficiencies in the area of retention of staff, coaches, and student-athletes from the female gender. As noted in the Gender Equity Plan, this area will be monitored annually within our gender equity report.

7 Operating Principle 3.1b
Measurable Standard No. 4b
Self-Study Item No. 9
Page Nos. 126-153

Committee Observation: After reviewing your institution's self-study report and supplemental information submitted July 18, 2011, the committee noted your institution did not analyze and explain how it is meeting the needs of the underrepresented gender within the athletics program in the following program areas:

a. Accommodation of interests and abilities;
b. Travel allowance;
c. Academic support services;
d. Coaches; and
e. Locker rooms, practice and competitive facilities.

Required Action: Therefore, using the data provided, your institution must analyze and explain how it is meeting the needs of the underrepresented gender within the athletics program in the aforementioned program areas. Please note, any differences should be clearly explained in your institution's narrative response, including any deficiencies your institution identified in its analysis. If any deficiencies are identified, they must be included in your institution's gender-issues plan for improvement, which must be developed using broad-based participation and has received formal institutional approval.

Institution Response to CAC Analysis

Accommodation Interests and Abilities

UNI is attempting to increase female opportunities through roster management and surveying to determine if interests and abilities are being accommodated.

Roster management goals have been set annually since 2004-05, but only since 2008-09 have coaches been consulted and held accountable for targeted goals. Target numbers are annually reviewed and discussed with coaches. The Roster Management plan is updated and evaluated monthly by the Senior Associate Director of Athletics/SWA and a new process for adding members to official team rosters was implemented in 2011. Roster management plans are shared and discussed annually with the IAAC.
Try-out and walk-on opportunities for female student-athletes are advertised and conducted by 
women's cross country and track, women's basketball, swimming, soccer and softball. Volleyball 
fulfills its roster goals through recruited walk-ons. A variety of strategies have been employed to 
encourage women's participation in tryouts, including working with admissions to email 
incoming female students, using social media invitations through Facebook and Twitter, and by 
posting flyers in the student union on campus.

These roster management practices have also decreased male opportunities by 45 during that 
same four-year period from 251 in 2007-08 to 206 in 2010-11. The discontinuation of baseball in 
2008-09 accounted for approximately 35 of those reductions. Overall, UNI's proportionality for 
student-athletes compared to undergraduate students has decreased from a -16.8% discrepancy to 
-7.9% in 2010-11.

Currently, UNI has decided to base Title IX compliance on Prong III of the three options 
(prongs). To discern if female students' athletic interests and abilities are being fully and 
effectively accommodated a revised survey is being developed to ascertain what sports students 
have experience playing or would be interested in participating in at UNI. This survey is being 
developed during 2011-12 and will allow for the UNI to better assess if there is a need to add a 
sport to allow for opportunities of the underrepresented gender. The revised survey will be 
administered to new students enrolling in UNI for the 2012-13 academic year. Results from the 
survey and the sports offered at the high school level in Iowa will be reviewed to help determine 
future intercollegiate athletic opportunities for females at UNI. Additionally, the Iowa High 
School Girls Athletic Union annually provides information on participation which will also be 
obtained and reviewed.

Previous surveys conducted in 2004, 2005, 2006 and 2007 indicated that all of the sports which 
incoming female students had experience playing in high school were currently being offered by 
UNI at the intercollegiate level. For sports which females indicated they would consider playing 
at the intercollegiate level, five sports which UNI does not offer were identified by less than 5% 
of the respondents (bowling, crew/rowing, badminton, archery, gymnastics). Of those sports that 
females identified as having interest in playing, less than 1% had experience playing them at the 
high school level.

However, a higher response rate and an updated and revised survey instrument are necessary to 
help effectively judge if the interests and abilities are being fully accommodated.

As mentioned in UNI's original response, efforts are underway to lower the discrepancy in 
participation rates with roster management plans. In addition, UNI will continue to evaluate and 
address the interests of the underrepresented gender by continuing to conduct an interest survey 
annually.

Travel allowance

Travel allowances for UNI athletic teams must comply with the Travel Policy of the University. 
This policy is available on line at:

http://www.vpaf.uni.edu/obo/accounts_payable/tguide.shtml
Coaches are responsible for organizing team travel with oversight by the sport administrator(s). Each sport administrator and the compliance officer must review travel requests from the standpoint of budgets, safety and NCAA rules and regulations.

All charter flights must be secured through a bid process that is overseen by the Assistant Athletic Director for Business Services, Greg Davies. Commercial flights for teams must be booked through the use of university credit cards and approved by sport administrators. Teams may book teams through Short's Travel or via the internet (Expedia, Orbitz, etc.)

Charter bus transportation must be booked through the university's preferred charter service(s): Hawkeye Stages or Windstar. When van transportation is utilized, coaches may secure a reservation from a local car dealership or through campus transportation services. Van transportation is limited to smaller teams (golf, tennis, cross country) and if other teams wish to utilize van transportation, travel must be within a limited area of Cedar Falls and must be approved in advance by the sport administrator.

Hotel accommodations are made by the member of the coaching staff for each program. All teams stay at hotel chains which have a history of accommodating sports teams. UNI opponents, particularly those in the Missouri Valley Conference, have host hotels which provide competitive rates for visiting teams. Travel accommodations that coaches choose are based on several factors, including nature of the sport and student-athlete and coach preferences. For example, some coaches prefer to stay at economy hotels that offer continental breakfasts and have larger pregame meals midday, while others choose to stay at hotels that offer full service breakfast/brunch and not have a midday pregame meal. All teams follow NCAA rules regarding the length of stay before and after competition.

A variety of modes of transportation are utilized by teams in accordance with university policies and sport budgets. Men's basketball, women's basketball, volleyball and football have the option to travel via charter flights during their competitive seasons.

Men's and women's golf, tennis, men's and women's cross country utilize van transportation due to the small squad sizes for competition. The remaining sports all travel via charter bus.

All sports have the option of commercial flights if competition dictates.

Meals are provided to all student-athletes when travelling, following university policy. Coaches may provide meal money in lieu of a meal as a team, but amounts of the per diem cannot exceed university guidelines ($6, $9, $16 for breakfast/lunch/dinner=$31 for day). All teams are permitted to have team meals the day of a home contest, but the decision for this rests with the coaches.
UNI's review of this area identified two concerns. They were: discrepancies in the number of charter aircraft for men's and women's basketball and the lack of a clear per diem policy for meals by the athletic department. Due to different scheduling models, specifically as it relates to the Missouri Valley Conference portion of schedules, it is difficult to compare men's and women's teams regarding transportation expenses. For instance, women's basketball has travel partners and typically plays a Thursday/Saturday, or Friday/Sunday swing, whereas men's basketball has a random schedule. This requires more charter and transportation expenses in general for men's basketball. Both of these issues were included with the Gender Equity Plan.

In the other areas of travel, modes of transportation, housing during team travel, length of stay before and after events, and dining arrangements no deficiencies were identified. UNI will continue to evaluate and address the interests of the underrepresented gender by continuing to maintain gender neutral travel policies, monitoring team travel, and reviewing meals and per diems for student-athletes and staff.

Academic support services

Female and male student-athletes have equitable access to academic support services available at UNI. Not all student-athletes are required to use the services offered by the athletic academic advisors, as they may choose to utilize faculty advisors and other student academic assistance on campus. However, the facility and the resources are available to the entire student-athlete population if needed or desired.

Student-athletes can have daily contact with the athletic academic advisers; utilize the study area or the computer lab. All student-athletes also have access to tutors, provided by the athletic department. All student-athletes are made aware of all academic support services during their annual student-athlete orientation session and in the student-athlete handbook.

The availability of, and equitable access to, academic support services that meet the needs of student athletes are evident in the high graduation rate of female student-athletes. Over the past three years, female student-athletes have graduated at a higher rate than male student-athletes and female students in general at UNI.

There is no difference in the availability, access, and use of academic support services.

There are no deficiencies identified. UNI will continue to evaluate and address the interests of the underrepresented gender by continuing to provide academic support to all student-athletes.

Coaches

UNI is committed to recruiting and hiring female head and assistant coaches. Head coaches are encouraged to hire women and minority assistant coaches and use a number of networking opportunities (i.e. NCAA, BCA) to recruit quality coaches. Currently, four women's teams have female coaches. All male head coaches of women's programs have female assistants. Men's and women's track and field has an Associate Head Coach who is female. During the most recent search for a head coach (women's soccer) a female was interviewed, but not selected.
In addition, the recent opening for a women's basketball coach resulted in a female assistant coach, and the addition of a female operations staff member.

There are equivalent coaching staffs for comparable sports teams. Men's and women's basketball both have the maximum number of assistant coaches allowed by NCAA rules and both programs have a director of operations. Men's basketball also has a video coordinator with women's basketball approved for the same position. That position has been approved and is currently being advertised. Women's volleyball also employs the full staff of assistants (2) as well as an operations assistant. Wrestling is the only other male sport with a full staff.

A graduate assistant coach was added to women's soccer staff in 2011 and a part-time assistant position was approved for women's swimming in 2011.

All head coaches are on multi-year contracts. Assistant coaches receive one-year contracts.

Coaching duties for women and men are similar, as are working conditions and all terms and conditions of employment. Salary and compensation packages are analyzed and where differences exist between the coaches for male sports and female sports, an explanation is provided and is most often due to market demand for salaries.

UNI's Title IX review made note of the major salary inequity which exists in men's and women's basketball head coaches' salaries. There also is an inequity with the wrestling head coach's salary compared to other women's head coaching salaries. Legitimate and nondiscriminatory reasons for the differences in salaries may exist and could be justified by examining a variety of different factors (including the influence of the marketplace). Given the difference in both the guaranteed minimum salaries and the incentive clauses of the men's and women's basketball head coaches, the compensation for head coaches will be reviewed.

A similar appearance of disparity exists in the compensation of assistant coaches. Additional coaching support in the sport of women's swimming and diving was provided, but the salary paid to that assistant should be reviewed. Assistant salaries in both women's swimming and diving and softball appear to be low. As with the head coaching salaries, this disparity must be analyzed so that it is fully justifiable: differences can be permissible, but have to be justified by examining pertinent factors (including the influence of the marketplace).

UNI will conduct a review of head and assistant coaching salaries to determine if the disparities that exist are due to legitimate and nondiscriminatory reasons. That review is part of the Gender Equity Plan. As head coaches for female sports become vacant, a concerted effort will be made to strongly consider female coaches to fill those vacancies. In addition, head coaches of women's teams are encouraged to hire women and minority assistant coaches and use a number of networking opportunities (i.e. NCAA, BCA) to recruit quality coaches.

Locker rooms, practice and competitive facilities

Over the past several years, improvements have been made to facilities, including locker rooms and competitive facilities. The approach is on the program as a whole, prioritizing the greatest needs for improvement and enhancement and addressing when financially feasible. Improvements and upgrades have not been based on gender.
New locker room facilities in the UNI Dome were completed in 2007. Three women's programs (track and field, softball, and soccer) share space directly across from the equipment room and weight room. (Prior to this renovation, the women's soccer and women's track and field teams used space in a public locker room in the Wellness and Recreation Center; softball had its own locker room, but with insufficient space for all team members.) Improvements made to the softball field from 2007-present include over $90,000 in upgrades.

The following sports have their own locker room facilities: men's basketball, women's basketball, volleyball, football, and wrestling. Wrestling is the only sport with a locker room in the West Gym and plans are underway to renovate that space.

Regarding practice and competitive facilities, most male and female equivalent sports (e.g. basketball, golf, track and field) share the same facilities. Additional practice space is available in the Wellness and Recreation Center and West Gym. All space is reserved through the athletic department's facility services area and is not based on gender.

All maintenance and preparation of facilities is handled by our Facilities Staff, and there are equitable resources and staff power expended, regardless of gender or sport. University custodial staff maintains the locker rooms.

UNI believes that equivalent opportunities for competitive and practice facility usage are provided to men’s and women’s programs at UNI. However, soccer and softball have off-campus competition venues which are shared. Soccer competes at the Cedar Valley Soccer Complex while softball competes at Robinson Dresser Sports Complex. UNI will develop an on-campus competition facility for women's soccer by the 2012-13 season to help decrease this disparity. This is reflected in the 2010-2015 Gender Equity Plan.

8 Operating Principle 3.1c
Measurable Standard No. 8c
Self-Study Item No.10
Page Nos. 157-162

Committee Observation: After reviewing your institution's self-study report, supplemental information submitted July 18, 2011, and your institution's gender-issues plan, the committee noted that in the program area of travel allowance, the steps to address the issue of making charter air travel equitable are not specific or measurable.

Required Action: Therefore, your institution must revise its current gender-issues plan in the aforementioned program to include specific measurable steps for addressing the issue. Also, your institution must describe how your revised gender-issues plan for improvement was developed using broad-based participation and has received formal institutional approval.

Institution Response to CAC Analysis
The Gender Equity Plan has been updated to include specific steps in the area of charter air travel. These steps include reviewing all team charters for both men's and women's programs for the last five years. Included in the review will be a comparison of charters utilized with conference and/or post-season scheduling. This will help determine if charters were utilized for factors such as mid-week games to lessen missed class time or other sport-specific factors not related to gender. Once the review is complete, any gender-based deficiencies will be addressed in a Plan of Improvement.

Please note that two additional charters for women's programs were added in the 2011-12 fiscal year. Volleyball and women's basketball each received additional resources in team travel in each program.

During the 2010-2011 academic year, the Gender, Diversity, and Student-Athlete Well-Being Subcommittee drafted a Plan for Improvement for Gender Issues. The draft was vetted with the NCAA Certification Steering Committee as well as with the entire campus community. Open Forums were held on campus throughout the month of April at different times and locations, attracting a variety of audiences including faculty, students, staff, and community members. The subcommittee chairs and the steering committee chair met with a number of committees across campus to share the results of the self-study, including the plans for improvement. These groups included the Academic Affairs Council, the Panther Scholarship Club, the Intercollegiate Athletics Advisory Council, the President's Cabinet, and the Student-Athlete Advisory Committee. In addition, public notices of the process were announced via the University's electronic newsletters for students, faculty, and staff, and readers were encouraged to review the documents on the Athletics web site and to submit comments. The self-study document and all related plans and reports were approved by President Allen and were submitted to the NCAA in April 2011.

In July 2011, the Athletics Department received a written response to the self-study from the NCAA along with requests for additional information and clarification. Responses to those requests were submitted by staff in the Athletics Department on July 18, 2011, and included an update to the Plan for Improvement for Gender Issues. The updates to the Gender Equity Plan were judged to be primarily procedural and/or minor in nature (change of dates, person responsible, etc.) and were not vetted outside of the Department, but were approved by President Allen.

The final Gender Equity Plan, including all revisions, was reviewed by the 2010-11 UNI NCAA Certification Steering Committee, Steering Committee Chair Dr. Clifton Chancy; Faculty Athletics Representative (FAR) Dr. Lisa Jepsen; UNI athletics department senior administrative team; Panther Scholarship Club Board of Directors and members of UNI SAAC.

In addition, the revised Gender Equity Plan was presented to members of the President's Cabinet and UNI Academic Affairs Council via email with notices on updates of the NCAA Certification process and peer review team visit.

The 2010-2015 Gender Equity Plan as revised was also posted on the University's NCAA Certification website for public review.
As written into the original Plan for Improvement submitted in April 2011, it is the intention that the Plan, and now the revised plan, will be posted to the Athletics website, discussed at Athletics staff meetings, and will guide decision making and provide for accountability for each of the respective objectives. The Plan includes an objective to revamp an existing and/or assign a new committee to provide oversight and accountability to the Plan. This committee structure will be broader in nature with representation from key campus units.

After review, the revised plan was ultimately approved by President Ben Allen.

9 Operating Principle 3.1c
Measurable Standard No. 8c
Self-Study Item No. 10
Page Nos. 157-162

Committee Observation: After reviewing your institution's self-study report, supplemental information submitted July 18, 2011, and your institution's gender-issues plan, the committee is unclear if your institution's revised gender-issues plan was developed using broad-based participation and has received formal institutional approval.

Required Action: Therefore, your institution must provide written evidence that its revised gender-issues plan was developed using broad-based participation and has received formal institutional approval.

Institution Response to CAC Analysis

During the 2010-2011 academic year, the Gender, Diversity, and Student-Athlete Well-Being Subcommittee drafted a Plan for Improvement for Gender Issues. The draft was vetted with the NCAA Certification Steering Committee as well as with the entire campus community. Open Forums were held on campus throughout the month of April at different times and locations, attracting a variety of audiences including faculty, students, staff, and community members. The subcommittee chairs and the steering committee chair met with a number of committees across campus to share the results of the self-study, including the plans for improvement. These groups included the Academic Affairs Council, the Panther Scholarship Club, the Intercollegiate Athletics Advisory Council, the President's Cabinet, and the Student-Athlete Advisory Committee. In addition, public notices of the process were announced via the University's electronic newsletters for students, faculty, and staff, and readers were encouraged to review the documents on the Athletics website and to submit comments. The self-study document and all related plans and reports were approved by President Allen and were submitted to the NCAA in April 2011.

In July 2011, the Athletics Department received a written response to the self-study from the NCAA along with requests for additional information and clarification. Responses to those requests were submitted by staff in the Athletics Department on July 18, 2011, and included an update to the Plan for Improvement for Gender Issues. The updates to the Gender Equity Plan were judged to be primarily procedural and/or minor in nature (change of dates, person responsible, etc.) and were not vetted outside of the Department, but were approved by President Allen.
The final Gender Equity Plan, including all revisions, was reviewed by the 2010-11 UNI NCAA Certification Steering Committee, the Steering Committee Chair Dr. Clifton Chancy, the Faculty Athletics Representative (FAR) Dr. Lisa Jepsen, the UNI athletics department senior administrative team; and by the Panther Scholarship Club Board of Directors and members of UNI SAAC.

In addition, the revised Gender Equity Plan was presented to members of the President's Cabinet and UNI Academic Affairs Council via email with notices on updates of the NCAA Certification process and peer review team visit.

The 2010-2015 Gender Equity Plan as revised was also posted on the University's NCAA Certification website for public review.

As written into the original Plan for Improvement submitted in April 2011, it is the intention that the Plan, and now the revised plan, will be posted to the Athletics web site, discussed at Athletics staff meetings, and will guide decision making and provide for accountability for each of the respective objectives. The Plan includes an objective to revamp an existing and/or assign a new committee to provide oversight and accountability to the Plan. This committee structure will be broader in nature with representation from key campus units.

After review, the revised plan was ultimately approved by President Ben Allen.
3.2 Diversity issues.

1 Operating Principle 3.2a
   Measurable Standard No. 1
   Self-Study Item No. 2
   Page Nos. 166-170

Committee Observation: After reviewing your institution's self-study report and supplemental information submitted July 18, 2011, the committee is unclear whether the Cycle 2 plan for improvement to update and widely circulate the minority policy statement for athletics in 2004-05; 2005-06; 2006-07; 2007-08 and 2008-09 has been completed. The committee noted that your institution deferred to your institutional diversity statement that was adopted and approved in 2009, rather than developing an athletics-only minority policy statement. However, it is unclear if your institutional diversity statement has been widely distributed to student-athletes and athletics staff members.

Required Action: Therefore, your institution must provide written evidence that your institutional diversity statement has been widely distributed to student-athletes and athletics staff members.

Institution Response to CAC Analysis

In 2008, the University of Northern Iowa adopted a new model for diversity that established a Diversity Council made up the University's Vice Presidents, a Special Assistant to the President, the Assistant to the President for Compliance and Equity Management, the Director of the Academic Learning Center, and a representative appointed by the University's student government. Also serving is the Chair of the 27-member Diversity Advisory Committee, also established in 2008 to provide advice and counsel to the Council on matters pertinent to advancing UNI's diversity agenda. Membership on the Committee is broad and includes the Department of Athletics' Senior Woman Administrator (SWA). At monthly meetings, members are briefed on diversity projects and initiatives, and have the opportunity to bring forward any concerns they may have in that arena. Further, members are instructed to share with their constituents the information provided in the meetings.

The Diversity Council developed and disseminated the Diversity Statement for the University in 2009, placing it on the University's diversity web site (www.uni.edu/diversity) and then announcing that placement via a special message from the President of the University. That statement was shared with Deans, Directors and Department Heads in written format and via the first campus-wide Diversity Town Hall Meeting, with the expectation that they would funnel it to their subordinates.
The University has taken extra steps to ensure that not only has the Diversity Statement itself been widely distributed, but that the institution's message about the commitment to diversity overall has been communicated across the campus. Annually, the Diversity Council and Diversity Advisory Committee host a Town Hall Meeting, to which the entire campus community is invited. The event provides the opportunity for Council and Committee members to share accomplishments university-wide, but also invites commentary from attendees in various forms. At the Town Hall Meeting, the annual Diversity Matters awards are presented, recognizing unique achievements in the area of diversity by students, staff and faculty. The Town Hall Meeting also offers an opportunity for organizations on campus to set up displays regarding their contributions to diversity, and distribute information about their accomplishments. Students are encouraged to attend the event via online invitations and direction from instructors/professors. Bi-annually the Diversity Council offers to the entire campus community a climate survey, seeking feedback in several areas, including concerns about all protected classes. Results from the survey are available online via the Diversity Matters website. That online presence provides current information about the Council and Committee, diversity efforts across the campus, diversity resources and announcements. In an attempt to drive traffic to the site, the University's homepage features a link to the page.

2 Operating Principle 3.2a
Measurable Standard No. 1
Self-Study Item No. 2
Page Nos. 166-170

Committee Observation: After reviewing your institution's self-study report and supplemental information submitted July 18, 2011, the committee is unclear whether the Cycle 2 plan for improvement to monitor departmental minority issues among minority staff in 2006-07 has been completed. The committee noted your institution stated that no formal procedure was established within the athletics department to address this issue. Rather, the department of athletics relied on university services and offices, which handle issues for all employees at your institution to provide assistance to minority staff members of the department. Specifically, as issues arose or were identified, the department of athletics staff was referred to your university staff and assistance program. However, it is unclear whether your institution monitored minority issues through or with the assistance of your institutional office that oversees these matters and if your institutional policy and procedures for addressing minority issues was distributed among athletics staff members.

Required Action: Therefore, your institution must provide written evidence that aforementioned Cycle 2 plan for improvement has been completed or provide an acceptable explanation for partial or noncompletion.

Institution Response to CAC Analysis
The committee's observation of the self-study report and the supplemental information submitted in July 2011 is correct. The Department did not adopt a separate departmental minority issues policy or procedure, but rather utilizes the existing University resources available to all departmental students and staff. The University’s Office of Compliance and Equity Management administers the University’s Discrimination and Harassment Policy. This policy is posted electronically and printed in hard copy in numerous locations throughout campus publications and web sites. It is printed in the schedule book every semester, including summers, and it is printed in the hard copy course catalog as well as the on-line version. It is posted to the University Policies web site and is linked in numerous ways throughout the University web site. The policy is printed within a brochure entitled, Erasing Discrimination and Harassment in Our Community, found at www.uni.edu/equity and also distributed to each staff member at their new employee orientation. When updates are made to the policy, hard copy reprints are distributed to each individual employee via campus mail. Employees are also encouraged to participate in annual face-to-face training on the topic of harassment prevention.

In addition to the University Policy on Discrimination and Harassment, the University has a Bias Response Team (BRT) that is charged with responding to allegations and incidents of bias. The Senior Woman Administrator from UNI Athletics is a member of the Bias Response Team. An on-line reporting form allows for anonymous reports to go directly to a group of administrators who immediately respond to the situation and coordinate efforts to resolve the issue. Additional information on the BRT can be found at www.uni.edu/diversity/brt.

3 Operating Principle 3.2
Measurable Standard No. 6
Self-Study Item No.10
Page Nos. 174-175

Committee Observation: After reviewing your institution's self-study report and supplemental information submitted July 18, 2011, the committee noted that your institution has a policy for truncated and expedited hirings. However, the committee is unclear whether there is a commitment to diversity during truncated and expedited hiring processes.

Required Action: Therefore, your institution must provide written evidence that there is a commitment to diversity in all truncated and expedited hiring processes.

Institution Response to CAC Analysis

In reviewing the response provided by the Department of Athletics in July 2011, it appears a typographical error was made, resulting in the omission of the word 'not' in the following sentence: "The UNI athletic department does not have policies for truncated nor expedited hiring practices, but follows University policies for temporary hires or waivers of a search process."
All Athletics hires are held to the same standards as all other University hires. There are University provisions to hire temporary employees without the process of a search, but those employees may only serve for a maximum appointment of two years. Administrators wishing to promote or transfer an existing employee without going through a search may request a search waiver through the Office of Compliance and Equity Management. Search waivers are seen as an exception to the normal hiring process and are given the same scrutiny as a typical search proceeding. The candidate must meet the minimum requirements and the administrator must provide written rationale for why other employees are not being selected for the opportunity.

For searches in Athletics, care is taken to build search committees that are representative in terms of students, gender, and ethnicity. Recruitment plans are reviewed and sources known to identify underrepresented groups for that particular position are utilized. The pool of interviews is approved by the Office of Compliance and Equity Management prior to candidates being contacted to assure that all candidates selected for interview meet the minimum requirements, that a diverse pool is being interviewed when feasible, and that appropriate rationale is provided for the reasons all other candidates are not being selected for the on-campus interview. Athletics does, by nature, tend to hire in an expedited manner. That is not to say that their hiring process is outside of the hiring policies and procedures, but rather is to suggest that they are well-prepared on the front-end and stick to a tight time line. They often have the benefit of knowing when a coach may be preparing to leave and can prepare an ad and recruitment plan to have ready to execute the moment they receive a resignation. This is in contrast to most academic-based searches.

4 Operating Principle 3.2b
Measurable Standard No. 7b
Self-Study Item No. 14
Page Nos. 176-184

Committee Observation: After reviewing your institution's self-study report and supplemental information submitted July 18, 2011, the committee noted that your institution did not provide data to demonstrate its status and commitment, including resource allocation, in the program area of assessment (all descriptors).

Required Action: Therefore, your institution must provide data to demonstrate its status and commitment, including resource allocation, in the program area of assessment (all descriptors). Then, using the data provided, your institution must analyze and explain how it is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds in the aforementioned program area. Please note, any differences should be clearly explained in your institution's narrative response, including any deficiencies your institution identified in its analysis. If any deficiencies are identified, they must be included in your institution's diversity-issues plan for improvement, which must be developed using broad-based participation and has received formal institutional approval.

Institution Response to CAC Analysis
Racial and ethnic composition of all students vs. student-athletes;
Racial and ethnic composition of all student-athletes by sport;
Racial and ethnic composition of personnel within the Department of Athletics, including administration, coaches, staff and committees (IAAC and SAAC);

UNI's Diversity Definition, Vision and Mission Statements and Strategic Priorities;
http://www.uni.edu/diversity/definition.shtml
Procedures on discrimination and harassment;
http://www.uni.edu/policies/1302
Town Hall meetings
http://www.uni.edu/diversity/definition.shtml
Diversity resources at UNI located at:
http://www.uni.edu/diversity/resources.shtml
Climate surveys
http://www.uni.edu/diversity/climate.shtml

The CHAMPS Life Skills programs assist student-athletes in learning about and engaging in campus-wide diversity initiatives, programs, and activities related to diversity.

In February of 2011, the Athletics Department participated in the Office of Compliance and Equity Management's harassment training for campus. The Athletics Department also provided diversity training for staff through the NCAA.

The Intercollegiate Athletics Advisory Council (IAAC) oversees the process of exit interviews with student-athletes. Exit interviews are conducted to discuss the experience of participation in intercollegiate athletics at the University and to identify and solve any problems that may exist related to recruiting, financial aid, advising, and participation. In a comprehensive review of the exit interview instrument and results, the IAAC determined that the response rate was of concern and the instrument was not gleaning the amount and/or type of information that was deemed helpful to the IAAC and/or the Department. Action was taken to create a new form, and a new process for implementing the survey was initiated with the 2011-12 academic year. Further, steps are planned to utilize the Athletic Department's representation on the University's Diversity Advisory Committee to ask campus experts for guidance on drawing out and addressing feedback on critical student-athlete issues.

UNI is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds by assessing its educational and support services, communicating policies and procedures, coordinating and encouraging participation in programs, services and activities and conducting workshops and orientations. Data analyzed indicates the racial/ethnic composition of student-athletes is more diverse than the overall student enrollment. Workforce data indicates that the racial/ethnic makeup of the Athletic Department is comparable to the University workforce. No deficiencies are identified in this area.
Athletics Certification Committee Analysis Report with Institution Responses

University of Northern Iowa

No issues were identified. UNI will continue to evaluate and address diversity issues by monitoring the Athletics Department activities related to its commitment to diversity, monitor institutional activities related to diversity to encourage participation and compliance with written diversity statements. Two assessment instruments, the exit interview conducted by the IAAC, and the Student Satisfaction Survey will continue to be used on an annual basis.

5 Operating Principle 3.2b
Measurable Standard No. 7b
Self-Study Item No. 14
Page Nos. 176-184

Committee Observation: After reviewing your institution's self-study report and supplemental information submitted July 18, 2011, the committee noted that your institution did not provide data to demonstrate its status and commitment, including resource allocation, in the program area of retention (programs and services to address retention and acclimation of diverse staff and review of retention and promotion of staff who are members of the underrepresented groups).

Required Action: Therefore, your institution must provide data to demonstrate its status and commitment, including resource allocation, in the program area of retention (programs and services to address retention and acclimation of diverse staff and review of retention and promotion of staff who are members of the underrepresented groups). Then, using the data provided, your institution must analyze and explain how it is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds in the aforementioned program area. Please note, any differences should be clearly explained in your institution's narrative response, including any deficiencies your institution identified in its analysis. If any deficiencies are identified, they must be included in your institution's diversity-issues plan for improvement, which must be developed using broad-based participation and has received formal institutional approval.

Institution Response to CAC Analysis

The Athletics Department engages in activities that focus on retention of staff and coaches, targeting the individual employee. Compensation and promotion opportunities are reviewed annually. Annual compensation changes flow through UNI's standard human resources process and exceptions must be approved by the President. Counter-offer proposals are developed when appropriate for those employees considering other opportunities. Professional development activity opportunities are made available within budget constraints for coaches and staff and include coaching conventions and seminars, NCA sponsored seminars, NACDA, NACWAA, NACMA, NAADD, CABMA as well as University and regional seminars.

UNI has comprehensive programs and services to address the issue of student retention, including but not limited to, campus advising and tutoring programs, financial aid and financial services programs, health and safety programs, student life and student organization programs and campus recreation services. Many of these programs are led by UNI's Retention Council and were outlined previously in UNI's response to 2.1b 2, #15.
Athletics Certification Committee Analysis Report with Institution Responses

University of Northern Iowa

The Athletics Department administers programs to support the academic needs of student-athletes, provide CHAMPS life skills programs and provide community service opportunities to augment and enhance the institutional commitment to retention.

For example, the Welcome Back Picnic sponsored by SAAC integrates incoming freshman and transfer student-athletes into the Athletics Department each fall. This event is open to the entire athletics department.

UNI considers the retention of a diverse student population and staff as a priority. Various campus areas and units seek to ensure that the campus climate is welcoming. Faculty and staff enjoy a wide range of programming and initiatives geared toward ensuring that retention is viewed as an important and vital objective of maintaining a diverse climate and employment population. The Athletics Department encourages staff and coaches to take advantage of such campus-wide programming and initiatives.

The programs for student-athletes that help with academics, campus life, student life, among others, are key in helping to retain student-athletes.

No issues were identified. UNI will continue to monitor and evaluate diversity issues by addressing individual issues as they arise, as they relate to student-athletes; coordinating with other groups on campus to retain members of underrepresented groups, and enhancing the potential for academic success for minority student-athletes.

6 Operating Principle 3.2b
Measurable Standard No. 7d
Self-Study Item No.14
Page Nos. 176-184

Committee Observation: After reviewing your institution's self-study report, supplemental information submitted July 18, 2011, and your institution's diversity-issues plan, the committee is unclear if your institution's revised diversity-issues plan was developed using broad-based participation and has received formal institutional approval.

Required Action: Therefore, your institution must provide written evidence that the revised diversity-issues plan was developed using broad-based participation and has received formal institutional approval.

Institution Response to CAC Analysis
During the 2010-2011 academic year, the Gender, Diversity, and Student-Athlete Well-Being Subcommittee drafted a Plan for Improvement for Diversity Issues. The draft was vetted with the NCAA Certification Steering Committee as well as with the entire campus community. Open Forums were held on campus throughout the month of April at different times and locations, attracting a variety of audiences including faculty, students, staff, and community members. The subcommittee chairs and the steering committee chair met with a number of committees across campus to share the results of the self-study, including the plans for improvement. These groups included the Academic Affairs Council, the Panther Scholarship Club, the Intercollegiate Athletics Advisory Council, the President's Cabinet, and the Student-Athlete Advisory Committee. In addition, public notices of the process were announced via the University's electronic newsletters for students, faculty, and staff, and readers were encouraged to review the documents on the Athletics web site and to submit comments. The self-study document and all related plans and reports were approved by President Allen and were submitted to the NCAA in April 2011.

In July 2011, the Athletics Department received a written response to the self-study from the NCAA along with requests for additional information and clarification. Responses to those requests were submitted by staff in the Athletics Department on July 18, 2011, and included an update to the Plan for Improvement for Diversity Issues. The updates to the Diversity Issues Plan were judged to be primarily procedural and/or minor in nature (change of dates, person responsible, etc.) and were not vetted outside of the Department, but were approved by President Allen.

The final Diversity Issues Plan, including all revisions, was reviewed by the 2010-11 UNI NCAA Certification Steering Committee, the Steering Committee Chair Dr. Clifton Chancy, Faculty Athletics Representative (FAR) Dr. Lisa Jepsen, the UNI athletics department senior administrative team; the Panther Scholarship Club Board of Directors and members of UNI SAAC.

In addition, the revised Diversity Issues Plan was presented to members of the President's Cabinet and UNI Academic Affairs Council via email with notices on updates of the NCAA Certification process and peer review team visit.

The 2010-2015 Diversity Issues Plan as revised was also posted on the University's NCAA Certification website for public review.

As written into the original Plan for Improvement submitted in April 2011, it is the intention that the Plan, and now the revised plan, will be posted to the Athletics web site, discussed at Athletics staff meetings, and will guide decision making and provide for accountability for each of the respective objectives. The Plan includes an objective to revamp an existing and/or assign a new committee to provide oversight and accountability to the Plan. This committee structure will be broader in nature with representation from key campus units.

After review, the plan was ultimately approved by President Allen.