

2004 CU NCAA CERTIFICATION...EQUITY and WELFARE

Operating Principle 4.1

Gender Issues

Consistent with NCAA Constitution 2.3, it is the responsibility of each institution to implement the Association's principle of gender equity. In accordance with this fundamental principle, the institution shall:

- a. Have implemented its approved gender-equity plan from the previous self-study. If modified or not carried out fully, the institution shall provide an explanation from appropriate institutional authorities.
- b. Demonstrate that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and Athletics Department personnel.
- c. Formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables.

Self-Study Item #1

List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.1 (Gender Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Not Applicable.

Self-Study Item #2

Report on the implementation of the plan to address gender-equity issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) action(s) not taken or not completed, and (e) explanation(s) for partial completion. [Please note: within gender-equity written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.]

University of Colorado Gender Equity Action Plan for Improvement

1997 First-Cycle Action Plan						2001 Interim Report			
Study Item	Op Principle	Intended End Result	Specific Strategies	Specific Individual/Office Assigned the Responsibility	Specific Timetable	Task Complete?	Action Taken	Date	Explanation
#1 Gender	1	Increase the number of women in the department's administration and in the coaching ranks	Explicitly mandate that qualified women be to be sought out and encouraged to apply for all openings for administrative and coaching positions. Selection of gender balanced search committees. Hiring recommendations should include a description of efforts made to identify qualified women for that position.	Athletic Director	Ongoing	Yes, but ongoing	Hired a women's golf coach; women's tennis coach; p/t women's track coach; assistant soccer coach	1995; 1997; 1/1997; 1996	Two women have held the women's golf position; a man (then- assistant coach) was hired for the women's tennis position and replaced with a woman in 1999; two women have held the p/t track position; two women have previously held the assistant soccer coach's position currently occupied by a man. In addition, the campus has recently completed its Diversity review efforts, which will provide guidance to the department. http://www.colorado.edu/cu-diversity/all.html
#1 Gender	1	Include one woman on the Strength & Conditioning Staff		Athletic Director and Asst. AD for Strength & Conditioning	1997-98	Y	Position filled for the 2003-04 academic year	2003	
#1 Gender	1	Compliance with both the letter and spirit of gender equity	a. Develop and implement a plan for periodic surveys of female student-athletes and staff on gender equity issues	Associate AD for Student Services	1997-98	Yes, but ongoing	A gender and equity survey was administered for all staff and coaches.	1997	The Dept. administered the 1997 questionnaire in January 2001. Additional surveys are to be developed: one for use during exit interviews with student-athletes, staff and coaches alike to monitor if the same conditions or new problems exist; and one to expand the gender equity survey to include more questions about diversity issues.
#1 Gender	1	b. Annual review and self-study under Title IX program		Associate Athletic Director for Student Services	Annually	Yes, but ongoing	Assoc. Athletic Director/Student Services has conducted annual reports prior to, and after, the NCAA's involvement	1998 was the last year it was done	The reports were done by a since-retired Assoc AD, then facilitated through Legal Counsel and the Chancellor's chief council. CU is completing a ten-year agreement with the Office of Civil Rights, which requires an annual report, as well as answering a complaint filed with OCR by the National Women's Law Center regarding scholarship grants, which also requires annual reporting. Responsibility for these reports now lies with the Sr. Assoc AD for Student Services and Sr Woman Administrator.

Self-Study Item #3

Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.1 (Gender Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Please refer to the response for gender equity self-study items #4 and #8 for the University's five-year gender equity plan. Additionally, the Athletics Department has hired an additional woman in Strength & Conditioning and added a woman to the equipment staff. The department also conducted a survey of staff and student-athletes on gender equity issues in 2003 (described in detail later in this report).

Self-Study Item #4

List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 4.1 (Gender Issues). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion.

The Committee on Certification reaffirmed CU's status of certified after the completion of its 2001 Interim Certification report. The Committee identified three "specific concerns" for CU to work on after the submission of its Interim Certification Report; one of those concerns relates to gender equity and is:

Review, evaluate and extend the institution's gender-equity plan, which expired in 2000-01, for a five-year period.

Included in this review is the department's five-year gender equity plan, implemented in September 2004.

The Athletics Department has taken significant steps towards many of the action items in the 2001 Interim Certification report in the area gender equity:

As of April 2002 the Athletics Department completed its voluntary review with the Department of Education's Denver Office for Civil Rights (OCR) per a 1994 Corrective Action Agreement. OCR found the department to be in full compliance with the requirements of Title IX and praised the cooperative effort by the Athletics Department and successes of the varsity teams that have added to the University's reputation.

On June 3, 2003, OCR notified the University that it had achieved compliance in the awarding of athletics financial aid to female student-athletes and no further reporting was required on that issue.

In February of 2003 the department hired a Director of Life Skills. This position has direct contact with the student-athletes and will help the department take strides in every area (equity, welfare and sportsmanship) as it relates to the student-athletes. As part of life skills programming, a freshman-mandatory life skills class has been added. This class allows for the expansion of programs to address equity, welfare and sportsmanship with the student-athletes when they first arrive. This educational aspect is key to establishing proper habits and knowledge that the student-athletes will use the remainder of their careers at CU and beyond. The Student-Athlete Advisory Committee (SAAC) has an even more expanded role in the department and has been relied upon significantly to address issues, including the opportunity to review the draft of the department's five-year plan.

Self-Study Item #5

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

The department's *Athletics 2010* (see the Governance response) Committee and the Gender Equity Subcommittee have been and will continue to be responsible for addressing the issues related to the Culture Vision of the *Athletics 2010* strategic plan and gender equity matters.

The purpose of *Athletics 2010* is to establish accountability within the department to help every student-athlete grow and prepare for a successful life beyond graduation. *Athletics 2010* has specific measurable goals. It will ensure that CU is meeting the academic and athletic needs of all student-athletes. *Athletics 2010* also sets forth departmental goals for our staff, including opportunities for professional growth, competitive salary and development of an environment that embraces and promotes diversity and equity. A departmental report card is issued each year, outlining the progress toward achievement of these goals.

Re-established August 2003, the Athletics Department's Diversity/Equity/SA Welfare Committee has established the following Mission Statement – *The CU Athletics Department Diversity/Equity/SA Welfare Committee is committed to the success of the Athletics 2010 Culture Vision by developing and implementing gender equity and diversity plans and programs and overseeing annual progress towards those goals; as well as developing programs for the benefit of our student-athletes and staff.*

Current Committee Members

Lisa Van Goor, Events Coordinator...Diversity Subcommittee
Will Smith, Director of Men's Basketball Operations... Diversity Subcommittee
Candice Bowen, Director Sexual Harassment Office... Diversity Subcommittee
Pi'i Aiu, Head Women's Volleyball Coach... Diversity Subcommittee
Derrick Watson, Asst to the Vice Chancellor for Administration... Diversity Subcommittee
Milton Branch, CU Foundation... Diversity Subcommittee
Ruph Gebre-Mariam, Asst. AD Ticketing... Diversity Subcommittee

Colleen Reilly-Krueger, Assoc SID...Chair, Gender Equity Subcommittee
Karen Morrison, Assoc AD... Gender Equity Subcommittee
Ceal Barry, Head Women's Basketball Coach... Gender Equity Subcommittee
Maureen Finn, Business Office... Gender Equity Subcommittee
David Hansburg, Dir of Football Operations... Gender Equity Subcommittee

Brian Winkelbauer, Asst AD for Student Services...Chair, SA Welfare Subcommittee
Justina Boyd, Life Skills Director...SA Welfare Subcommittee
Bill Harris, C-Club Director... SA Welfare Subcommittee
Kathy Sulentic, Academic Advisor...SA Welfare Subcommittee
Veronica Johns-Richardson, Student-Athlete... SA Welfare Subcommittee
George Hoey, Campus Career Services Coordinator... SA Welfare Subcommittee

Gender Equity Subcommittee...1st Year Goals:

- Develop a five-year gender equity plan, include a template for review of Title IX issues and incorporate NCAA certification requirements [completed]
- Plan to distribute staff/SA survey findings, improve the survey and continue it in the future [completed]

- Explore ideas for mentoring female staff and draft a professional development plan for female staff [report due January 15 2005]
- Work with the Department Compensation Committee to review any gender issues in compensation [completed]

The 2003 CU Athletic Department Gender Equity Survey resulted in responses from 106 staff members, 48 male and 58 female, and 169 student athlete respondents, 108 male and 59 female.

At the time of the survey, most of the questions related to gender equity received a neutral response, with female responses slightly more negative than male responses. The one issue that needed to be addressed was: sexual harassment training is provided to administrators, staff and coaches in the department to which the average response was a strongly disagree. Females felt were positive but slightly more negative on the item: coaches/staff accurately portrayed the student-athlete experience during the recruiting process. Females also felt that access to, and maintenance of locker rooms/practice and competition facilities did not agree as strongly that access was equally provided. The survey is scheduled to be repeated every four years.

Additionally, the department's exit interview program annually surveys departing student-athletes, including exhausted eligibility athletes and that transfer to another institution, including survey and interview questions about equity topics.

Finally, the Boulder Chancellor maintains a standing committee on athletics certification, which meets annually to review progress on plans for improvement, including gender equity plans.

Self-Study Item #6

Using your institution's completed Equity in Athletics Disclosure Act survey form and worksheets for the three most recent academic years for which the information is available, analyze, explain and address discrepancies in the data between male and female student-athletes and comment on any trends or significant changes.

A. Accommodation of Interests and Abilities (sports offerings).

The University of Colorado continues to pursue compliance with the "first-prong" participation test – substantial proportionality. CU has not been in substantial proportionality, within two or three percent of undergraduate enrollment numbers, except for the 1998-99 academic year, over the last nine years, but has been in the range of acceptability, within five percent of undergraduate enrollment, for four of the last six years. CU additionally met prong two of the test (history and continuing practice) by adding women's golf (1995) and women's soccer (1996) during this period.

EADA Participation Summaries: CU 1996–97 through 2003-04

SPORT	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03*	2003-04	Averages since 1999
Football	102	111	104	106	119	120	136	125	114	120
Men's Basketball	16	16	14	13	15	17	16	18	18	16
Men's Golf	11	12	15	14	12	9	8	11	9	11
Men's Skiing	15	16	11	11	12	14	12	12	14	13
Men's Tennis	15	12	11	10	10	9	11	7	9	9
Men's CC	23			22	15	13	15	17	16	16
Men's Indoor Track				39	28	34	31	44	47	37
Men's Outdoor Track	104	141	100	38	28	34	30	44	47	37
Men's Totals	286	308	255	253	239	250	259	278	274	259
	59.71%	58.33%	59.44%	54.29%	57.59%	56.31%	57.94%	60.04%	58.55%	57.45%
Male Undergrads	53.00%	53.00%	53.00%	53.00%	53.00%	52.00%	53.00%	52.70%	52.45%	52.69%
Female Participation										
Women's Basketball	16	17	12	13	12	14	16	16	15	14
Women's Golf	10	12	13	13	11	14	10	11	13	12
Women's Skiing	11	16	10	11	11	14	15	12	11	12
Soccer		23	22	27	25	27	32	32	30	29
Women's Tennis	12	14	10	11	14	13	12	11	10	12
Women's CC	24			30	16	17	20	18	18	20
Women's Indoor Track				51	37	41	34	35	42	40
Women's Outdoor Track	106	125	95	44	38	41	33	37	42	39
Volleyball	14	13	12	13	12	13	16	13	13	13
Women's Totals	193	220	174	213	176	194	188	185	194	192
	40.29%	41.67%	40.56%	45.71%	42.41%	43.69%	42.06%	39.96%	41.45%	42.55%
Female Undergrads	47.00%	47.00%	47.00%	47.00%	47.00%	48.00%	47.00%	47.30%	47.55%	47.31%
Department Totals										
Dept Totals	479	528	429	466	415	444	447	463	468	451
Female Participant % Difference from Undergrad	6.71%	5.33%	6.44%	1.29%	4.59%	4.31%	4.94%	7.34%	6.10%	4.76%
<i>Number of participants that would have brought CU to Substantial Proportionality (2% target)</i>	41	32	35	<i>Substantial Proportionality reached</i>	20	19	24	30	34	25.40

B. Athletics Financial Assistance (scholarships)

CU has met this requirement for the last several years. The provision of athletics financial aid was in compliance with Office of Civil Rights directives. In 2001-02, CU had 215 male (61.43%) and 135 female (38.57%) unduplicated participants. Athletics aid provided, excluding summer school, was \$2,561,664.17 (62.24%) to male participants and \$1,554,125.22 (37.76%) to female participants...within the 1% of undergraduate enrollment expectation.

In 2002-03, CU had 215 male (62.5%) and 129 female (37.5%) unduplicated participants. Athletics aid provided, excluding summer school, was \$2,893,173.54 (63.16%) to male participants and \$1,687,492.49 (36.84%) to female participants...within the 1% of undergraduate enrollment expectation.

In the 2003-04 academic year CU will not meet this standard, but will be off by only approximately \$5,500 in aid to female student-athletes [a 1.11% difference between the undergraduate enrollment expectation.]

Self-Study Item #7

Using the program areas for gender issues, please:

- a. Describe how the institution has ensured a complete study of each of the areas,
- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,
- c. Identify areas of deficiency and comment on any trends, and
- d. Explain how the institution's future plan for gender issues addresses each of the areas.

The University has participated in a cooperative relationship with the Office for Civil Rights in Denver for over a decade in the review of its Athletics Department gender equity issues. Recent participation opportunity data and athletics financial aid data are described in Self-study item #6. The following review compares the department's status on the remaining "laundry list" issues with its 1994 status and in light of the department strategic plan, *Athletics 2010*. This information was gathered and reported to the campus administration by the department's Gender Equity Subcommittee as part of its 2004 five-year plan.

Issues In the Self-Study	1994 OCR Results	Current Status	Steps To Achieve Goals	Individuals Responsible	Timetable	Means for Funding	Athletics 2010 Application
<p>Equipment and Supplies: Equipment: Quality; amount; suitability; maintenance and replacement; availability of equipment and supplies.</p>	<p>Per the 1994 investigation by the U.S. Department of Education, Office for Civil Rights, OCR concluded that a minor disparity existed in the provision of equipment storage space for volleyball, but that CU is providing male and female athletes with equivalent benefits relative to equipment and supplies.</p>	<p>Colorado and NIKE, Inc. are in the third year of a second agreement between the two that has the world's largest shoe manufacturer supplying all 17 sports programs and its 300-plus student-athletes and cheer squads with equal equipment, apparel and footwear as needed, as well as promotional support for camps and team performance bonus provisions, while contributing close to \$3 million in cash over the course of both contracts, making it arguably one of the best supply agreements in the nation.</p> <p>Head coaches have discretion over their respective NIKE budgets which totals \$1.1 million a year retail value.</p> <p>There is a right of first refusal written into the current NIKE contract which allows rollover from one contract into the next with options for amendments from either party.</p> <p>Equipment staff includes one director, three assistants and two "administrative" assistants</p> <p>Day to day support by the equipment staff is provided for all sports but skiing, and event support is provided to all sports. Travel support is provided to football, men's and women's basketball, volleyball and soccer.</p> <p>Laundry service is provided to all teams if needed/requested</p> <p>Head coaches of "Olympic" sports that have come to CU from other programs feel that the level of support received from the contract is second-to-none while the support for football, men's and women's basketball is on the same competitive level of rival programs.</p> <p>Student-athletes have support that rivals any Division I-A opponent and has improved morale in that all 17 teams have similar "non-practice/game specific" apparel.</p>	<p>Evaluate contractual agreement annually</p>	<p>Assistant Athletics Director/Student Services</p> <p>Athletics Director</p> <p>Head Coaches</p>	<p>Ongoing through contract</p>	<p>Contractual</p>	<p><i>Athletics 2010's</i> CULTURE VISION states that the Athletics Department is committed to the intellectual, physical and social development and general well being of each student-athlete.</p>

Issues In the Self-Study	1994 OCR Results	Current Status	Steps To Achieve Goals	Individuals Responsible	Timetable	Means for Funding	Athletics 2010 Application
<p align="center">Scheduling of Games and Practice Times</p>	<p>Per the 1994 investigation by the U.S. Department of Education, Office for Civil Rights (OCR), CU is providing equivalent benefits and opportunities to male and female athletes in the number of competitive events per sports, the times competitive events were scheduled, the time of day of practices, the number and length of practice opportunities, and pre-season and post-season competition.</p>	<p>Number of home/away games/yr: football: 6-7 home:5-6 away basketball: 18 home:12 away volleyball: 14-15 home:10 away soccer: 8-10 home:9 away track: 2 home:11 away golf: 1 home:10 away tennis: 8 home:12 away (Tennis struggles to schedule home matches due to the lack of indoor facilities)</p> <p>Practice: NCAA guideline on the amount of time for practice per week. Most times are set by coaches. BB is also limited by multiple teams sharing the same facility.</p> <p>Although FB and soccer share some of the same outdoor practice facilities, their season's offset each other and scheduling conflicts do not occur. Tennis and Golf have unique practice needs: practice facilities off-campus. Women's Tennis spring practice generally begins at 9:30 p.m. Golf practice is scheduled off campus, after class in the late afternoon/early evening. Basketball: Basketball practice time is based on the teams travel schedule and availability of the court, which can be occupied for volleyball or examinations. During the fall, one team has the early practice, and in the spring, the teams switch. Volleyball has their own practice facility. All head coaches meet at the beginning of each season to review practice and game schedules.</p> <p>Game Times: Some revenue game times are determined by TV coverage. Other revenue and non-revenue game times are determined in consultation with coaches, marketing staff, sports information and event operations staff.</p> <p>Pre and post-season opportunities: Opportunities for pre season and post-season competitions are available to all eligible teams and athletes.</p>	<p>Phase II and III of the Facilities Plan completed.</p> <p>Ongoing fundraising</p> <p>Ongoing ticket sales</p>	<p>Associate Athletics Directors</p> <p>Director's of Basketball Operations</p> <p>Football Scheduling Committee;</p> <p>Head Coaches;</p> <p>Facilities Committee;</p> <p>Associate Athletics Director/Fundraising</p>	<p>Ongoing</p>	<p>Marketing (revenue from football ticket sales)</p> <p>Revenue based on Phase I: Folsom Field Expansion Project Suite and Club Seat Sales</p>	<p>Under <i>Athletics 2010's</i> WINNING VISION, each team will compete for a Big 12 Conference Championship and all teams will be nationally ranked consistently in the top-20 and be in a position to compete for a national title.</p>

Issues In the Self-Study	1994 OCR Results	Current Status	Steps To Achieve Goals	Individuals Responsible	Timetable	Means for Funding	Athletics 2010 Application
<p>Travel and Per Diem Allowance: Modes of transportation; Housing furnished during travel; length of stay before and after competitive events; dining arrangements and per diem.</p>	<p>Per the 1994 investigation by the U.S. Department of Education, Office for Civil Rights (OCR), CU is providing equivalent modes of transportation for male and female athletes when traveling similar distances. CU is providing equivalent quality of housing and rate of occupancy benefits for male and female athletes during travel. CU is not providing equivalent benefits in the length of stay before and after competitive events for female athletes.</p>	<p>Transportation: Charter bus or team vans are used for regional trips along the front range. The department prefers that a charter bus with profession drivers be used for these matches. Commercial flights or charters are used for all other travel needs. Recent budget cuts have extended the use of ground transportation for several programs.</p> <p>Housing: Hotel choices are driven by the event and the host city location. Hotel selection is finalized by the head coach. The quality of hotels is equitable for comparable program levels. Overall team reservations are from mid-level quality to upper quality hotels. Student athlete room occupancy is generally 2/ room, but smaller budgeted program may assign 3-4 students/room.</p> <p>Length of stay: Length of stay is determined by the nature of the event. Post-season events require longer stays. For regular season competition, teams arrive the day before the competition. The return is generally the day after competition, and based on flight availability.</p> <p>Dining: Determined by head coach, and will vary from team to team. FB team meals are provided by the hotel. BB meals may be provided by the hotel, or at a local restaurant. Smaller sports may use local restaurants, or provide per diem \$, and the student athletes would eat on their own.</p> <p>Per diem: State fiscal rules provide per diem guidelines. Coaching staffs use these guidelines and take into account team meals provided when determining the amount of cash per diem distributed to each student athlete. Per diem signature sheets indicating the amount of \$ received are maintained with trip expense reports.</p>	<p>Any teams that travel greater than 200 miles should be able to use air travel.</p> <p>Negotiate team rates for hotel properties for all teams competing in that area (Big 12 cities) and encourage coaches to use those properties.</p> <p>For hotel stays, limit student-athlete room occupancy to two/room and increase travel budgets to reflect change.</p>	<p>Associate Athletics Directors</p> <p>Head Coaches</p> <p>Budget Staff</p> <p>Athletics Department Travel Coordinator</p> <p>Associate Athletics Director/Development</p>	<p>2005-06</p>	<p>Fundraising</p> <p>Budget (re) allocation</p> <p>Folsom Field Suite and Club Seat Sales.</p>	<p>Under <i>Athletics 2010's</i> WINNING VISION, each team will compete for a Big 12 Conference Championship and all teams will be nationally ranked consistently in the top-20 and be in a position to compete for a national title.</p>

Issues In the Self-Study	1994 OCR Results	Current Status	Steps To Achieve Goals	Individuals Responsible	Timetable	Means for Funding	Athletics 2010 Application
<p>Tutors: Availability-procedures and criteria for obtaining assistance; Assignment-qualifications, training, experience, etc.; Compensation-rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.</p>	<p>Per the 1994 investigation by the U.S. Department of Education, Office for Civil Rights, OCR found that the University's procedures for providing tutors are the same for men and women. Tutoring is available to all men and women's teams and the same tutors are used for all athletes. Tutors' pay rate is based upon educational level and tutoring experience, not on whether they are tutoring women or men. There are no differences in tutoring for any of the teams. OCR concluded that CU is providing equivalent benefits and opportunities in the area of tutoring.</p>	<p>The Herbst Academic Center currently employs one director, five assistants, and administrative assistant, two master tutors, four degree (at-risk) tutors a semester. Tutors are assigned, by request via website or drop in, on a first come/first serve basis to both scholarship recipients and student-athletes with walk-on status.</p> <p>Tutors are typically upperclassmen, graduate (GAs) or teaching assistants (TAs) and trained by Karen Wyatt, Herbst Academic Center Learning Specialist and follow tutor manual that includes dos and don'ts.</p> <p>Tutor loads are monitored by Wyatt and master tutors can tutor up to eight hours per week in the department's at-risk program.</p> <p>Tutors are paid \$8-\$25/hour based on subject, supply and demand.</p> <p>Summer school opportunities are offered to football and men's and women's basketball first and remaining SA's can request through respective coaches/administrators and are filled based on budget, graduation and eligibility issues.</p>	<p>A re-design of the study room during the summer of 2004 will expand the area to 10 study carols, and will provide room for 35 computer terminals</p> <p>Provide an academics-only server</p> <p>Increase computer lab monitoring with the hire of an on-site web supervisor</p>	<p>Provost/FAR; Vice Chancellor/Student Affairs; Athletics Director; Assistant Athletics Director/Academic Services</p>	<p>Sept. 1, 2005</p>	<p>Student-Athlete Opportunity Fund paid for the Computer Lab expansion; Dept or campus funds must pay for the additional goals</p>	<p><i>Athletics 2010's EDUCATION VISION</i> states that CU will recruit, educate, retain and graduate nationally competitive student-athletes and reach goals that include: graduate every student-athlete that completes eligibility; retain nine-of-ten student-athletes; provide every student-athlete with a mentor; attain a cumulative department-wide 3.0 GPA; establish nationally recognized leadership and personal development programs and afford every student-athlete the opportunity to accept an internship or professional job within two months of graduation.</p> <p><i>Athletics 2010's FACILITIES VISION</i> states that CU will provide state-of-the-art academic support facilities.</p>

Issues In the Self-Study	1994 OCR Results	Current Status	Steps To Achieve Goals	Individuals Responsible	Timetable	Means for Funding	Athletics 2010 Application
<p>Coaching: Availability- FT, PT, assistant, and graduate assistants; Assignment-training, experience, professional standing, and other professional qualifications; Compensation- rate of compensation, duration of contracts, contract renewal, experience, nature of work duties, work conditions and other terms of employment.</p>	<p>Per the 1994 investigation by the U.S. Department of Education, Office for Civil Rights, OCR found that CU is not providing equivalent coaching to female athletes.</p>	<p>All programs are limited in the number of coaches per NCAA regulations. Golf & Tennis have only part-time assistants. Track has not filled all of its assistant positions. Coaches are not required to fundraise for their operating budget, but are utilized in promotional/fundraising events. By State of Colorado law only three head coaches have long-term contracts. Job descriptions for coaches indicate similar responsibilities for teaching, recruiting, compliance, fiscal control, etc, and identical expectations for conformity to University policies.</p>	<p>Bring all coaches up to 100% FTE</p>	<p>Provost Athletics Director Associate Athletics Director/Sport Programs & Revenue Development Associate Athletics Director/SWA/</p>	<p>2009</p>		<p>Under <i>Athletics 2010's</i> CULTURE VISION, Colorado will compensate all state, including coaches, at or above market rates; empower all staff in their roles and provide appropriate opportunities for professional growth; aggressively embrace and promote diversity and equity and staff members are to have a mutual respect and support for each other's roles and responsibilities.</p>

Issues In the Self-Study	1994 OCR Results	Current Status	Steps To Achieve Goals	Individuals Responsible	Timetable	Means for Funding	<i>Athletics 2010</i> Application
<p>Locker Rooms Quality and availability of locker rooms.</p>	<p>Per the 1994 investigation by the U.S. Department of Education, Office for Civil Rights, OCR found that CU is providing equivalent benefits and opportunities to male and female athletes in the availability, exclusivity, maintenance, and preparation of the locker rooms. OCR found a minor disparity adverse to female athletes in the quality of the locker rooms.</p>	<p>There is not adequate space for every student-athlete in every sport. Cross country and track have access to Carlson Gym locker rooms, but most don't have their own lockers. Men's and women's golf do not have on campus facilities due to their off campus practice sites, nor have they requested any.</p> <p>Due to the agreement between the city of Boulder and campus regards to South Campus, there are no permanent facilities for men and women's tennis.</p> <p>Soccer utilizes a space that must be vacated on the Thursday prior to a home football game.</p> <p>Skiing does not have any locker facilities.</p> <p>Volleyball has inadequate facilities.</p> <p>Football and men's and women's basketball are the only three programs that have locker facilities in the facilities in which they compete.</p>	<p>Ask Facilities Committee to research cost and prioritize men and women's track and field/cross country and volleyball locker room options.</p> <p>Monitor South Campus Development.</p>	<p>Facilities Committee; Associate Athletics Director/Development; Senior Associate Athletics Dir/Facility; Development and Business Affairs; Assistant AD Facilities</p>	<p>2010</p>	<p>Fundraising Revenues from <i>Athletics 2010</i> Facilities Phase I</p> <p>Annual Facilities Mgt Budget Line</p>	<p>Under <i>Athletics 2010's</i> WINNING VISION, each team will compete for a Big 12 Conference Championship and all teams will be nationally ranked consistently in the top-20 and be in a position to compete for a national title.</p> <p>Under <i>Athletics 2010's</i> FACILITIES VISION, we will provide facilities for year-round practice and competition with prior access and scheduling to intercollegiate athletics.</p>

Issues In the Self-Study	1994 OCR Results	Current Status	Steps To Achieve Goals	Individuals Responsible	Timetable	Means for Funding	Athletics 2010 Application
<p>Medical & Training Facilities and Services: Availability of medical personnel; availability and qualifications of athletics trainers; health, accident and injury insurance coverage.</p>	<p>Per the 1994 investigation by the U.S. Department of Education, Office for Civil Rights (OCR), the University of Colorado is providing female and male athletes with equivalent benefits relative to medical and training facilities and services.</p>	<p>STAFF: The athletics training staff consists of one director, five full-time assistants (four female, one male), two full-time interns (1 female, one male), 20-25 student athletics trainers and seven doctors on call. All of the full-time staff are certified ATC's.</p> <p>One full-time staff member and at least one student is assigned to each sport as well as cheerleading and at least one full-time trainer travels with nine teams and occasionally with the remaining five.</p> <p>SERVICES: All services (day-to-day injury prevention, massages, chiropractic, MRIs, X-Rays, doctor's appointments, contact lenses, sports psychologists and nutritionists) are provided equally.</p> <p>TREATMENT: Preferential treatment is given to in-season athletes and/or starters and key reserves over bench players and the sport based on roster size if need be.</p> <p>INSURANCE: A family's primary insurance is used first, and all student-athletes have secondary insurance through the athletic department.</p> <p>Beginning July '04, non-recruited walk-ons (players with no previous contact with coaching staffs) must have insurance that pays for athletic-related injuries in Boulder for one year.</p>	<p>Per the results of the student-athlete gender equity study, to clean up the perception that football players have preferential treatment and entitlement to services provided.</p> <p>Beginning with the 2004-05 seasons, the athletics training staff was put "on alert" to address specific situations mentioned in the gender equity study as they happen for immediate recall. Bi-monthly staff meetings will also address any gender or program equity related issues.</p>	<p>Director of Sports Medicine</p> <p>Assistant Athletics Director/Student Services</p>	<p>Ongoing</p>	<p>Not Applicable</p>	<p><i>Athletics 2010's</i> CULTURE VISION states that the Athletics Department will create an environment where student-athletes, University faculty and staff, and all of our customers are respected and valued.</p>

Issues In the Self-Study	1994 OCR Results	Current Status	Steps To Achieve Goals	Individuals Responsible	Timetable	Means for Funding	Athletics 2010 Application
<p>Housing and Dining Facilities and Services: Housing provided; special services as part of housing; dining arrangements.</p>	<p>Per the 1994 investigation by the U.S. Department of Education, Office for Civil Rights (OCR), the University of Colorado is providing equivalent housing benefits to female and male athletes. It is <i>not</i> providing female athletes with equivalent dining benefits.</p>	<p>The head coaches through the Athletics Financial Aid Office on a first-come, first-served basis arrange on-campus housing.</p>	<p>Reinstate training table for the women's teams, then get all teams eligible for training table meals.</p>	<p>Athletics Director</p>	<p>2010</p>	<p>Budget allocation</p>	<p>Under <i>Athletics 2010's</i> WINNING VISION, each team will compete for a Big 12 Conference Championship and all teams will be nationally ranked consistently in the top-20 and be in a position to compete for a national title.</p>
		<p>Training Table: Football and men's and women's basketball have training table 4 nights a week all year. In past years, soccer, volleyball, women's tennis and women's golf have had partial-year training table, with the latter two sports eating twice-a-week for one semester. In 2003-04 76% of all training table meals were served to male athletes. For 2004-05, training table has been cut for women's tennis and golf and reduced for volleyball.</p>					<p><i>Athletics 2010's</i> CULTURE VISION states that the Athletics Department will create an environment where student-athletes, University faculty and staff, and all of our customers are respected and valued.</p>

Issues In the Self-Study	1994 OCR Results	Current Status	Steps To Achieve Goals	Individuals Responsible	Timetable	Means for Funding	Athletics 2010 Application
<p>Publicity: Availability and qualifications of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices.</p>	<p>Per the 1994 investigation by the U.S. Department of Education, Office for Civil Rights (OCR), the University of Colorado is providing equivalent benefits for female and male athletes in publicity and promotions provided teams. CU is <i>not</i> providing equivalent benefits to female athletes in the availability of sports information personnel (in volleyball), the quality and quantity of publications produced , the distribution of publications and electronic media advertising.</p>	<p>PERSONNEL: The athletics media relations (AMR) office consists of one director , four full-time assistants (including an internet managing editor) that average 8.8 years of full-time experience in the field, one graduate assistant and 10-13 student assistants/year.</p> <p>STAFFING: Each sport is directly overseen by a full-time staff member with assistance from a student assistant. <i>Student assistants are NOT directly responsible for day-to-day AMR operations of any sports as is the case at many schools.</i></p> <p>Per each team’s budget allocations, a full-time staff member travels with football, soccer, volleyball (per '94 OCR results) and men’s and women’s basketball and outdoor track and field and cross country and skiing in the postseason.</p> <p>PUBLICITY : Press releases are written and distributed for ALL home and away events, special announcements, awards while advances are produced for all upcoming home events posted on cubuffs.com and select media outlets.</p> <p>A media guide is produced and printed for each men’s and women’s sport, respectively, with the exception of cross country , skiing and track and field which are combined publications as those teams travel and compete together (previously approved by OCR). All media guides are 81/2x11 with the exception of cross country and skiing, which have remained 6x9 per the coaches’ approval.</p>	<p>Media Guides may be effected by proposed changes to NCAA rules</p> <p>Continue to improve CUBuffs.com in regards to each team’s historical and recruiting information.</p> <p>Create a combined “non-revenue” HOME schedule poster for men’s and women’s golf, men’s and women’s tennis, skiing, men’s and women’s cross country, indoor and outdoor track and field, featuring one male and one female SA photo from each sport.</p>	<p>Assistant Athletics Director/Media Relations</p> <p>Assistant Directors/Media Relations</p> <p>Internet Managing Editor</p>	<p>Ongoing</p>	<p>Operations Budget</p>	<p>Under <i>Athletics 2010’s</i> WINNING VISION, each team will compete for a Big 12 Conference Championship and all teams will be nationally ranked consistently in the top-20 and be in a position to compete for a national title.</p>

Issues In the Self-Study	1994 OCR Results	Current Status	Steps To Achieve Goals	Individuals Responsible	Timetable	Means for Funding	Athletics 2010 Application
<p>Publicity: Availability and qualifications of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices.</p>	<p>CU is providing equivalent benefits for female and male athletes in publicity and promotions provided teams. It is not providing equivalent benefits to female athletes in the availability of electronic media advertising.</p>	<p>The athletics promotions department currently produces 4-color schedule posters for football (8,000), men's basketball (5,000), women's basketball (5,000), soccer (3,000) and volleyball (3,000) and 4-color schedule pocket cards for the aforementioned (125,000 for fb, soccer, vb and 100,000 for m/w basketball)</p> <p>Newspaper ads for home events for men's and women's basketball, volleyball and soccer.</p> <p>Halftime home event promotions are produced for men's and women's basketball, volleyball and soccer.</p> <p>Weekly coaches' shows (often featuring other sports) are produced for men's and women's basketball and football and run weekly during their respective seasons. All three sports also have both home and away games provided through radio and internet broadcasts</p>	<p>Continue equitable spending on men and women's basketball and fall sports projects.</p> <p>Per the results of the spring 2003 Gender Equity survey,</p> <p>address "program equity" amongst the 17 sports.</p> <p>Take advantage of additional promotional efforts for the 2006 NCAA Skiing Championships and NCAA Women's Basketball 1st/2nd Rounds hosted by CU.</p>	<p>Associate Athletics Director/Revenue Development</p> <p>Promotions Director</p>	<p>Ongoing</p>	<p>Reallocation of budget funds</p>	<p><i>Athletics 2010's CULTURE VISION</i> states that the Athletics Department will create an environment where student-athletes, University faculty and staff, and all of our customers are respected and valued.</p> <p>The goals include: aggressively embrace and promote diversity and equity; communicate effectively with internal and external constituencies; staff members will have mutual respect and support for each other's roles and responsibilities; empower all staff members in their roles and will provide appropriate opportunities for professional growth; compensate all staff at or above market rates</p>

Issues In the Self-Study	1994 OCR Results	Current Status	Steps To Achieve Goals	Individuals Responsible	Timetable	Means for Funding	Athletics 2010 Application
<p>Support Services: Administrative, secretarial, and clerical support; office space</p>	<p>Per the 1994 investigation by the U.S. Department of Education, Office for Civil Rights, OCR found that women's basketball, volleyball, men's basketball and football teams have superior office furniture and office space when compared to the offices of the men's golf team and the men's and women's tennis, skiing and track teams.</p> <p>OCR found that significant differences exist in the provision of secretarial and clerical assistance to men's and women's teams for the following reasons: volleyball coaches reported that they performed 24-30 hours of clerical work a week. The women's ski team and women's track stated that their secretarial support was insufficient and that the coaches do a significant amount of the work. Two of the six men's teams (ski and track) reported that the teams have insufficient secretarial and clerical support. Therefore, 60 percent of the women's teams, compared to 33 % of the men's indicated that the coaches do a majority of the team's secretarial and clerical work.</p> <p>OCR finds that CU is not providing comparable support services to women's sports in its intercollegiate athletics program.</p>	<p>Staffing for comparable programs is equitable (though soccer recently dropped a 2.75 FTE from its budget which drops the department's equity).</p> <p>Volleyball - .5 FTE admin asst II. Office space was remodeled in 2002. Office furniture is adequate.</p> <p>Skiing – received funding to add a .5 FTE admin asst II. (4 FTE coaches – 20 athletes). Skiing offices are – at their preference - off of the main campus. Their office space is very good; the furniture is functional, but dated.</p> <p>Track - .5 FTE admin asst II (6 FTE coaches – 43 M athletes; 39 F). The track office is adjacent to the indoor track. Their office has not been improved</p> <p>Soccer – this program was added in 1996. Similar to other non-revenue programs, they have had a .5 FTE admin asst II. Effective 7/04, this program is choosing to eliminate this position. (2.75 FTE coaches – 36 athletes)</p> <p>Golf and Tennis – staffing is inadequate. Coaches dedicate much of their time to clerical duties. These 4 programs share one FT admin asst between 4 coaches. Some computer equipment is out of date.</p> <p>Football – since the last report has added a director of operations, 2 video interns, one admin II. The support staff ration to coaching staff is 4:15.</p> <p>Basketball – both men's and women's programs have added a director of operations. Each program has one full time administrative assistant for 4 coaches.</p> <p>Office space for volleyball, women's basketball and soccer were remodeled in 2001. Golf and Tennis office space was remodeled in 2000 – limited storage. Football office space is inadequate for the # of staff. Office furniture: good quality in football, men's basketball, and a portion of women's basketball. Average quality in volleyball and soccer. Skiing and track need updating.</p>	<p>Should the soccer staff change, give the new staff the option to re-hire a 2.75 FTE</p>	<p>Associate Athletics Directors</p> <p>Head Coaches</p> <p>Directors of Operations</p>	<p>2010</p>	<p>Fundraising Campus Support</p>	<p>CULTURE VISION: We will empower all staff members in their roles and will provide appropriate opportunities for professional growth. Each employee will have a professional development plan in place.</p>

Issues In the Self-Study	1994 OCR Results	Current Status	Steps To Achieve Goals	Individuals Responsible	Timetable	Means for Funding	<i>Athletics 2010</i> Application
<p>Recruitment of Student-Athletes: Equal opportunities for professional personnel to recruit; availability of financial and other resources for recruitment; equivalent benefits, opportunities, and treatment of prospective athletes.</p>	<p>Per the 1994 investigation by the U.S. Department of Education, Office for Civil Rights, it was found that CU is not providing equivalent resources and support to the women's teams for the recruitment of athletes.</p>	<p>In the Spring of 2002 the DOE Office of Civil Rights in Denver found the CU Athletics Dept. to be in compliance on this issue.</p> <p>The 2004-05 fiscal year budgets have \$438, 325 [64%] for male sport program recruiting and \$247,725 [36%] for female sport programs.</p> <p>The Athletics Director maintains a section of the contingency budget for requests from female sport programs for additional recruiting needs.</p>	<p>Continue to monitor Recruiting expenditures</p>	<p>Budget Committee Associate AD's Athletics Director</p>	<p>Ongoing</p>	<p>Ongoing</p>	<p>Under <i>Athletics 2010's</i> WINNING VISION, each team will compete for a Big 12 Conference Championship and all teams will be nationally ranked consistently in the top-20 and be in a position to compete for a national title.</p>

Issues In the Self-Study	1994 OCR Results	Current Status	Steps To Achieve Goals	Individuals Responsible	Timetable	Means for Funding	<i>Athletics 2010</i> Application
<p>Per the results in the Spring '03 Gender Equity survey: there is perception of a lack of opportunity, representation and growth for the female work force in the department.</p>	<p>At the time of the Gender Equity Survey (Spring '03), there were 10 men of assistant Athletics Director level or higher and two women and eight men as directors of areas and four women.</p> <p>There are six men in head coaching positions of 12 teams (including six women's teams) and three female head coaches of three women's teams.</p> <p>Women occupy all 20 administrative assistant positions in the department.</p> <p>The then-low numbers of staff members that had received sexual harassment training has since been remedied by mandatory attendance in harassment seminars in during the 2003-04 academic year.</p>	<p>Staff all search committees with a member of the department's Diversity/Equity Committee and have compensation history, levels provided during the search (review gender issues in compensation).</p> <p>Compile a list of all female staff by department area, their experience, desire to advance and what skills they may need to advance; compile a listing of recent female student-athlete graduates as potential hire candidates; require every professional staff member to [annually] provide a list of three females/minorities that should be in the hiring pool for the department; pursuit of placement opportunities for graduating female student-athletes that could potentially return to the CU staff in the future; annually identify resources to send female staff to development clinics.</p> <p>Per the 2001 Equity Plan for Improvement, increase the number of women in the department's administration and coaching ranks.</p> <p>Limit employment search waivers and follow the Department's Search Plan adopted from the Campus Policies.</p> <p>Administer the Gender Equity Staff/Student-Athlete survey every four years.</p> <p>Work to improve the opportunities for female employees to share their opinions on department efforts.</p>	<p>Implement a plan to move professional exempt staff above the 25th percentile level for their peers.</p> <p>Explicitly mandate that qualified women are sought out and encouraged to apply for all openings. Seek a gender-balanced search committee; hiring recommendations should include a description of efforts made to identify qualified women for that position.</p>	<p>Athletics Director</p> <p>Chancellor</p> <p>Provost</p> <p>Compensation Committee</p> <p>Diversity/Equity/SA Welfare Committee</p> <p>Search Committee Chairs</p>	<p>Immediate</p>		<p><i>Athletics 2010's</i> CULTURE VISION states that the Athletics Department will create an environment where student-athletes, University faculty and staff, and all of our customers are respected and valued.</p> <p>The goals include: aggressively embrace and promote diversity and equity; communicate effectively with internal and external constituencies; staff members will have mutual respect and support for each other's roles and responsibilities; empower all staff members in their roles and will provide appropriate opportunities for professional growth; compensate all staff at or above market rates</p>

The department's five-year plan calls for action on the following goals related to gender equity program areas:

Goal: The department's Gender Equity Subcommittee will continue to track Title IX participation numbers and within two years make a recommendation about whether a sport for females should be added (including a recommendation for which sports should be considered) or whether the department should institute a formal roster management program to help the University achieve substantial proportionality.

Goal: Maximize the use of scholarships available under NCAA rules for teams with female athletes.
Responsible: Head Coaches with direction from the Athletic Director.
Timeline: The Athletics Director will notify head coaches of this effort immediately. The Gender Equity Subcommittee will report to the AD by Fall 2008, and annually thereafter.

Goal: Review the provision of Summer school, exhausted eligibility year, Special Assistance Fund and SA Opportunity Fund by gender.
Responsible: Gender Equity Subcommittee.
Timeline: Report to the AD by Fall 2005 and annually thereafter.

Goal: Review whether CU is or should be tiering sports for compliance reviews.
Responsible: Gender Equity Subcommittee.
Timeline: Report to the AD by Fall 2007. Biannual reviews on these issues thereafter.

An annual meeting will be held between the Gender Equity Subcommittee and the Athletics Department Business office regarding EADA data on these areas. Annual Exit Interviews will be conducted for all sports per department policy. Gender Equity issues will be presented to the Gender Equity Subcommittee each summer.

Self-Study Item #8

Using the "plan for improvement" section, please provide a written, stand-alone institutional plan for addressing gender equity for the future in the intercollegiate athletics program. The plan must address all 13 program areas for gender issues as listed previously; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's gender-issues plan. Further, the plan must extend at least five years into the future and be active at all times.

Within gender-equity written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.

The department's five-year gender equity plan is described in detail in self-study items #7 and #8 above. The plan can be viewed in its entirety on the department's website: www.cubuffs.com Athletics Department/CU Staff [password: BUFFSTAFF]. The plan also includes the following topics:

STAFF ISSUES

Organizational Chart/Hiring Review & Professional Development Plan

The Gender Equity Subcommittee has been charged by the Athletics Director to review the department's hiring history and to develop a plan to identify internal or former staff/student-athlete females who are good candidates for advancement in the department. The Subcommittee has been asked to report on a plan to help internal female employees develop skills that will improve their performance, prepare them for advancement and give them greater voice in department planning.

Goal: Present a female staff development plan to the Athletics Director by January 15, 2005. Responsible: Gender Equity Subcommittee.

Compensation Issues

The Athletics Department Compensation Committee recently completed a review of department staff compensation compared to the national peer group (Division I Survey – BCS Category), and reviewed hiring patterns for the last three years in the department. The Gender Equity Committee will continue to review this information and work with the Compensation Committee to report annually to the Athletics Director on compensation levels of female staff.

Survey Summaries

In the spring of 2003 the Office of Planning, Budget and Analysis administered a gender equity survey to the Athletics Department staff via web survey, while a student-athlete survey was administered through each team's respective head coach. The response rate of each survey was favorable, providing us with a healthy sample of both the staffs' and student-athletes' experiences at CU. What we found was that the student-athletes are having positive experiences as underclassmen. As the freshmen and sophomores transition to upperclassmen, the average response declines. The open-ended questions supported a positive environment; however, the perception of entitlement for football student-athletes in all areas of support services and facilities is a concern that needs to be addressed.

While the staff responses in the quantitative section of the survey are similar between male and female respondents, what caught the attention of the senior management staff were the overwhelming comments regarding the lack of opportunity, representation and growth for the female work force in the department, as well as the then-low numbers of staff members that had received sexual harassment training. The latter has since been remedied by mandatory attendance in harassment seminars in recent months.

Goal: The Gender Equity Subcommittee will conduct additional surveys for staff and student-athletes every four years, with the next schedule survey coming in the spring of 2007.

Additionally, the Department has developed an extensive Exit Interview Program for student-athletes. Data from the exit interview surveys and interviews will be provided annually to the Gender Equity Subcommittee.

EDUCATIONAL PROGRAMS

All department staff will participate in mandatory Sexual Harassment training with the campus office for sexual harassment. The Administration will track participation and make an annual report to the Gender Equity Subcommittee. Consideration will be given to bringing in expert presenters on gender equity topics for staff and student-athlete education. The department will explore nominations for professional development programs, such as the NCAA Fellows Program and NACWAA/Hers. The Gender Equity Subcommittee will track participation in such programs throughout the length of this plan.

Life Skills course and workshops: The Department will continue to expand its programs for student-athletes. The Student-athlete Welfare Subcommittee of the Department's Diversity/Equity Committee will develop a Team Standards Manual, which will include gender equity topics and resources.

Self-Study Item #9

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

Its Gender Equity Subcommittee developed the department's five-year gender equity plan. The full department Equity, Diversity and SA Welfare Committee, examined the plan draft. Committee membership is broad based and includes athletic staff members, student-athletes, and members of the larger university community. Responsibility for the implementation and success of the plan depends not only on athletic department personnel, but also on various other campus-wide departments and individuals, administrators, faculty, staff and students. Additionally, the draft was reviewed and approved by the Boulder Chancellor; the Provost/Faculty Athletics Representative; the Vice Chancellor for Student Affairs; the Associate Vice Chancellor for Student Affairs; and the Student Athlete Advisory Committee. The Plan was posted on the department website and all department staff, student-athletes and the campus Academic Policy Board for Athletics invited to review and comment upon it.

Information to be available to the peer-review team, if requested

Documentation assessing the institution's goals and actions regarding Title IX (if applicable).

Equity in Athletics Disclosure Act survey forms and worksheets. [Please note: For confidentiality purposes, the committee will permit an institution to provide the EADA worksheets with salary information in the form of a percentage.]

4.1 Gender Issues - Evaluation

Question	Currently Yes	Currently No
Has the institution implemented its approved gender-equity plan from the previous self-study?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Has the institution provided an explanation from appropriate institutional authorities if its gender-equity plan was modified or not fully carried out?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Has the institution demonstrated that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

On the basis of the yes/no answers above and the plans for correcting deficiencies below, is the institution in substantial conformity with Operating Principle 4.1 (Gender Issues)?

Yes No

4.1 Gender Issues Self-Study Instrument Plan For Improvement

Element		Steps to Achieve Element		
Issues	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Implement the department's five-year plan.	Per the plan.	Use of the Gender Equity Subcommittee with support from the Provost and Vice Chancellor for Student Affairs.	Athletics Director.	By 2009.

Operating Principle 4.2

Minority Issues

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

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

Self-Study Item #1

List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.2 (Minority Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Not Applicable.

Self-Study Item #2

Report on the implementation of the plan to address minority issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) action(s) not taken or not completed, and (e) explanation(s) for partial completion. [Please note: Within minority-issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.]

University of Colorado Minority Equity Action Plan for Improvement									
1997 First-Cycle Action Plan					2001 Interim Report				
Study Item	Op Principle	Intended End Result	Specific Strategies	Specific Individual/Office Assigned the Responsibility	Specific Timetable	Task Complete?	Action Taken	Date	Explanation
#1 Minority	2	Add minorities to the department staff and retain such staff	a. Recruit minority individuals for Senior Administration and other professional staff positions	Athletic Director and Search Committees	Ongoing	Y	The University of Colorado Department of Athletics ratios have not changed significantly since 1997.	Ongoing	A three (3) year composite of senior administration, coaching staffs, exempt and classified employees has been compiled by the Sr Associate AD for Internal Affairs [Attachment I]. The University's Office of Diversity and Equity have developed a checklist for referral during the hiring process. This checklist is utilized during the search process.
#1 Minority	2		b. Utilize the Department's Diversity Committee in key hiring processes	Athletic Director and Search Committees	Ongoing	Y	The Department has re-constituted a Diversity/Gender Equity Committee		
#1 Minority	2		c. Encourage participation of external resource groups in enhancing the department's diversity	All department administrators	Ongoing	Y	The Department of Athletics has utilized the University's Department of Diversity and Equity during the hiring process of upper administration.	Ongoing	

University of Colorado Minority Equity Action Plan for Improvement

1997 First-Cycle Action Plan

2001 Interim Report

Study Item	Op Principle	Intended End Result	Specific Strategies	Specific Individual/Office Assigned the Responsibility	Specific Timetable	Task Complete?	Action Taken	Date	Explanation
#1 Minority	2		d. Recruitment & hiring of new staff members through a central office	Athletic Director		N	The Department of Athletics continues to hire individuals by unit. A central human resources reference pool accessible by all units of the department has not been made available when filling vacancies.		The current Director of Athletics (June 1997) has highlighted focus upon diversity issues. The original recommendation to centralize hiring was revisited in order to determine its intent. Upon further review, a decision was made to continue with the process of the individualized search for exempt positions which was enhanced with special attention paid to: the active recruitment and hiring of minorities; the avoidance of prejudice based on the three (3) principles of diversity training, communication to staff and follow-up. Additionally, due to the nature of the specialized positions within the department, utilizing a central pool of candidates in order to fill vacant positions is often not possible. Classified positions are filled based on a pool of candidates received from the Boulder Campus, those individuals are then screened individually.
#1 Minority	2		e. Athletic Director participate in the Diversity Committee	Athletic Director	Immediately	Y	The Department has re-constituted a Diversity/Gender Equity Committee as of the Fall of 2003 and anticipates regular involvement by the AD		The Director of Athletics reviews all new hire packets to insure that all avenues were exhausted during the hiring process.
#1 Minority	2	Add minorities to the department staff and retain such staff	f. Develop a staff mentoring program	Athletic Director	Ongoing	Yes and No			The Department actively recruits minorities for all open positions and works to retain those staff members. At this time staff mentoring is left to individual supervisors.

University of Colorado Minority Equity Action Plan for Improvement

1997 First-Cycle Action Plan						2001 Interim Report			
Study Item	Op Principle	Intended End Result	Specific Strategies	Specific Individual/Office Assigned the Responsibility	Specific Timetable	Task Complete?	Action Taken	Date	Explanation
#1 Minority	2	Develop opportunities for minority athletes to connect with non-athletes at CU and in the community	a. Seek advice from the community to implement a program	Associate AD for Student Services	Fall 1999	Y	UCAMP (University of Colorado Athletic Mentor Program) has been established to provide training to expose CU's student-athletes to the real world: its demands, rules and rewards.	1999 to present	UCAMP is directed by the new Asst. AD for Community Relations as part of the CU Life Skills initiative.
#1 Minority	2		b. Build a sense of community within the department	All department administrators, coaches	Immediately	Y	Department of Athletics has implemented various programs including "staff nights" at volleyball and men's and women's basketball games, however these events are poorly communicated. Events should be expanded to include other sports (track & field, soccer, tennis).	Ongoing	Staff community and issues relating to overall staff well-being are addressed in Athletics 2010 . "Culture" is one of the 4 key areas for the department's strategic plan for the next 9 years. See Attachment E.
#1 Minority	2		c. Faculty Assembly include a member to represent issues affecting minority athletes	Faculty Senate	Fall 1997	Y	The Boulder Faculty Assembly has added a member whose emphasis lies on the well-being of minority student-athletes. The Department of Athletics is represented on the Staff Council as two of the thirty members are Athletics employees.	2002	

Self-Study Item #3

Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.2 (Minority Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

The Athletics Department has developed a five-year plan for Diversity issues, described fully later in this response.

Self-Study Item #4

List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 4.2 (Minority Issues). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion.

Please refer to self-study item #2.

Self-Study Item #5

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

The Athletics Department is currently implementing a five-year diversity plan that addresses diversity issues and concerns within the guidelines, vision, and objectives of both the University of Colorado at Boulder and the NCAA. The plan is ambitious, includes measurable objectives and outcomes, and is achievable. The five-year diversity plan is both departmentally centered and inclusive of other campus administrators, faculty, staff and students.

The department's *Athletics 2010* (see the Governance response) Committee and the Diversity Subcommittee have been and will continue to be responsible for addressing the issues related to the Culture Vision of the *Athletics 2010* strategic plan and diversity matters.

The purpose of *Athletics 2010* is to establish accountability within the department to help every student-athlete grow and prepare for a successful life beyond graduation. *Athletics 2010* has specific measurable goals. It will ensure that CU is meeting the academic and athletic needs of all student-athletes. *Athletics 2010* also sets forth departmental goals for our staff, including opportunities for professional growth, competitive salary and development of an environment that embraces and promotes diversity and equity. A departmental report card is issued each year, outlining the progress toward achievement of these goals.

Re-established August 2003, the Athletics Department's Diversity/Equity/SA Welfare Committee has established the following Mission Statement – *The CU Athletics Department Diversity/Equity/SA Welfare Committee is committed to the success of the Athletics 2010 Culture Vision by developing and implementing gender equity and diversity plans and programs and overseeing annual progress towards those goals; as well as developing programs for the benefit of our student-athletes and staff.*

Current Committee Members

Lisa Van Goor, Events Coordinator...Diversity Subcommittee

Will Smith, Director of Men's basketball Operations... Diversity Subcommittee
Candice Bowen, Director Sexual Harassment Office... Diversity Subcommittee
Pi'i Aiu, Head Women's Volleyball Coach... Diversity Subcommittee
Derrick Watson, Asst to the Vice Chancellor for Administration... Diversity Subcommittee
Milton Branch, CU Foundation... Diversity Subcommittee
Ruph Gebre-Mariam, Asst. AD Ticketing... Diversity Subcommittee

Colleen Reilly-Krueger, Assoc SID...Chair, Gender Equity Subcommittee
Karen Morrison, Assoc AD... Gender Equity Subcommittee
Ceal Barry, Head Women's Basketball Coach... Gender Equity Subcommittee
Maureen Finn, Business Office... Gender Equity Subcommittee
David Hansburg, Dir of Football Operations... Gender Equity Subcommittee

Brian Winkelbauer, Asst AD for Student Services...Chair, SA Welfare Subcommittee
Justina Boyd, Life Skills Director...SA Welfare Subcommittee
Bill Harris, C-Club Director... SA Welfare Subcommittee
Kathy Sulentic, Academic Advisor...SA Welfare Subcommittee
Veronica Johns-Richardson, Student-Athlete... SA Welfare Subcommittee
George Hoey, Campus Career Services Coordinator... SA Welfare Subcommittee

Diversity Subcommittee...1st Year Goals:

Develop Diversity Plan that incorporates *Athletics 2010* goals and the expectations of NCAA Certification
[completed]

Find means to include diversity issues in the staff/SA surveys

Develop a plan to support Department hiring practices

Explore campus resources for staff and student-athlete training opportunities

Sexual Harassment training completed for all staff [completed]

Additionally, the department's exit interview program annually surveys departing student-athletes, including exhausted eligibility athletes and those transfer to another institution, and includes survey and interview questions about diversity.

The campus Office of Equity and Diversity maintains records of every college and department's diversity plans. Finally, the Boulder Chancellor maintains a standing committee on athletics certification, which meets annually to review progress on plans for improvement, including diversity plans.

Self-Study Item #6

For the three most recent academic years, provide the racial or ethnic composition for full-time senior administrative Athletics Department staff members (i.e., assistant athletics directors up through the athletics director level); other full- and part-time professional (i.e., non-clerical) Athletics Department staff members (such as trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the Athletics Department); full- and part-time head coaches; full- and part-time assistant coaches (including graduate assistant and volunteer coaches); faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members, and other advisory or policy-making group (e.g., governing board for athletics, student-athlete advisory committee) members (if any). [Note: Use the supplied chart to compile the data requested in this self-study item.]

RACIAL OR ETHNIC COMPOSITION ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

Indicate the number of individuals in each racial or ethnic groups for each personnel group listed below for the three most recent academic years. List the most recent academic year's data first. [Note: (1) Use the definition of staff members that is included in the certification of compliance forms. (2) "F" refers to full-time staff employees who are considered by the institution as 1 FTE (full-time equivalency) in the athletics department(s) and "P" refers to part-time before the average (mean) test scores are calculated. staff employees who are less than 1 FTE in the athletics department(s).]

		Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
	Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior Administrative Athletics Dept. Staff	F					1	1	1		2				7	8	8			
Other Professional Athletics Dept. Staff	F				1	1	2	4	5	2				31	29	26			
	P													1	1				
Head Coaches	F				1	1	1	1	1	1			9	9	9				
	P																		
Assistant Coaches	F				1		2	6	8	7				18	20	15			
	P							1	1	1				6	3	5			
Totals (for Athletics Dept. Personnel)	F				3	3	6	12	14	12	0	0	9	65	66	49			
	P							1	1	1				7	4	5			
Faculty-Based Athletics Board or Committee Members							2				2			10					
Other Advisory or Policy-Making Group Members																			

Name of person completing the chart: Title:

Self-Study Item #7

For the three most recent academic years, provide the racial or ethnic composition for student-athletes who received athletics aid and for students generally. [Note: Use the supplied chart to compile the data requested in this self-study item.]

**RACIAL OR ETHNIC COMPOSITION
STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID***

Indicate the number of students generally and student-athletes who received athletics* (include partial and nonqualifiers who were ineligible for aid) in each of the racial or ethnic groups listed below for the three most recent academic years. List the most recent academic year's data first. [Note: Information for students generally and for student-athletes who received athletics aid can be obtained from the enrollment information items included in the institution's completed NCAA Division I graduation-rate disclosure forms. The number of students by gender also can be obtained from the Equity in Athletics Disclosure Act survey form.]

	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	160	179	183	1245	1334	1427	378	368	395	1268	1338	1417	1802	1891	1965	1175	1275	1404
Student-Athletes	0	1	1	5	7	7	68	64	60	14	17	9	225	228	135	7	10	3

Name of person completing the chart: Title:

Self-Study Item #8

For the three most recent academic years, provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the graduation-rates disclosure form. Also, for those sports not at the varsity level for three years, indicate the year in which the sport was recognized by the institution as a varsity sport. [Note: Use the supplied chart to compile the data requested in this self-study item.]

**RACIAL OR ETHNIC COMPOSITION
MEN'S AND WOMEN'S SPORTS TEAMS**

Indicate the number of students generally and student-athletes who received athletics* (include partial and nonqualifiers who were ineligible for aid) in each of the racial or ethnic groups listed below for the three most recent academic years. List the most recent academic year's data first. [Note: Information for student-athletes who received athletics aid in eight sports groups can be obtained from the enrollment information items included in the institution's completed NCAA Division I graduation-rate disclosure form.]

Sports** Year	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Men's Basketball	0	0	0	0	0	0	7	8	9	0	0	0	4	5	1	1	2	0
Football	0	0	0	1	1	1	47	41	44	6	6	1	70	69	40	2	3	0
Men's Track / Cross Country	0	1	1	2	3	1	4	5	1	5	7	4	24	31	18	1	0	0
Men's Other Sports and Mixed Sports	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Women's Basketball	0	0	0	0	0	0	4	4	3	0	0	0	10	8	8	0	1	1
Women's Track / Cross Country	0	0	0	2	2	4	1	0	0	2	1	1	33	32	19	1	1	1
Women's Other Sports	0	0	0	2	2	4	1	0	0	1	3	3	62	62	36	2	2	3
Total	0	1	1	7	8	10	64	58	57	14	17	9	203	207	122	7	10	5

Name of person completing the chart:

Title:

Self-Study Item #9

Using the program areas for minority issues please:

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

The University as a whole has been working on its Diversity vision and plan <http://www.colorado.edu/cu-diversity/index.html>. The Athletics Department has participated in that effort and worked to be a part of the institutional mission since the lapse of its own 1995 five-year plan. The campus developed its blueprint for diversity in 1999 with five-year reviews on progress. The Chancellor's advisory Committee on Minority Affairs (CACMA) is dedicated to enhancing the University's climate for diversity, multiculturalism and social justice. The Committee assesses the campus environment and advises the Chancellor. It is also a resource for all university departments and individuals seeking to improve CU-Boulder's climate for diversity. To carry out this charge, CACMA seeks to:

- Enhance awareness of issues that affect people of color. This includes organizing and implementing an annual campus-wide summit on diversity.
- Influence policy that affects people of color.
- Support, recognize, and advocate for efforts to promote diversity, multiculturalism, and social justice within the campus community.

The Athletics Department has not achieved the results that it had hoped in maintaining and increasing the diversity of its student and staff population since the interim report, and this is reflective of the larger University campus as well. The Athletic Department Five-Year Diversity plan specifically addresses a number of goals, objectives and strategies intended to increase representation of diverse populations within the department, while also addressing issues important to ensuring that the climate of the department will support the retention of diverse members. The department along with the campus is committed to collaboratively and aggressively working to become a more diverse and multicultural environment for all student and staff. The strategies listed in the five-year plan (Self-study item #10), along with increased monitoring of progress towards goals and objectives and clear accountability are designed to allow the department to meet its goals.

The Athletics Department is included in the University's Student Diversity in Recruitment, Admission and Support Programs:

Purposes

The purposes of this policy are to state goals and procedures to attain student body diversity at the University of Colorado at Boulder and to comply with legal rules governing consideration of race and ethnicity in achieving these goals.

General Considerations

The University of Colorado at Boulder seeks students that are highly qualified academically. In our judgment, having students learn from each other is an important part of the University's educational mission. Therefore, the campus also seeks diverse student populations that encompass a wide range of characteristics including geographic origins, social and economic backgrounds, races and ethnicities, viewpoints, special talents, and personal achievements. Assessing personal achievements shall take into account a prospective student's circumstances and obstacles that she or he has overcome. Diversity review shall compare all applicants based on all diversity criteria made relevant by this statement of policy. No separate procedure, track, or criteria may be used.

Consideration of Race and Ethnicity

Among the diversity criteria made relevant by this statement of policy, race and ethnicity are governed by uniquely strict legal rules, yet are an important aspect of educational diversity. To comply with legal limits, race and ethnicity shall be considered in recruitment and admissions when, but only when, admissions criteria that are racially and ethnically neutral would fail to achieve student populations that include a critical mass of students from historically disadvantaged racial or

ethnic groups. This condition now exists in most programs at the University of Colorado at Boulder for African Americans, Latinos, Asian Americans, and Native Americans. Whether this condition continues shall be reevaluated yearly.

A "critical mass" of students from a distinct racial or ethnic group means a sufficient number to represent a variety of points of view and to avoid such small numbers as might create a sense of isolation. However, admissions procedures shall be flexible and in no event may be based on a racial or ethnic quota.

Student Recruitment and Support

Student recruitment programs, and support of students through financial aid or retention programs, shall be designed to achieve and maintain the kind of student bodies described in this statement of policy. No university-administered recruitment, scholarship or retention program may be restricted on the basis of race or ethnicity. However, this policy shall not preclude student-directed groups on campus from having a racial or ethnic identity on the same basis as other student groups that are identified by such interests as political affiliation, religion, or other grounds of affinity.

Policies of Schools, Colleges, and Departments

Schools, colleges, and departments shall adopt recruitment, admission, and support procedures that are tailored to their programs and consistent with this statement of policy.

The foregoing policy was approved by the Council of Deans on May 4, 2004 and approved by the Chancellor's Executive Committee on May 5, 2004. The policy will be reviewed by the Boulder Faculty Assembly (BFA) in September 2004.

The department's five-year plan sets appropriate goals, provides structure for achievement of the goals and evaluation of progress on minority issues. University and department enrollment numbers [three years of data provided below] show the Athletics Department continues to be on of the most diverse student populations on campus.

Student-Athletes – three years of historical reports:

2001-02 Number of Participants [EADA]		Ethnicity						
Sport	Men's Teams	Alaska/Amer Indian	Asian/Pac Island	Black	Hispanic	Non-resident Alien	Other	White
Basketball	16			8		3	1	4
Football	136			52	7	2	3	72
Golf	8					4		4
Skiing	12					3		9
Tennis	11					4		7
Cross Country *	15				3			12
Indoor Track and Field *	34		2	3	5	1		23
Outdoor Track and Field *	29		2	2	5			20
	261	0	4	65	20	17	4	151

2001-02 Number of Participants [EADA]		Ethnicity						
Sport	Women's Teams	Alaska/Amer Indian	Asian/Pac Island	Black	Hispanic	Non-resident Alien	Other	White
Basketball	16			4		2		10
Golf	10					2		8
Skiing	14					8		6
Soccer	32		1	1	1	1		28
Tennis	11					3		8
Cross Country *	20				1			19
Indoor Track and Field *	36			5	1			30
Outdoor Track and Field *	33			4	1			28
Volleyball	16		1			2		13
	188	0	2	14	4	18	0	150

Department Totals	449	0	6	79	24	35	4	301
Dept Percentage		0.00%	1.34%	17.59%	5.35%	7.80%	0.89%	67.04%
Campus Percentages		0.70%	5.23%	1.63%	5.37%	3.81%		83.25%

2002-03 Number of Participants [EADA]		Ethnicity						
Sport	Men's Teams	Alaska/Amer Indian	Asian/Pac Island	Black	Hispanic	Non-resident Alien	Other	White
Basketball	18			9		3	1	5
Football	125		1	44	6	2	1	71
Golf	11					3		8
Skiing	12					2	1	9
Tennis	7		1			2		4
Cross Country *	17		1		3			13
Indoor Track and Field *	44		3	6	6			29
Outdoor Track and Field *	44		3	8	5			28
	278	0	9	67	20	12	3	167

2002-03 Number of Participants [EADA]		Ethnicity						
Sport	Women's Teams	Alaska/Amer Indian	Asian/Pac Island	Black	Hispanic	Non-resident Alien	Other	White
Basketball	16			4		1	2	9
Golf	11					2		9
Skiing	12					4		8
Soccer	32		1		1	1	1	28
Tennis	11				1	3		7
Cross Country *	18				1			17
Indoor Track and Field *	35			5	2			28
Outdoor Track and Field *	37			5	2		1	29
Volleyball	13		2			1		10
	185	0	3	14	7	12	4	145

Department Totals	463	0	12	81	27	24	7	312
Dept Percentage		0.000%	2.592%	17.495%	5.832%	5.184%	1.512%	67.387%
Campus Percentages		0.800%	5.600%	1.600%	5.600%	1.400%	5.300%	79.800%

2003-04 Number of Participants [EADA]		Ethnicity						
Sport	Men's Teams	Alaska/Amer Indian	Asian/Pac Island	Black	Hispanic	Non-resident Alien	Other	White
Basketball	18			10		2		6
Football	114		1	46	4	2		61
Golf	9					1		8
Skiing	14					3	1	10
Tennis	9		1			4	1	3
Cross Country *	16	1	1	1	2			11
Indoor Track and Field *	47	1	1	6	5			34
Outdoor Track and Field *	47	1	1	6	7			32
	274	3	5	69	18	12	2	165

2003-04 Number of Participants [EADA]		Ethnicity						
Sport	Women's Teams	Alaska/Amer Indian	Asian/Pac Island	Black	Hispanic	Non-resident Alien	Other	White
Basketball	15			3		2	1	9
Golf	13				1	2		10
Skiing	11					3	2	6
Soccer	30		1		1			28
Tennis	10				1	2	1	6
Cross Country *	18				3			15
Indoor Track and Field *	42			4	3		1	34
Outdoor Track and Field *	42			4	3		1	34
Volleyball	13		4				1	8
	194	0	5	11	12	9	7	150

Department Totals	468	3	10	80	30	21	9	315
Dept Percentage		0.641%	2.137%	17.094%	6.410%	4.487%	1.923%	67.308%
Campus Percentages		0.755%	5.372%	1.537%	5.612%	3.708%		79.517%

The trend of student-athlete involvement and the use of the Student-Athlete Advisory Committee have risen significantly since the institution's first-cycle certification in 1997. Student-athlete advisory members are used extensively on department and campus committees, including the Academic Policy Board for Athletics, the standing NCAA Certification Committee, and the department Equity, Diversity and Student-Athlete Welfare Committee.

The Life Skills program and the UCamp mentoring program have been innovative programs addressing the needs and issues facing student-athletes, including minority athletes.

Self-Study Item #10

Using the "plan for improvement" section, please provide a written, stand-alone institutional plan for addressing minority issues for the future in the intercollegiate athletics program. The plan must address all eight program areas for minority issues as listed previously; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's minority-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see this web site for an example format outlining all required elements of a plan.]

Within minority-issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.

Portions of the department's five-year diversity plan have been provided above. The entire plan, including resource materials, can be viewed at the department's website: www.cubuffs.com Athletics Department/CU Staff [password: BUFFSTAFF]. The following represents the bulk of the plan.

University of Colorado Athletics Department Five-Year Diversity Plan

The University of Colorado (CU) Intercollegiate Athletics program, staff and student-athletes are an integral part of the educational mission of the University. Our primary responsibility is to support the goals and objectives of the University by providing a quality intercollegiate athletics program for men and women that is ethically, educationally, financially, and competitively sound. To this end, we are committed to providing a program and an environment that assures a climate of respect and appreciation for individual differences and perspectives, as well as encouraging the full participation of all individuals.

It is in the best business interest of intercollegiate athletics that we commit to aggressively and affirmatively create a department that is inclusive of a diverse population. The Athletics Department has a responsibility and desire to include in its programs and services men and women from all races, ethnicities, religions, persons with disabilities and sexual orientation. The Athletics Department will be aggressive in recruiting and retaining a diverse team of administrators, coaches, students, and student-athletes.

Definition of Diversity

Consistent with the Boulder Campus's definition of diversity, the Athletics Department is committed to ensuring an environment in which diversity is a fundamental value. Difference among people creates diversity. Diversity is a natural and enriching hallmark of life. It may include, but is not necessarily limited to ethnicity, race, gender, age, class, sexual orientation, religious preference, and physical abilities. A climate of actual diversity is one in which everyone values individual and group differences, respects the perspectives of others and communicates openly.

Achieving greater diversity within the Athletics Department will enhance its quality and enrich understanding between employees and the entire community.

Vision

The Vision's success will be measured by the environment generated by the actions we take to provide a climate of respect and support accorded women and those of other under-represented groups or ethnic cultures within our departments, rather than being measured strictly in statistics. The Vision will be supported by our employment practices and student services. We will realize improvement when our staff, our student-athletes, and our focus groups all reflect our efforts in their attitudes.

Climate

The Athletics Department firmly believes its strength is in our people and the services we provide. We strive to recognize their contributions by providing a positive work environment. Climate is the quality of respect and support accorded each member of our staff and our student-athletes, and visitors. The Climate defines our attitudes and behavior, facilitates or inhibits freedom, self-respect, self-esteem, and achievement. In the case of diversity, it is the quality of respect and support accorded women and those of other under-represented groups and ethnic cultures within our department. The atmosphere with our offices, work areas, and on the playing fields will enhance the respect and support for each individual. As such, we will not tolerate racist, sexist, or homophobic comments, remarks, disparaging jokes, or comments about any class of people. Athletics will provide diversity training for our staff and our students; and we will develop a better understanding of diversity.

Supporting Principles and Policies

Our message must be clear. An Athletics Department is most effective when it is self-directed and it performs on a high level with minimum guidance in keeping with its vision and goals. To do so requires a set of guidelines that establishes a positive climate and sets the direction for our students, staff, and guests. The following policies set the standards for our commitment to diversity.

CU-Boulder Nondiscrimination Policy: The University of Colorado at Boulder (CU) is committed to ensuring an environment in which diversity is a fundamental value. We believe that greater diversity will enhance the quality of CU and enrich understanding between students, employees and the entire community. CU believes that it is important to use outreach to recruit a high quality diverse student body and workforce.

CU provides equal opportunity for all students and applicants for admission and for all employees and applicants for employment regardless of race, color, creed, religion, national origin, sexual orientation, veteran status, age, or sex, except where sex or age is a bona fide occupational qualification. Discrimination on the basis of disability in educational programs and activities and employment at CU is prohibited. CU expects all of its students and employees to join together to ensure a climate of diversity where everyone values individual and group differences, respects the perspectives of others and communicates openly to attain the best education.

CU Diversity Vision: At the University of Colorado at Boulder we are committed to building a campus community in which diversity is a fundamental value. People are different and the differences among them are what we call diversity – a natural and enriching hallmark of life. Diversity includes, but is not limited to, ethnicity, race, gender, age, class, sexual orientation, religion, disability, political viewpoints, veteran status, and gender identity/expression. A climate of healthy diversity is one in which people value individual and group differences, respect the perspectives of others, and communicate openly.

Diversity is a key to excellence in education. CU-Boulder is committed to enriching the lives of our students, faculty, and staff by providing a diverse campus where the exchange of ideas, knowledge, and perspectives is an active part of learning.

NCAA Constitution 2.2.2 Cultural Diversity and Gender Equity

It is the responsibility of each member institution to establish and maintain an environment that values cultural diversity and gender equity among its student-athletes and intercollegiate Athletics Department staff.

NCAA Certification

Minority Issues. It is a principle of the Association to promote respect for and sensitivity to the dignity of every person and to refrain from discrimination prohibited by federal and state law.

Consistent with this fundamental philosophy, the institution shall:

- a. Have implemented its approved minority-opportunities plan from the previous self-study. If modified or if not carried out fully, the institution shall provide an explanation from appropriate institutional authorities.

- b. Demonstrate that it is committed to, and has progressed toward, fair and equitable treatment of all minority student-athletes and Athletics Department personnel.
- c. Formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which expands opportunities and support for minority student-athletes and athletics personnel. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables.

Athletics 2010

The Athletics Department is committed to the intellectual, physical and social development and general well being of each student-athlete. We will create an environment where student-athletes, faculty and staff, and all of our customers are respected and valued.

Athletics 2010 is a 10-year comprehensive plan for the CU Department of Athletics that will graduate nationally competitive students through achievement of the highest standards in education, athletic competition, culture and facilities. *Athletics 2010* is unique because it provides a holistic approach to defining student-athlete success. It will better prepare student-athletes for long-term life success by fostering academic achievement, leadership skills and personal and professional growth.

The purpose of *Athletics 2010* is to establish accountability within the department to help every student-athlete grow and prepare for a successful life beyond graduation. *Athletics 2010* has specific measurable goals. It will ensure that CU is meeting the academic and athletic needs of all student-athletes. *Athletics 2010* also sets forth departmental goals for our staff, including opportunities for professional growth, competitive salary and development of an environment that embraces and promotes diversity and equity. A departmental report card is issued each year, outlining the progress toward achievement of these goals.

The Athletics Department will:

- Achieve greater diversity within the Department, which will enhance the quality of our department by increasing the number of talented individuals and enriching our understanding of our community and ourselves.
- Identify and establish new and different programs to support the diverse interests and abilities of our target population.
- Consist of diverse, qualified employees and athletes. Thus, doing a local, regional, or national search will help develop diverse qualified pools of candidates for employment in our athletic program.
- Adhere to the standards established by the State Personnel System and the Board of Regents in the employment of all employees.
- Hire employees from under-represented groups.
- Support an active retention program.
- Promote and support a work environment that promotes and supports respect for individual differences and perspectives and allows for open communication.

I. PROGRAM PLAN

While the plan below attempts to assign responsibility for actions within each strategy, the Subcommittee drafting this report recognizes that achieving these goals will take leadership and support from the Athletics Director, Provost and Vice Chancellor for Student Affairs, among others. The Subcommittee has not assigned costs to the proposed actions at this time. Resources may limit success with these strategies. Finally, the Department will continue to be involved with and hopeful about campus-wide initiatives for diversity.

GOAL 1: INCREASE THE DIVERSITY OF STAFF AND STUDENT-ATHLETES

Objective 1.1- Improve recruitment hiring and promotion.

Key Strategies	Action Description	Timeline	Who's Responsible	Resources	Outcomes And Assessments
1.1A Request waivers of searches only in emergencies	Currently part of the hiring procedures of the department	Immediate	Provost office approves any waiver of search and establishes criteria for "emergency"	NA	
1.1B Use personalized recruitment efforts to increase diversity in applicant pools. Network internally and externally.	Currently part of the hiring procedures of the department; tracking of personal contacts required. Develop a shared resource list to assist search efforts with networking	Immediate	Diversity Subcommittee and Maureen Finn	NA	
1.1C Seek assistance from all categories of organizations oriented specifically to issues regarding minorities, women, and person with disabilities.	Develop a shared resource list to assist search efforts with networking, including Alumni groups.	Immediate	Diversity Subcommittee and Business Office; Search Committee chairs and position supervisors	NA	

Key Strategies	Action Description	Timeline	Who's Responsible	Resources	Outcomes And Assessments
<p>1.1D</p> <p>Work aggressively with Staff Personnel and the Office of Diversity & Equity in recruitment of diverse applicants. Participate in development of tests, whenever possible. When appropriate, hire qualified applicants as temporary employee, in order to improve their chances of getting into applicant pools for permanent employment.</p>	<p>Post openings on the athletics Dept website; tap into conference, NCAA and professional organization internship programs to identify potential candidates; Assist CU graduates in pursuit of athletics careers and internships in the hopes of cultivating them as future employees.</p>	<p>Ongoing</p>	<p>Supervisors and coaches</p>		
<p>1.1E</p> <p>Monitor the process to fill each vacant position to ensure every reasonable opportunity to increase diversity.</p>	<p>Require diversity reports as part of the Search Summary; Request and annual report from the Business Office that will be included in the Subcommittee's annual report, re: number of searches and waivers allowed; and use of resources for expansion of candidate pools.</p>	<p>Immediate</p>	<p>Diversity Subcommittee and Business Office; Search Committee chairs and position supervisors</p>		
<p>1.1F</p> <p>Prepare and present to the Director a "Search Plan" when filling a staff position. Prepare a Search Summary for the Director after the search.</p>	<p>Currently part of the hiring procedures of the department</p>	<p>Immediate</p>	<p>Search Committee chairs & position supervisors</p>	<p>NA</p>	
<p>1.1G</p> <p>Develop mentoring programs to provide more competitive opportunities for minorities and women.</p>	<p>Assist CU graduates in pursuit of athletics careers and internships in top programs in the hopes of bringing those individuals back to CU; Use the UCamp mentoring program and life skills/career development programs to boost these efforts and train SAs who may be future employment candidates. Explore campus programs, e.g., The Heritage Center program for women. Start searches with internal postings to identify minority candidates for promotion.</p>	<p>Ongoing</p>	<p>Diversity Subcommittee development of a resource list; Life Skills program for SAs. Foundation.</p>	<p>Athletics Dept Life Skills budget and Student Affairs assistance; Potentially a fundraising item.</p>	
<p>1.1H</p> <p>Ensure that contract organizations use a diverse workforce.</p>	<p>Follow the Office of Procurement Services protocols</p>	<p>Ongoing</p>	<p>Sr. Associate AD, Business and Facilities</p>	<p>NA</p>	

Objective 1.2- Retain a staff of color and other under-represented minorities appointed to permanent positions.

Key Strategies	Action Description	Timeline	Who's Responsible	Resources	Outcomes And Assessments
<p>1.2A</p> <p>Provide a work environment that is sensitive to individual and cultural needs</p>	<p>Mandatory Diversity Training for staff and student-athletes</p>	<p>Staff program every 2-3 years (first by 2007) Ongoing for student-athletes via Life Skills classes and special programs.</p>	<p>SA- Life Skills program; Staff - recommendation by the Diversity Subcommittee and enforced by the AD</p>	<p>Athletics Dept budget</p>	
<p>1.2B</p> <p>Counsel employees about opportunities for job enrichment and promotion opportunities</p>	<p>Develop a written professional development plan for each employee via the Classified program and exempt plans. Improve the uniformity of exempt evaluation plans. Once per year select a staff member or student for an outside development program.</p>	<p>2005</p>	<p>Provost - as part of the review of Dept evaluation and performance plans. AD select an individual for an outside program.</p>	<p>Athletics Dept budget</p>	
<p>1.2C</p> <p>Meet with employees as frequently as necessary, at least every six months, to discuss performance expectations and give feedback on the employee's performance.</p>	<p>Currently part of the classified staff "coaching" expectations; incorporate into the performance evaluation plan for dept. exempt professionals</p>	<p>As part of a Department-wide performance evaluation and plan program</p>	<p>Provost; Position supervisors (see 1.2B)</p>		
<p>1.2D</p> <p>Include employees on committees and in other office functions, including department-sponsored social functions.</p>	<p>Identify and include minorities to be a part of Dept-wide committees; Rotate the opportunity for minorities to be invited to Dept functions</p>	<p>Immediate</p>	<p>Committee chairs & the Events Coordinator</p>	<p>Minimal Athletics Dept budget issue</p>	

Key Strategies	Action Description	Timeline	Who's Responsible	Resources	Outcomes And Assessments
1.2E Ensure that employees are afforded benefits and opportunities equal to those of other employees, including time off.	Rotate the opportunity to go on road trips with a team. Continue to provide all staff a benefit per the Nike agreement. Post Diversity functions and alert staff via email.	Immediate	AD. Equipment/Student Services staff.	Athletics Dept budget	
1.2F Ensure that employees are treated with respect.	Tied to diversity training per 1.2A and 2.1A. Educate staff about campus resources for education and grievance resolution. Develop a Recognition program for outstanding diversity program in the Dept.	Immediate. Recognition program by 2007.	Diversity Subcommittee	Minimal Athletics Dept budget issue	
1.2G Ensure that employees are introduced to other employees throughout the department	Revive two all-staff, non-business functions (luncheon/picnic) for introductions and socializing. Enforce the Dept check-in for all new staff. Continue the CUSPY recognition for staff.	Immediate	AD; supervisors of new staff	Minimal Athletics Dept budget issue	
1.2H Ensure an environment where employees feel comfortable expressing their concerns about equity.	Develop a forum for staff education about department issues and plans and opportunity for staff to provide comments	Spring 2005	All staff and supervisors	NA	
1.2I Ensure that representation from all under represented groups is included among positions that interact with student-athletes regularly.		Ongoing	Assistant AD for Student Services and supervisors	NA	
1.2J Develop exit interview process to identify opportunities for improved retention of staff	Explore the campus Human Resources plans and procedures to develop this program	Fall 2005	Diversity Subcommittee and Maureen Finn	NA	

Key Strategies	Action Description	Timeline	Who's Responsible	Resources	Outcomes And Assessments
1.2K Develop a baseline survey to be given to all staff and student workers to determine where the department stands in terms of diversity.		Summer 2005	Diversity Subcommittee with assistance from the campus Research office	Campus assistance request	

GOAL 2: EXPAND THE EDUCATIONAL EXPERIENCE FOR ALL MEMBERS OF THE DEPARTMENT TO DEEPEN AN UNDERSTANDING OF AND RESPECT FOR DIVERSITY; LEAD THE CAMPUS

Objective 2.1- Increase staff and student-employee diversity awareness and sensitivity.

Key Strategies	Action Description	Timeline	Who's Responsible	Resources	Outcomes And Assessments
2.1A Conduct diversity awareness training for all staff and student employees.	See 1.2A and 1.2F				
2.1B Train all new employees within three months of hire.	Currently required for sexual harassment training through the campus. Encourage the campus to expand that mandatory training to diversity awareness.	Ongoing	Provost. Diversity Committee keeps track of campus activity in this area.	NA	
2.1C Train all personnel involved in the hiring process on AA, EEO. And ADA concepts, methods, and requirements.	Use campus resources - HR in search committee settings, Employment Services. Add to the Policy seminar plan.	Ongoing	Provost. Diversity Committee keeps track of campus activity in this area. Campus HR	NA	
2.1D During each all-staff meeting, have a report from each dept. area on what is new in terms of diversity.	Pursue speakers for dept functions and diversity events and allow time for staff to attend.	Immediate	AD	NA	

Key Strategies	Action Description	Timeline	Who's Responsible	Resources	Outcomes And Assessments
2.1E Address issues in staff meetings & meetings between supervisors and staff. Encourage staff to share experiences.	Include as part of the performance plans	Immediate	AD and all supervisors; Provost direction of performance plans.	NA	
2.1F Encourage attendance at campus diversity training, workshops, and seminars on race, gender, sexual orientation, and disabilities.	Performance plans should include a requirement to attend such events for 2-3 hours per year and supervisors should give employees that time and track that the requirement is fulfilled.	Fall 2005	AD and all supervisors; Provost direction of performance plans.	NA	
2.1G Include student staff in diversity planning.	All supervisors of student staff should identify opportunities for this and it should be a part of all orientations.	Fall 2005	AD & supervisors of student staff.	NA	

GOAL 3: IMPROVE THE CAMPUS CLIMATE FOR DIVERSITY THROUGH OUR EFFORTS; CREATE RELATIONSHIPS WITH THE CAMPUS WITHIN A PLURALISTIC FRAMEWORK.

Objective 3.1: Create and maintain a department-wide climate that communicates respect, understanding, acceptance, and sensitivity to diversity.

Key Strategies	Action Description	Timeline	Who's Responsible	Resources	Outcomes And Assessments
3.1A Create publications that reflect a commitment to multi-culturalism and demonstrate support of diversity through use of language, graphics, etc.	Tap into the Women's Resource Center; the Multi-cultural Center and similar campus organizations for ideas.	Ongoing	Media Relations; Foundation; Marketing/Promotions & Licensing	Ongoing	

Key Strategies	Action Description	Timeline	Who's Responsible	Resources	Outcomes And Assessments
3.1B Build working relationships/liaisons with campus departments, organizations, and student groups in order to build a network of referral connections and program relationships that support diversity and diverse populations. Include diverse populations in social activities in support of the Athletics Department.	Currently part of the campus Action Plan for Athletics. Include campus contacts in Dept committee work an, planning and events. Consider complimentary admissions & guest coach programs. Attend campus orientation and welcome functions.	Ongoing	Asst AD for Student Services, Dept Executive Committee, Vice Chancellor for Student Affairs, Diversity Subcommittee. Committee chairs.	NA	
3.1C Seek input from faculty, staff, and student organizations representing ethnic, racial, cultural, female, and religious groups, person with disabilities, and gays, lesbians, and bi-sexuals.	See 3.1B			NA	
3.1D Ensure that personnel periodically meet with diverse student, faculty, and staff.	Develop an Outreach Plan to engage our staff and student-athletes with targeted groups on campus.	Spring 2006	Diversity Subcommittee and Vice Chancellor for Student Affairs	NA	
3.1E Organize regular meetings in Dal Ward Center with campus organizations.	See 3.1D Outreach Plan	Fall 2005	Asst AD for Student Services and the Vice Chancellor for Student Affairs. Events Coordinator.	NA	

Objective 3.2- Increase relationships with diverse community groups off campus.

Key Strategies	Action Description	Timeline	Who's Responsible	Resources	Outcomes And Assessments
3.2A Seek input from diverse community groups on diversity initiatives and department plans.	Develop an Outreach Plan to engage our staff and student-athletes with targeted groups off campus.	Spring 2006	Diversity Subcommittee and Vice Chancellor for Student Affairs	NA	
3.2C Include diverse community groups in Department event..	As part of the Outreach Plan, target groups for invitations to events. Provide complimentary admissions.	Immediate	Events Coordinator; Marketing & Promotions.	Minimal Dept budget impact	
3.2D Develop a plan with the City of Boulder to ensure communication about the needs and issues of the diverse population of the Athletics Department	Work through the designated campus liaison.	Fall 2006	Diversity Subcommittee with the Foundation and Marketing and Promotions. Vice Chancellor for Administration.	NA	

GOAL 4: INCREASE AND MAINTAIN DIVERSITY IN INTERCOLLEGIATE SPORTS ACTIVITIES.

Objective 5.1- Contact and work with minority organizations who can assist with recruiting minority athletes.

Key Strategies	Action Description	Timeline	Who's Responsible	Resources	Outcomes And Assessments
4.1A Include local minority sports club organizations in the recruiting process within NCAA regulations		Ongoing	Coaches	NA	

Key Strategies	Action Description	Timeline	Who's Responsible	Resources	Outcomes And Assessments
4.1B Use the Student-athlete Advisory Committee as a forum for diversity training.		Fall 2005	SAAC and the Director of Student development	Life Skills, Student Services, SAAC and campus Student Affairs budgets	

Objective 4.2- Ensure that each coach and recruiter makes every effort to contact minority student-athlete who can be competitive in intercollegiate sports activities.

Key Strategies	Action Description	Timeline	Who's Responsible	Resources	Outcomes And Assessments
4.2A Make every effort to actively recruit, retain, and graduate every minority student-athlete who enrolls at the University of Colorado	Build upon the Degree and Gold Programs; continue to expand the Mentors program.	Ongoing	Coaches, Academic support services and student services staff	NA	
4.2B Develop a student-athlete entrance interview program to complement our existing senior exit program in order to improve communication and identify issues.	Developed by the Diversity Subcommittee. Use this to identify minority needs or issues.	Fall 2005	Diversity Subcommittee with input from coaches and SAAC	NA	

Objective 4.3.- Ensure that a diverse group of students are recruited to participate in student support activities to include managers, trainers, tutors, cheerleaders, dancers, and other service support functions.

Key Strategies	Action Description	Timeline	Who's Responsible	Resources	Outcomes And Assessments
<p>4.3A</p> <p>Actively seek out diverse groups of student to work in the Athletics Department</p>	<p>Diversity Subcommittee to track these numbers for the department. Target all vacancies to ensure every reasonable effort has been made to increase diversity within our student support staff.</p>	<p>Ongoing</p>	<p>Asst AD for Student Services and supervisors</p>	<p>NA</p>	
<p>4.3B</p> <p>Develop mentoring programs to provide more support opportunities for minorities, women, people with disabilities, and other under-represented groups.</p>	<p>Dept Equity/Diversity/SA Welfare Committee item.</p>	<p>Fall 2008</p>	<p>Dept Equity/Diversity/SA Welfare Committee; Life Skills Director</p>	<p>Athletics Dept</p>	

IV. Outreach

To be certain our diversity program reaches the many target populations that make up the Athletics Department, an active Outreach Program must be included in our plan of action. The Diversity Subcommittee will manage this segment of our Diversity Plan with the CU Foundation and Marketing/Promotions staffs.

Camps and clinics can be an important element in our Outreach Program. Coaches and administrators conducting these activities will honor our commitment to diversity by recognizing the need to enrich the camp or clinic by the active participation of all individuals.

As authorized by University policy, requests for our participation with University and local community groups or organizations will be supported.

V. Incentives

As appropriate, incentives, and sanctions shall be included in this plan and may be linked to specific objectives and accomplishments. Examples of incentives include department recognition and honors. Examples of sanctions include lower performance evaluations or lower salary increases.

Performance evaluations for staff shall include an evaluation of the staff member's efforts to create a diversity-sensitive atmosphere in the Department.

Resource Materials

Tab A: 2001 Interim Certification Action Plan for Minority Issues

Tab B: Athletics Department-to-Campus Organizational chart

Tab C: 2003-04 Student-athlete Exit interview Program report

Tab D: 2004 Compensation Committee Report to the Diversity Subcommittee

Self-Study Item #11

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

The Athletics Department Diversity Subcommittee membership is broad based and includes athletic staff members and members of the larger university community. Both the Department of Athletics and campus-wide Office of Diversity and Equity will monitor the diversity plan. Implementation and actualization of the plan requires that the department work internally to increase representation of diverse student-athletes and staff, but also includes supportive working relationships with other University departments and community resources. The Diversity Subcommittee developed the five-year plan itself with review by the Boulder Chancellor; the Provost/Faculty Athletics Representative; the Vice Chancellor for Student Affairs; the Associate Vice Chancellor for Student Affairs; and the Student Athlete Advisory Committee. The Plan was posted on the department website and all department staff, student-athletes and the campus Academic Policy Board for Athletics invited to review and comment upon it.

4.2 Minority Issues - Evaluation

Question	Currently Yes	Currently No
Has the institution implemented its approved minority-opportunities plan from the previous self-study?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Has the institution provided an explanation from appropriate institutional authorities if its minority-issues plan was modified or not carried out fully?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Has the institution demonstrated that it is committed to, and has progressed toward fair and equitable treatment of all minority student-athletes and athletics department personnel?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which expands opportunities and support for minority student-athletes and athletics personnel?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

On the basis of the yes/no answers above and the plans for correcting deficiencies below, is the institution in substantial conformity with Operating Principle 4.2 (Minority Issues)?

Yes No

4.2 Minority Issues Self-Study Instrument Plan For Improvement

Element		Steps to Achieve Element		
Issues	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Diversity initiatives.	Implement the department's 2004 five-year diversity plan.	Follow the goals and timeline of the five-year plan.	Diversity Subcommittee; Athletics Director and Provost. Specific responsibilities are outlined in the plan.	Varies. Most elements complete by 2009.

Operating Principle 4.3

Student-Athlete Welfare

Conducting the intercollegiate athletics program in a manner designed to protect and enhance the physical and educational welfare of student-athletes is a basic principle of the Association. Consistent with this fundamental principle, the institution shall:

- a. Demonstrate a commitment to the fair treatment of student-athletes, particularly in their academic role as students.
 - b. Provide evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis.
 - c. Have established grievance or appeal procedures available to student-athletes in appropriate areas.
 - d. Provide evidence that the institution has in place programs that protect the health of and provide a safe environment for each of its student-athletes.
-

Self-Study Item #1

List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.3 (Student-Athlete Welfare). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Not Applicable.

Self-Study Item #2

List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 4.3 (Student-Athlete Welfare). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

University of Colorado Student-Athlete Welfare Action Plan for Improvement

1997 First-Cycle Action Plan						2001 Interim Report			
Study Item	Op Principle	Intended End Result	Specific Strategies	Specific Individual/Office Assigned the Responsibility	Specific Timetable	Task Complete?	Action Taken	Date	Explanation
#1 SA Welfare	3	Promote awareness and participation in the Life Skills Program & Student-Athlete Advisory Board	Develop a formal mechanism to evaluate both the SAAB and the Life Skills Program and monitor participation levels	Associate AD for Student Services, Asst Ad for Academic Support Services and Life Skills Director	Spring 1997	Y	The responsibility of coordinating SAAC has shifted to the Asst AD for Student Services and the Life Skills Director. The liaison/coordinator (Asst AD) communicates to supervisors regarding evaluation and update of the SAAC. A survey will be performed at year end.	2002-03	
#2 SA Welfare	3	Increase awareness and usage of student-athlete enhancement programs	a. Be more proactive and creative in disseminating information	Associate AD for Student Services	Immediately	Y	We have made efforts to disseminate info about SA enhancement programs by using email extensively, fliers, as well as communication from coaches. Currently working on an exclusive SA web site.	Ongoing	Each department is responsible for it's own dissemination of info to the SAs depending on the program. There is no coordinator of programs or information. A Life Skills Coordinator should improve the Department's ability to achieve this goal.
#2 SA Welfare	3		b. Review effectiveness of policies	Associate AD for Student Services	Summer 1997	Y	Annual review of programs and policies.	Ongoing	
#2 SA Welfare	3	Extend enhancement programs	a. Develop and implement a semester course on social behaviors/issues	Life Skills Director	Academic Year 1997-98	Y	none		Life Skills Coordinator position filled.

University of Colorado Student-Athlete Welfare Action Plan for Improvement

1997 First-Cycle Action Plan						2001 Interim Report			
Study Item	Op Principle	Intended End Result	Specific Strategies	Specific Individual/Office Assigned the Responsibility	Specific Timetable	Task Complete?	Action Taken	Date	Explanation
#2 SA Welfare	3		b. Determine the need for a full-time psychologist and nutritionist	Associate AD for Student Services	1997-98	Y	We have a nutritionist and a number of psychologists on contract with the department.	Fall 1999 to current	We are working to create a nutrition board that would help coordinate all supplements and nutrition needs for SAs.
#2 SA Welfare	3		c. Explore ways to extend training table to all sports	Athletic Director, Associate AD for Student Services	Dec-97	Y	We annually discuss the opportunity for all sports to have training table.	Dec. 97 to current	Budgetary concerns prevent a department-wide training table at this time.
#2 SA Welfare	3		d. Offer a series of seminars & workshops on minority; rural/urban; isolation; etc issues	Life Skills Director	Spring 1998	Y		2002-03	
#3 SA Welfare	3	Improved exit interview program	a. More careful monitoring, scheduling and completion of interviews	Athletic Director, Associate AD for Student Services	Spring 1997	Y	Exit interviews have been conducted.	Ongoing	The Exit Interview Program has been improved to include a SA survey and in-person interviews, including SAs transfer to other institutions.
#3 SA Welfare	3		b. Use additional staff in the process	Athletic Director, Associate AD for Student Services	Spring 1997	Y	Two Associate AD's with sport supervision and the Asst. AD for Student Services conduct exit interviews	Ongoing	

Self-Study Item #3

Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.3 (Student-Athlete Welfare) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Director of Life Skills, Justina Boyd, was hired in February of 2003. She is responsible for student-athlete welfare as it relates to educational programming, equity/diversity, grievances, SAAC, and student-athlete culture. Currently, an evaluation tool as recommended by the NCAA is being used to survey student-athletes to determine needs and issues among our population in an effort to design programs accordingly. Relationships with campus entities are already being developed to pool resources and establish programs. The department has implemented a life skills course, the first section of which was taught in the fall of 2004. It is a one-semester class, offered through the College of Arts and Sciences, for 1 credit, pass/fail. It is offered to any student on campus, but it is designed to address the issues and concerns of a student-athlete at a large research institution. All new student-athletes are required to register and complete the course. The class is lecture/presentation/interactive/group oriented in nature and focuses on important social issues that confront new students to college life at CU and in Boulder. It has been highly successful as a result of last year's final papers and evaluations of the course.

The life skills course addresses minority, rural/urban and isolation issues. Diversity and minority are significant issues on campus and the Director of Life Skills, along with coaches and administrators are fully involved with campus administration and campus services in plans to address them. The campus has resources already available that are being utilized. Education and training are also conducted through the University of Colorado Athletics Mentor Program (UCAMP).

There are many opportunities to utilize grant money for guest speakers and presentations relating to life skills. During 2003, the Big XII Conference Personal Development fund was used several times to bring guest speakers in the areas of nutrition, alcohol awareness and career development. The NCAA Speakers Grant was used for a guest speaker regarding relationships (awareness and gender issues) and student athlete leadership. More regular and formal life skills programming was offered to all student-athletes beginning in the fall of 2003.

A general refocusing of Student Services has occurred to enhance current programs for student-athlete welfare, safety and development. A new "Optimal Performance Team" is being developed to take a more proactive and preventative approach to health care in order to maximize athletic performance and educate student-athletes on healthy living. A revision of our Emergency Action Plans has been completed and implemented by Sports Medicine to ensure the safety of the student-athletes.

The CU Athletics Department recently hired an on-staff nutritionist/dietician. This individual serves half-time as the department dietician and half-time as a strength and conditioning coach. This personnel model is appropriate in that it provides student-athletes with an on-site dietician in an area (strength and conditioning) where nutrition counseling and education takes place. This person additionally conducts grocery-shopping training, as well as cooking demonstrations.

The department does not employ a full-time psychologist on staff. Upon ongoing review, the hiring of a staff psychologist is not the most equitable use of resources. A relationship has been forged with two campus-counseling offices that can each provide service appropriate to our needs. In addition, the department has several independent sports psychologists and counselors on contract with the Athletics Department that can be used for specific cases. For example, the department currently has a contract with an independent psychologist who serves as a consultant for the University of Colorado Athletic Mentor Program (UCAMP) and speaks to new student-athletes at one of the sessions of the life skills class. This individual has experience with professional and elite athletes and student-athletes are referred for private counseling as needed.

Self-Study Item #4

List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 4.3 (Student-Athlete Welfare). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion.

Not Applicable.

Self-Study Item #5

Explain how the institution is organized to further its efforts related to the student-athlete welfare operating principle and provide evidence that matters concerning student-athlete welfare are monitored, evaluated and addressed on a continuing basis.

In the spring of 2004, the President of the University of Colorado and the Chancellor of the Boulder campus announced major changes to the reporting structure of intercollegiate athletics in order to help integrate the department more fully into the academic mission of the campus. Primary responsibility for the management of the Athletics Department will remain with the Boulder campus Chancellor, who has overall authority in personnel, budgetary and organizational matters. Changes articulated below went into effect July 1, 2004, and directly affect the provision of services to student-athletes.

- **The Vice Chancellor for Student Affairs will assume additional liaison responsibilities for oversight of the integration of athletics more fully into the life of the campus.**
- **Athletics student services will report to the Vice Chancellor for Student Affairs, in order to promote further integration of student athletes into the campus student body. The Assistant Director of Athletics for Student Services now reports directly to the Vice Chancellor and has a dotted-line relationship with the Athletics Director. The Assistant AD oversees Life Skills, Sports Medicine, Strength & Conditioning, Training Table, and Equipment.**
- **The Vice Chancellor for Student Affairs will oversee development and adjudication of disciplinary team rules for all sports, in order to ensure fair and equal treatment and improved coordination of discipline matters campus-wide.**
- **The Associate Athletics Director for Compliance will assume additional duties for coordinating the department's educational and monitoring efforts related to compliance with general campus policies and practices.**
- **The Athletics Academic Support Services reports directly to the Vice Chancellor for Student Affairs.**

The department is engaged in a process to develop a student-athlete philosophy statement and standard of expectations that will include all pertinent rules of conduct as set forth by the campus, the department and individual teams called "What it Means to be a Colorado Buffalo." A cross-campus committee, with student-athlete representation and involvement, is chaired by the Assistant Athletics Director for Student Services to draft a comprehensive document that outlines the expectations of student-athletes in a positive manner. The goal is to establish a set of core values to which CU student-athletes will aspire. Student-athletes will be required to sign a statement, agreeing to abide by the values inherent to being a CU student-athlete. This initiative will be completed in the spring of 2005 and fully implemented in the fall of 2005. The department has begun to set the table for this initiative in the student-athlete orientation of fall 2004. The Student Athlete Advisory Committee, (SAAC) is currently reviewing

the draft.

Self-Study Item #6

Describe the institution's educational enhancement programs (e.g., education regarding career guidance counseling; personal counseling; health and safety; alcohol and other drug guidelines [see the NCAA Sports Medicine Handbook, Guideline No. 1-E]; non-academic components of life skills programs) available to student-athletes. Describe practices/procedures in place to encourage and assure student-athletes' access to these programs.

With the hiring of a full time Life Skills Director in February 2003, the department has been able to offer a comprehensive one semester, one credit course for incoming student-athletes, "The CU Experience," which delivers many of the components vital to providing educationally enhancing information for our students. While the course has been designed to directly address issues and concerns pertinent to student-athletes, it is also open to non student-athletes on a space available basis. The course is being offered for the second time this Fall semester. The course is evaluated and monitored by the Life Skills Director in conjunction with the curriculum committee in the College of Arts and Sciences.

The Champs/Life Skills Program also offers for all student-athletes a career development series, drug and alcohol educational programming; programs focused on intimate-partner violence, and organized volunteer experiences. An outline of the completed 2003-2004 Program is included below.

2003-04 CHAMPS /Life Skills Programming Summary

Orientation with guest Speaker Dave Pallone. Speaker topic: diversity/sensitivity training and promoting unity and appreciation/respect of differences. All student-athletes and coaching staffs were invited and strongly encouraged to attend. {August 24, 2003}

"The CU Experience" - A one-credit course that addresses topics that are important and related to the growth, development and experiences of most university students – especially first year students. The coursework provides the student with the opportunity to examine issues and topics pertaining to his/her values, academic development, health and wellness, behavior and goals. Fall 2003 was the first year a Life Skills course was designed for, and offered specifically to freshman student-athletes (required for athletic aid recipients, except those with a course conflict) to take in the fall semester. Resources from other campus offices and the community contributed to the course presentations.

Topics Covered:

- Self-Identification & Values, Responsibilities
- Diversity & Social Justice
- Time Management, Motivation & Learning Styles
- Academic Skills & Effective Study Techniques (for learning styles)
- Alcohol / Drug Education
 - Includes marketing/target group statistics, medical/physiological effects, family/sociological effects, student-athlete responsibilities.
- Personal Development & Lifestyle Management
- Conflict Resolution & Anger Management
- Social Choices, Behaviors & Outcomes
 - [Interactive Theatre, CU Rape & Gender Ed. Program, Sexual Health Ed. Program]
- Health / Nutrition / Stress Management
- Financial Responsibility
- Public Speaking & Media Relations
- Career Development

“Buffalo Hugs” Project: Student-athletes visit patients at Denver Children’s Hospital, handing out small stuffed buffaloes. {September 26, 2003}

Homecoming Food Drive (campus & community) with Conscious Alliance, a local non-profit organization. {October 1- 25, 2003} Food sorting & boxing party, October 27th.

Holiday Angel Project: This (Big 12 SAAC) community service project was dedicated to collecting and delivering toys and clothes to youth in the community during the holiday. The GENESIS Program, which works with teen parent families, was the community assistance agency chosen for this project. {December 2003}

Cell Phone Drive: A community service project with CU’s Building Community Campaign. The phones are refurbished to serve as a lifeline for domestic violence victims when faced with an emergency situation, and/or in other supporting capacities for the various victim assistance programs - on a local and national basis. {Nov. – Feb. 2004}

“A Cultural Dilemma in the 21st Century: A discussion of fairness for the GLBT community in employment, sports, marriage and campus life . where we are now and where we are going.”

This Dave Pallone presentation was free and open to the public; also included an interactive panel discussion with campus and community leaders. Co-sponsored with other campus departments, including the Gay, Lesbian, Bisexual, Transgender Resource Center. {December 2, 2003}

University of Colorado Athletic Mentor Program {UCAMP} is a proactive approach to offering community role models that provide a one-on-one mentor relationship for student-athletes. A mentor is an older, more experienced/advanced individual who may provide guidance and help create life-learning experiences for student-athletes, while playing an active role in their social, civic, career and cultural development.

- New Mentor Training Sessions {September, November and March}
- Mentor Symposiums {January 17 and February 21, 2004}

Career Development Series {January 21- February 2, 2004}

- Resume Development & Critique Workshops
- Competitive Resource Group - CRG is a company that specializes in 1) coaching/training student-athletes how to prepare and assertively market themselves; and 2) assisting student-athletes in employment placement. CRG provided two seminars and individual mock interviews/assessments.
 - Career Fair (a campus-wide event)
 - Career Night – Junior and Senior student-athletes have the opportunity to practice networking, interviewing protocol and other career development skills with professionals from the campus in a business dinner setting.
 -

Read with the Buffs: Student-athletes visit elementary schools in the community, encouraging the students and promoting the benefits of reading. {February 2004}

Read Across America Day - Recruited volunteers for this campus Community Relations Office project. {March 2, 2004}

“DUI: A Powerful Lesson” by Mark Sterner - Required presentation for all student-athletes, except those with a course conflict. {March 16, 2004}

Spring Football Student-Athlete Enrichment Program {March/April 2004}

Session Topics:

- Responsibility /Expectations
- Coping with the Realities of Being a Div. I (FB) Student-Athlete in Boulder
- Media Savvy
- Alcohol Industry in Boulder, CU Issues
- Intimate Partner Violence

Student-Athlete Resume CD - Develop and produce CD containing the resumes of student-athletes; includes drop-in resume assistance. (March - April 2004)

EXPAND Program, Awards Banquet – EXPAND is an organization within Boulder Parks & Recreation, dedicated to establishing/conducting sporting events for athletes with disabilities. {April 4, 2004}

Healthy Kids Day at the Colorado Experience - An outreach to the kids of the Boulder/Denver metro-area with the purpose of promoting/educating on the benefits of a healthy lifestyle and how sports can contribute to this goal. The target age group is 6 – 13. We will have different “fun stations” the children will rotate between, learning (by doing) basic sports skills or conditioning/fitness exercises. We will also have health-related information tables/booths, where parents and children can receive information on the importance of exercise/fitness, nutrition, etc. {April 24, 2004 – prior to the spring football game.}

Student-Athlete Advisory Committee {SAAC}: This Student-Athlete leadership group primarily focuses on a variety of student-athlete welfare issues and community service projects, while many members serve as student representatives on various athletic department and/or campus committees. The SAAC meets semimonthly in the fall, and weekly in the spring semester. The SAAC plans, organizes and conducts the end of (academic) year department-wide awards event, popularly known as The CUSPY’S (CU Sports Persons of the Year).

Specific documentation for programming activities/events is available upon review team request.

Self-Study Item #7

Describe the institution's process for conducting the student-athlete exit interviews required by NCAA Constitution 6.3.2 and the means by which this information is used to better the student-athlete experience. Describe other avenues available to student-athletes to provide input.

Chris May, Associate AD, Brian Winkelbauer, Assistant AD, and Karen Morrison, Associate AD, constitute the membership of the Athletics Department’s Exit Interview Committee. These three individuals split the responsibility of conducting exit interviews. Exit interviews are conducted with student-athletes requesting transfer release prior to the granting of the release; other exit interviews are scheduled with seniors exhausting eligibility at the conclusion of their competitive season. Exit surveys are also provided to both groups of student-athletes.

The Committee evaluates the survey and interview responses and shares ideas for departmental improvements that our student-athletes recommend. The results of the 2003-04 academic year survey are included in the department’s current five-year plans for gender equity and diversity as resource materials, and provided to the department Diversity, Equity and Student-athlete Welfare Committee, SAAC, Executive Committee and the campus Provost and Vice Chancellor for Student Affairs.

2003-04 Summary

The 2003-04 surveys were sent to student-athletes in April of 2004, and follow-up requests sent in early May. Chris May, Associate AD, Brian Winkelbauer, Asst. AD and Karen Morrison, Associate AD conducted the exit interviews in April and May of 2004. Exit interviews were also conducted with student-athletes requesting transfer release prior to the granting of the release after late April. In the future we anticipate a better response rate to surveys and interviews requests by having the survey and interview standards throughout the year. Use of an internet survey is also being explored.

SURVEY SUMMARY

Total number of surveys sent out: 74

Total number returned: 33

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Overall:	11	22	33
Minority:	3	3	6

Athletic Scholarship?

	<u>Yes</u>	<u>No</u>	<u>Partial</u>	<u>Full</u>	<u>No Answer</u>
Overall:	29	3	11	12	9
Minority:	6	0	2	1	3
Female:	18	3	5	10	7
Male:	11	0	6	2	3

Race:	1. African American:	3	4. American Indian:	0
	2. Asian-Pacific Islander:	1	5. Caucasian:	28
	3. Hispanic/Latino:	1	6. Other:	2

Personal Services and Life Skills. [Note: the Dept's Life Skills Program just completed its first year and most of the SAs were not part of the life skills class] The vast majority of SAs used and found the Career Services portion of the program beneficial. Other counseling services were not widely used.

Staff and Administrative Support Services. The highest rated support services program was Strength and Conditioning. Lower numbers were seen in the quality of nutrition and life skills programs, both of which are new programs. The academic support services received lower marks from minorities.

Coaching. Coaches received high marks for their concern about SAs academics. Responses indicated that coaches do not use physical, verbal or mental abuse. Coaches knowledge of their sport was highly rated. Coaches' ability to relate to and motivate minorities received the lowest rating.

Campus Life & Special Issues. Generally our SAs felt accepted as a part of the campus community and supported by fellow students. Faculty support received a somewhat lower rating than the student body, but still overall supportive. While SAs did not consider drugs or alcohol to be problems on their teams, a high number indicated that they have friends who use alcohol and marijuana. The vast majority of responses indicated that SAs are not participating in gambling activities. A few indicated that they had gone to a casino or played cards for money.

Gender & Diversity Issues. Most SAs responded that they had not witnessed harassment or racism from anyone in the athletic department. However, responses showed a need to improve the department's transition programs for minority and international SAs. A strong majority indicated no need to improve the overall environment in the department for women, minorities and international SAs.

Time Management & Academic Concerns. Some SAs indicated that they had been required by a coach to miss class for practice, which raised a concern. Overall, SAs rated the department's support of their development of academic potential as Good.

INTERVIEW SUMMARY

Total Number of Interviews: 32

Comments of Interest.

Facilities: Golf and tennis need indoor facilities; the Coors CEC needs to be updated/improved. Carlson floor is in poor condition.

Travel: Teams experience vastly different team travel standards from air travel to quality of hotels and meals.

Student Services: The computer Lab is noisy and not monitored adequately. The Department needs a full-time psychologist on staff. Strength & Conditioning and academic services were good overall. We can improve our environment in Dal Ward to make it more welcoming for all SAs.

The majority of interviews, including those with SAs leaving CU to transfer, were very positive about the CU SA experience.

Self-Study Item #8

Describe the institution's and/or Athletics Department's written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e. financial aid and transfers) and in other areas (e.g. harassment, hazing, abusive behavior, sexual orientation). Also, identify the individual(s) responsible for overseeing the administration of the grievance and/or appeals procedures and describe the means by which the grievance and/or appeals procedures are communicated to student-athletes and staff.

CANCELLED, REDUCED OR NON-RENEWED ATHLETIC AID APPEALS

Committee:

1. Consists of faculty and staff outside the Athletic Department.
2. Has authority to affirm or overturn cancelled, reduced or not renewed athletic financial aid.
3. Committee members (substitute committee members can be appointed by the Director of Financial Aid):
 - a. Gwen Eberhard (chair), Director of Financial Aid
 - b. Evan Icolari, Assistant Director of Financial Aid
 - c. Barb Schneider, Director of Enrollment Services
4. Ex Officio members:
 - a. Jan Stump, Financial Aid liaison to the Athletic Department
 - b. Eric Cronkright, Assistant Director of Financial Aid

Appeal Hearing Request:

1. If the University of Colorado cancels, reduces or does not renew a student-athlete's athletic scholarship, the Office of Financial Aid will notify the student-athlete in writing that he/she has the right to a hearing on the matter.
2. Within **15 calendar days** of receiving notification of the cancellation, reduction or non-renewal, the student-athlete must notify the Office of Financial Aid in writing of his/her request for an appeal hearing.
3. The hearing will occur as soon as possible but no later than **10 business days** following the student-athlete's written request. Requests received outside of the regular academic year may take up to **20 business days**, but will occur no later than August 1 prior to the start of the next academic year.

Financial Aid Appeal Hearing:

1. The student-athlete may be represented by counsel at the hearing.
2. A representative of the Athletics Department (coach or administrator) will present reasons for the cancellation, reduction or non-renewal of the athletic scholarship.

3. The student-athlete will present his/her reasons why the cancellation, reduction or the non-renewal decision should be overturned.
4. Each side will have an opportunity for rebuttal.

Committee Decision:

In making its determination, the Committee shall weigh the interests of the student-athlete versus the interest of the Athletic Department. A majority decision is required. The Committee shall notify the student-athlete and the Athletic Department of its decision in writing no later than **2 business days** after the final decision is made.

APPEALS PROCESS FOR DENIAL OF RELEASE/PERMISSION TO SPEAK

If the University of Colorado denies a student-athlete:

- a. Permission to speak with another four-year institution regarding transfer; or
- b. A one-time transfer exception,

the Athletic Department must notify the student-athlete in writing that he/she has the right to a hearing on the matter. Denial of permission to speak to another institution does not prevent a student-athlete from transferring, but does prevent a student-athlete from receiving athletics financial aid and competing for one academic year at the new institution. Denial of a one-time transfer exception means that a student-athlete will be required to sit an academic year-in-residence before being eligible to compete at the new institution, however he/she will be eligible for athletics financial aid and practice during the year.

If the student-athlete desires a hearing, he/she shall notify the Athletic Director in writing within 14 days of the notice of right to a hearing.

The Campus Committee consisting of faculty and staff outside the Athletic Department shall conduct the hearing. The Committee has the power to affirm or overturn the denial of the student-athlete's release.

The Committee currently consists of Elizabeth Bradley, Professor and member of the Academic Policy Board for Athletics, Scott Adler, Professor and Chair of the Academic Policy Board for Athletics, and Barb Schneider, Director of Enrollment Services. Substitute Committee members can be appointed by the Vice Chancellor for Academic Affairs.

The hearing shall occur as soon as possible but no later than 10 days following the student-athlete's formal request.

The student-athlete may be represented by counsel at the hearing.

The hearing format shall be as follows:

- a. The Athletics Department representative will present reasons for the denial of the release.
- b. The student-athlete will present his/her reasons why the denial of the release should be overturned.
- c. Each side has an opportunity for rebuttal.

In making its determination, the Committee shall weigh the interests of the student-athlete versus the interest of the Athletic Department. A majority decision is required.

The Committee shall notify the student-athlete and the Athletic Department of its decision in writing no later than 2 days after the hearing.

The department's Student-athlete Welfare Subcommittee, with assistance from the SAAC, is in the process of revising and enhancing the current student-athlete grievance process. This will emerge as part of the department's focus on

“What it Means to Be a Colorado Buffalo.” This initiative will consolidate the many policies by which student-athletes must abide into a document that will promote the positive aspects and importance of student-athletes conducting themselves with character and integrity, among other core values. Currently, SAAC is used as the grievance route for student athletes with complaints outside the Financial Aid and Release procedures described above.

Self-Study Item #9

Describe the institution's educational and support programs in the area of sexual orientation. Also, describe the institution's structure and/or policies that ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientations.

In December of 2003, Dave Pallone presented at a student-athlete and staff event on "A Cultural Dilemma in the 21st Century: A discussion of fairness for the GLBT community in employment, sports, marriage and campus life . . . where we are now and where we are going." This Dave Pallone presentation and forum was free and open to the public. It also included an interactive panel discussion with campus and community leaders. Athletics initiated and organized this event with the GLBT Resource Center and two other campus departments.

Staff and student-athletes are encouraged to attend events sponsored by the Gay Lesbian Bi-sexual and Trans-gendered Resource Center, in regard to the institution's educational and support programs, <http://www.colorado.edu/GLBTRC/>. The GLBT Resource Center is an advocacy office for GLBT students, staff, faculty, and alumni. It provides programs and services targeted towards the GLBT community as well as support the University community in its understanding of GLBT issues and concerns.

Every academic year begins with an orientation day. Orientation for new student-athletes occurs before the all student-athlete orientation and is an introduction to various support programs and people student-athletes will rely on during their time at CU. The orientation for all student-athletes consists of remarks from campus/department administration and a guest speaker who gives a positive, motivational speech in the context of an important social issue. Speakers have included:

Dave Pallone, differences building team, understanding diversity;

Don McPherson, student-athlete responsibilities and information about violence against women;

Billy Mills, student-athlete expectations, drug and alcohol information.

Each year a theme is developed, presented to students, and consistently conveyed as part of the orientation and throughout the year. In 2003 the theme was team and departmental unity; for the 2004 academic year the theme is overcoming adversity to succeed. As a part of the initial orientation activities, an all student-athlete, staff and UCAMP barbeque to celebrate our history and strength and the beginning of the year follow the guest speaker. The SAAC is involved in planning and conducting the orientation day, from the important message delivered, to addressing the student-athletes personally, and to planning and conducting the barbeque. Evaluation forms are distributed and received following the orientation, completed by student-athletes to determine success of the day.

In addition to the orientation speaker, one or two more guest presenters are scheduled throughout the year to address pertinent issues, depending on available funding, for all student-athletes. These speakers and topics have included; gender violence, 2004; alcohol and DUI, 2004; GLBT issues, 2003; and alcohol, 2002. This is in addition to the annual career development efforts as part of the “Career Development Series” which culminates in “Career Night.”

The Student Athlete Advisory Committee, SAAC is an integral part of student-athlete welfare. As part of their leadership development, these students are relied upon to represent all student-athletes during SAAC meetings and as part of campus and department committees. Student-athlete welfare not only involves addressing important issues, but also consists of unity-building activities. SAAC is involved in planning the Student-Athlete Orientation, Pre-game celebratory events recognizing achievements, the end-of-the-year awards banquet (CUSPY's) and most of the community service activities throughout the year (Homecoming Food Drive, Boulder P&R EXPAND Program, Holiday Angels, Healthy Kids Day, etc.). SAAC has developed mutual relationships with other student groups on campus to

create an awareness of committee objectives and potential partnerships.

The evaluation done of student-athlete welfare comes from various sources, including: regular SAAC meetings, student-athlete participation on committees, both departmentally and campus-wide, exit interviews, surveys and evaluations from life skills activities (orientation, workshops, seminars, etc.). Regular input is also solicited from coaches and other staff members. A life skills course committee meets regularly to discuss issues that need to be addressed and any curriculum revision that needs to be made to the class syllabus.

Self-Study Item #10

Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator(s) responsible for the institutional awareness of health, safety (including travel) and sports medicine policies. Describe the process by which these policies and guidelines are disseminated within the Athletics Department, who receives this information and how these issues are addressed within the Athletics Department. [Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]

The Athletics Department is committed to the health and safety of student-athletes. Staff within the student services division shares responsibility for student-athlete welfare. The Director of Sports Medicine is responsible for all aspects of health care. He assigns a certified trainer to cover each sport and coordinates an extensive and thorough emergency action plan that addresses every possible emergency scenario during workouts, practices or competitions. This policy is sent to every coach and each sport trainer communicates with the coach to reinforce understanding of the policies. A trainer also covers all voluntary workouts. Each strength and conditioning coach is CPR certified. The Director of Sports Medicine oversees a program to certify coaches in CPR as well.

The department has a progressive eating disorder protocol, designed by a committee consisting of administrators, coaches, medical and training personnel. It also has a nutrition supplement protocol, which was recently revised and will be disseminated to all coaches. Both protocols follow:

Optimal Performance Team Policy and Procedure on the Prevention and Treatment of Eating Disorders

1. The Optimal Performance Team was formed in order to develop a policy and procedure on eating disorders and disordered eating. The Team consists of a dietician, several athletic trainers, an administrator, and a physician. The physician will always make the ultimate decision when it comes to an athlete's health.
2. The Optimal Performance Team believes there are three categories of athletes: A. Those that are physically fit (their health meets our standards and is not being compromised), B. Those that are physically fit but have an eating disorder/disordered eating, and C. Those that are not physically fit and have an eating disorder/disordered eating. Category B may potentially enter the flow chart, and category C is the group that would have to enter into the Policy and Procedure flow chart.
3. During physicals, every female athlete will complete a female physical questionnaire. This questionnaire will be aimed at red flagging any individual with an eating disorder, a tendency towards an eating disorder or disordered eating.
4. All teams will be required to have a discussion with a nutritionist every fall. High-risk individuals will then meet with the nutritionist on a one on one basis to discuss healthy eating choices for their season.
5. An educational in-service will be arranged for all coaches on any of the topics included in this policy and procedure if warranted. This in-service would include psychological considerations in dealing with weight and anatomical, physiological, growth, and development considerations in determining optimum body composition for athletic performance.
6. DEXA (Dual xray absorbtometry) will be obtained on a select group (high risk sports) of athletes in order to obtain baseline values on percent body fat and bone mineral density. A member of the Optimal Performance Team will administer the test. A minimum body fat percent of 9% is required for athletic participation in women. Also, a bone mineral density lower than one standard deviation below the mean for someone the athlete's same age would require

physician approval before they could participate in athletics. The test will be done in the Carlson Building by the Athletic Trainer and will be at a cost of \$40 (this is the cost in 2002, and is subject to change) to the athletic department. Note: 12% body fat is considered a minimal level for good health in females (Lohman, 1992; McCardle et al. 1991).

7. Any program involving weight loss or weight gain will be developed by the Optimal Performance Team. If weight loss or gain is a performance related concern of the coach, they should express those concerns to the Optimal Performance Team or the Athletic Trainer responsible for their sport, not to the athlete directly. If the coach observes any significant change in weight or unusual eating habits/behaviors, the same procedure should be followed. The Optimal Performance Team are the only staff members authorized to provide weight programs to student athletes.
8. No coach or other departmental personnel will set weight requirements, weigh athletes in or interact with an athlete about their body weight or body composition without prior consultation with Sports Medicine. Action will be taken by the Administration if there is failure to comply.

University of Colorado Speed-Strength & Conditioning Nutritional Supplement Policy

The University of Colorado Speed-Strength & Conditioning department's policy on nutritional supplements is as follows:

- We do not advocate the use of any nutritional supplements in the place of a well balanced diet. Our goal is to educate our athletes to make healthy food choices which energize, nourish, and prepare their bodies for optimal performance.
- Any supplement we provide will be in accordance with NCAA rules, have scientific evidence proving its safety and effectiveness, and be produced by a company with the strictest manufacturing and ingredient standards.
- We encourage our athletes to bring us any supplement they are considering taking so we can do the following:
 1. Make sure the supplement is not a banned substance by the NCAA.
 2. Research the scientific evidence documenting the supplements safety, effectiveness, and proper dosages.
 3. Research the company producing the supplement to ensure proper manufacturing practices and the purity of their products.
- If the supplement has met all of the above criteria, we will then provide the athlete with an information sheet containing proper dosage information, any possible negative side effects or risks, and the scientific evidence supporting the use of the supplement.

The departmental Drug and Alcohol Policy is currently under review, the current draft of which has been active since 1996. As a State of Colorado institution that is not allowed to randomly drug test our student-athletes, our current departmental policy only allows testing based on "probable cause." The review of the policy is being conducted by a cross-campus committee of health care professionals and counselors, department administrators, the Director of Student-Athlete Development, and is chaired by the Director of Sports Medicine.

The Director of Equipment works closely with the Director of Sports Medicine and the CU apparel and equipment suppliers (Nike, Schutt, Impact, Don Joy, etc.) to provide our student-athletes with state-of-the-art protective equipment. The Director of Strength and Conditioning focuses on proper technique as part of the safety-first approach. Safety rules are given to all student-athletes and are established as part of posted weight room rules.

The department boasts a proactive and preventive health care committee called the Optimal Performance Team (OPT). The team, the core of which is the department general physician, the Director of Sports Medicine, Director of Strength and Conditioning and the Assistant Athletic Director for Student Services, meets regularly to discuss current medical, health and safety issues. The new staff dietician will also be a part of that core committee. Recent changes proposed

by the OPT, besides the addition of a staff dietician, has been the health screening and physicals process at the beginning of each year. The Sports Medicine area is better able to identify potential or preexisting health issues that could jeopardize a student-athlete's safety and health as a result of the process changes.

A committee including the Director of Sports Medicine and the Assistant AD for Student Services, with the help of the institution's Risk Management department, recently completed a thorough 18-month review of student-athlete medical insurance. This comprehensive review and comparison confirmed that this department provides some of the highest levels of medical and travel insurance in the country for its student-athletes and its staff. The department has decided to utilize Student-Athlete Opportunity Fund money for requests from Pell-eligible student-athletes for medical insurance.

Self-Study Item #11

Describe the institution's emergency medical plan for practices and games. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]

The department has developed and revised in January 2004 an Emergency Action Plan (EAP) that comprehensively addresses medical concerns related to student athletes, spectators, and officials. The plan was written by University Sports Medicine staff in conjunction with the regional paramedic service provider, and will be reviewed and revised annually. The EAP is distributed throughout the department, with copies in each training room. All coaches and sports medicine administrators receive the plan, and the plan is reviewed with all students, interns and staff annually. Additionally each fall semester an EAP in-service is conducted with all students, interns and staff, with this review being logged. Each sport also conducts a rehearsal with specific personnel and that rehearsal is logged as well.

The Table of Contents for the 46-page EAP is shown below. The plan is available to CU staff through the department's online Policies and Procedures Manual and to the Peer Review Team on their campus visit.

University of Colorado at Boulder Emergency Action Plan (Revised January 2004)

Implementation	2
Emergency Personnel	3-4
Emergency Equipment	5
AED Policy	6-7
Epi-Pen Policy	8-9
Asthma Medication Meter Dose Inhaler Policy	10-11
Oxygen Policy	12-13
Emergency Communication	14
Transportation	15
Care for spectators and Officials	16
Venue Specific Plans	17-31
Lightning Policy	32-35
Emergency Care Facilities	36
Documentation	37
Annual EAP Review Log	38
Annual Review of, AEDs, Oxygen, Epi-Pen, and MDI use	39
Annual Review of OSHA Standards	40
Sport Specific EAP Rehearsal/Review Log	41
AED Monthly Inspection Logs	42-44

Self-Study Item #12

Describe the institution's written emergency plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]

The CU Sports Medicine Department provides medical coverage for all team practices and workouts both in-season and out-of-season for all sports teams during the academic year between the hours of 7 AM and 7 PM

As described in Self Study Item # 10 the Department has developed a collaborative, comprehensive Emergency Action Plan (EAP), widely disseminated, presented and available in the Department. All coaches, trainers, students and sports medicine administrators review the plan. In regards to specific coverage for out-of season workouts, strength training and skills sessions, the EAP protocols included below are clearly articulated and reviewed on an annual basis.

Coverage:

The level of coverage for each sport will be determined by the sports medicine staff with respect to the concerns of the coaching staff and the level of risk attached with each sport. Coverage provided by the athletic training staff is for University of Colorado at Boulder directed, NCAA supported practices and events. The Director of Sports Medicine, team physicians and the administration will designate coverage by athletic trainers for away contests on a sport-by-sport basis. If a team is traveling without an athletic trainer, the staff trainer in charge of that sport will contact the host trainer to arrange for the student-athletes to receive treatment. This coverage will be reviewed on an annual basis.

In-season practice coverage:

Football-2 certified athletic trainers, 1 certified intern, 10 student trainers
Basketball-certified athletic trainer, 2 student trainers
Volleyball-certified athletic trainer, 1 student trainer
Skiing-student trainer on site for dry land training only
Cross-Country-certified athletic trainer
Track-certified athletic trainer, or certified student intern, or student trainer
Tennis-no coverage on site
Golf-no coverage on site
Women's Soccer-certified athletic trainer, 1 student trainer
Cheerleading-certified intern, or certified athletic trainer, or student trainer

In-season home game coverage:

Football-2 certified athletic trainers, 1 certified intern, 10 student trainers, 2 team physicians
Basketball-certified athletic trainer, 2 student trainers, 1 team physician
Volleyball-certified athletic trainer, 1 student trainers, 1 team physician
Skiing-certified athletic trainer, student trainer
Cross-Country-certified athletic trainer, 3-5 student trainers, 1 team physician on call
Track-certified athletic trainer, 3-5 student trainers, 1 team physician on call
Tennis-certified intern, certified athletic trainer student trainer
Golf-certified athletic trainer and/or student trainer
Women's Soccer-certified athletic trainer, student trainer, 1 team physician
Cheerleading-student trainer, 1-2 team physicians

In-season away event coverage:

Football-2 certified athletic trainers, 1 certified intern, 6 student trainers, 2 team physicians

Basketball-certified athletic trainer

Volleyball-certified athletic trainer

Skiing-certified athletic trainer or student trainer

Cross-Country-certified athletic trainer

Track-certified athletic trainer and/or student trainer

Tennis-student trainer when possible

Golf-no coverage

Women's Soccer-certified athletic trainer

Cheerleading-covered by sports medicine staff traveling with athletic team

The athletic training staff will make every attempt to provide medical coverage for all practices and skill sessions both in-season and out-of-season. If these practices fall between the hours of 7:00am to 7:00pm, and occur during the academic year, the athletic training staff will either have an athletic trainer covering the practice or be available in one of our three athletic training facilities. If a team is practicing in their "off-season" later or earlier than this, the practice may not be covered.

Strength Training:

If an injury or accident occurs while an athlete is in the weight room, they should come to the Dal Ward Training Room immediately. If an emergency situation arises, an athletic trainer in the Dal Ward Training Room should be notified immediately and the Emergency Action Plan for Dal Ward Training Room should be followed. If an injury or accident takes place when the Dal Ward Training Room is not open, or there is no athletic trainer present, 911 should be used and the posted EAP should be followed and a staff athletic trainer should be contacted on their cell phone as soon as possible.

Skills Sessions:

If an injury or accident occurs when an athletic trainer is not present, the coach should instruct their athletes to go to the training room, or Boulder Community Hospital (if the training room is closed). If an emergency situation arises, the coach should use 911 and follow the Emergency Action Plan posted at the site. Staff athletic trainers should be contacted on their cell phone as soon as possible.

The emergency action plan for every one of the department's facilities is posted at each site. Strength training occurs in the weight room, which is adjacent to the primary training room and allows for immediate care if an emergency arises. Strength coaches are CPR certified and work in tandem with the trainers to implement the emergency plans for workouts. For skill sessions, if not covered by a trainer, coaches are instructed to dial 911 and follow the EAP posted at the practice site. See the Sports Medicine Emergency Action Plan for detailed information.

The Sports Medicine staff conducts a CPR training session, which will be available to all coaches and staff this winter.

Self-Study Item #13

Using the program areas for student-athlete welfare issues please:

- a. Describe how the institution studies these topics as they apply to all student-athletes;
- b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and
- c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

1. Evaluation. Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to student-athlete welfare, including the evaluation of

the effectiveness of mechanisms to ensure the health and safety of student-athletes.

The department has a variety of methods both internal and external to evaluate and revise procedures and activities designed to ensure the health and safety of its student-athletes. Plans and protocols, such as the Emergency Action Plan, the Optimal Performance Team and the department's policy on nutritional supplements, discussed previously, are evaluated, reviewed and revised on an annual basis. The department and its personnel are also responsive to emerging trends or issues as they relate to the health and welfare of students, and design procedures to address those concerns as they become apparent.

The department has cooperative working relationships with other university departments within the Division of Student Affairs that can assist in evaluating and responding to health and safety concerns both formally and informally, including Wardenburg Student Health Services, Disability Services, Counseling and Psychological Services: A Multicultural Center and Center for Multicultural Affairs. These as well as other local and regional services work with the department to provide broad based ongoing evaluation and restructuring of protocols and policies as necessary.

Through student surveys and exit interviews, needs and issues among the student-athlete population can be determined, and programming can be developed in a responsive and proactive manner.

The Athletics Department is committed to the safety and well being of its student –athletes and will continue to follow the procedures and recommendations for review and revision of these policies and practices on a yearly basis at minimum.

2. Organization and Structure Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance student-athlete welfare.

The recent change in the reporting structure of intercollegiate athletics, discussed earlier, directly affects the provision of services to student-athletes and their welfare. Key athletic personnel and departments now report directly to the Vice Chancellor for Student Affairs, while maintaining reporting relationships within the Athletics Department. Through this reporting change it is hoped that both the department and student-athletes will become more integrated into the academic mission of the campus, thus having a direct affect on student-athlete welfare. In addition, other Academic and Student Affairs departments will become more knowledgeable about the needs and issues of student-athletes and design programming outside of the department, better able to respond to those issues and concerns.

This change in operation will be reviewed and monitored by the Chancellor of the Boulder campus, the President of the University System, and the governing Board of Regents. It will also take into account the development of student-athletes as they progress academically and athletically.

3. Participation in Governance and Decision-Making. Involvement of student-athletes in the governance and decision-making processes of the athletics department (including the student-athlete advisory committee).

Student-athletes are integrally involved in many of the important decisions that take place within the Department of Athletics. The Student Athlete Advisory Committee, (SAAC), works with the department on matters related to the health and well being of student-athletes. It is the governing body for student-athletes at the University of Colorado. They assist in the development and implementation of programs that motivate student-athletes to strive for and be recognized for academic excellence and community involvement. Members of SAAC establish and maintain open channels of communication with their teammates and all student-athletes in order to appropriately express any issues of concern relevant to student-athletes.

SAAC also works with the University of Colorado Student Union (UCSU), to ensure that the issues and perspectives of student-athletes are represented within the larger student population in decision-making situations.

The Assistant Athletic Director for Student Affairs and his staff work closely with SAAC, as well as other student-athletes in order to have their views and perspectives represented in matters of governance and decision making and

are committed to continuing to provide opportunities for student engagement in this area.

With participation from SAAC the department is engaged, as earlier noted, in the process of revising its non-Financial Aid or Release, grievance process. Currently SAAC serves as the grievance avenue for concerns that fall outside of those two areas, and will continue to play a central role in the revision of that policy.

Also of note is the current initiative underway that addresses both issues of governance and decision-making and programs and activities. The "What it Means to be a Colorado Buffalo" initiative, a process to develop a student-athlete philosophy statement and standard of expectations that will include all pertinent rules of conduct as set forth by the campus, the department and individual teams, in a positive manner. This set of principles, being developed with student athlete participation, will likely include programming and activities in the future, which help to orient new student-athletes into the departmental and university community.

4. Programs and Activities. Establishment of programs that address the needs and issues affecting student-athletes.

The University of Colorado officially joined the CHAMPS Life Skills Program in 1996. Since then, athletics department personnel have worked diligently to provide student support and services in the five commitment areas. Specifically, the CU Life Skills Program facilitates educational opportunities and resources to: help students adjust to the challenges of university life and being a Division I student-athlete; assist students in their personal growth and career development, provide opportunities to develop their leadership skills and be positive, contributing members of their communities.

In 2003-04, the Department of Athletics, in conjunction with the campus community, implemented a new life skills class and additional life skills programming in its continued efforts to enhance the student-athlete experience within the university setting by providing an environment that promotes the full development of each student-athlete. This program offers a wide variety of programs and opportunities for student-athletes, within the areas of academics, career development, personal development, leadership and community service. Through involvement in these focus areas student-athletes are able to blend their athletic experience with their academic experience in meaningful and productive ways.

Through student course and program evaluations the programming and activities are modified and enhanced to provide relevant and timely information and opportunities for the students.

The Department will continue to maintain its commitment to providing quality programming and activities for student-athletes by responding to the expressed needs of the students through these and other informal channels. The direct oversight of Athletics Student Services by the campus Office of Student Affairs has provided additional resources and opportunity to expand these programs.

Information to be available to the peer-review team, if requested

Facilities schedule for practice and competition.

Sports schedules.

Sports marketing materials.

Media guides.

Institution's student-athlete handbook or, if no such handbook exists, institution's method(s) for conveying athletics policies and procedures to student-athletes.

Written materials (e.g., forms) used to document student-athlete exit interviews.

Institution's and/or Athletics Department written grievance and/or appeal procedures available to student-athletes in areas mandated by NCAA legislation and in other areas.

4.3 Student-Athlete Welfare - Evaluation

Question	Currently Yes	Currently No
Does the institution demonstrate a commitment to the fair treatment of student-athletes, particularly in their academic role as students?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the institution provide evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the institution provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

On the basis of the yes/no answers above and the plans for correcting deficiencies below, is the institution in substantial conformity with Operating Principle 4.3 (Student-Athlete Welfare)?

Yes No

4.3 Student-Athlete Welfare Self-Study Instrument Plan For Improvement

Element		Steps to Achieve Element		
Issues	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Student-athlete health and welfare.	Continue to expand Optimal Performance Team offerings.	Implement the OPT and Student Services Plans for improved nutrition, evaluation and planning.	Student Services. Vice Chancellor for Student Affairs.	Within the next five years.
Welfare and fair treatment	Complete the "What it Means to be a Colorado Buffalo" project.	Gather SAAC and campus input. Incorporate campus and team rules as appropriate. Incorporate into the student-athlete orientations.	Student-athlete Welfare Subcommittee. Implementation by Head Coaches and Student Services.	Summer 2005.