

# INSTRUMENT

2010-2011  
DIVISION I  
ATHLETICS  
CERTIFICATION  
SELF-STUDY  
INSTRUMENT

# Introduction to Self-Study Report

## Introduction to Self-Study Report

### Institutional Information

1. Type of Institution: Public
2. Year institution was founded: 1919
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time equivalency (FTE) basis]: 34021
6. Number of Faculty [using a full-time equivalency (FTE) basis]: 4872
7. Highest level of academic degree offered: Doctorate
8. Institution's governing entity: Board of Regents of the University of California
9. a. Regional accreditation agency: Western Association of Schools and Colleges
9. b. Date of most recent regional accreditation self-study: June 29, 2010
9. c. Current accreditation status: Accreditation reaffirmed

### Athletics Information

1. Subdivision status of athletics program (Academic Year 2011): I-FBS
2. Conference affiliation(s) or independent status (Academic Year 2011):

Baseball	Pac-12 Conference
Football	Pac-12 Conference
Men's Basketball	Pac-12 Conference
Men's Cross Country	Pac-12 Conference
Men's Golf	Pac-12 Conference
Men's Soccer	Pac-12 Conference
Men's Tennis	Pac-12 Conference
Men's Track, Indoor	Mountain Pacific Sports Federation
Men's Track, Outdoor	Pac-12 Conference
Men's Volleyball	Mountain Pacific Sports Federation
Men's Water Polo	Mountain Pacific Sports Federation
Softball	Pac-12 Conference
Women's Basketball	Pac-12 Conference
Women's Cross Country	Pac-12 Conference
Women's Golf	Pac-12 Conference

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Women's Gymnastics	Pac-12 Conference
Women's Rowing	Pac-12 Conference
Women's Soccer	Pac-12 Conference
Women's Swimming	Pac-12 Conference
Women's Tennis	Pac-12 Conference
Women's Track, Indoor	Mountain Pacific Sports Federation
Women's Track, Outdoor	Pac-12 Conference
Women's Volleyball	Pac-12 Conference
Women's Water Polo	Mountain Pacific Sports Federation

### 3. Athletics program structure ('X' all that apply):

- one combined athletics department.
- separate men's and women's departments.
- incorporated unit separate from institution.
- department within a physical education division.

### 4. Date of NCAA major infractions case(s) (if any) since the institution's previous athletics certification self-study and impact (if any) on the areas of the certification program. If this is the institution's first time to complete a self-study, respond to the question based on the last 10 years.

UCLA did not have a major infractions case since the previous athletics certification self-study.

### 5. Other significant events (with dates) in the history of intercollegiate athletics program since previous athletics certification self-study. If this is the institution's first time to complete a self-study, respond to the question based on the last 10 years.

- 1) Dan Guerrero was named the eighth Director of Athletics in UCLA History, replacing Peter Dalis on April 25, 2002.
- 2) The Acosta Training Center reopened in 2004 after a major renovation and expansion. It is home to UCLA's athletic-training room, the strength-and-conditioning area, locker and equipment rooms for numerous sports and the Bud Knapp Football Center.
- 3) UCLA became the first program to win 100 NCAA team championships on May 13, 2007 when women's water polo defeated Stanford.
- 4) Dr. Gene D. Block was named UCLA Chancellor on December 21, 2006.
- 5) The Spieker Aquatics Center opened in September 2009 as a state-of-the-art facility for UCLA's intercollegiate aquatic sports - water polo, swimming and diving.
- 6) Football student-athlete Chris Joseph receives a Rhodes Scholarship in 2009 becoming the fifth Bruin student-athlete to earn this prestigious award.
- 7) Legendary Coach John R. Wooden passes away on June 4, 2010.
- 8) Pauley Pavilion closes for major renovation on April 1, 2011 and is scheduled to reopen in Fall 2012.

## Previous Certification Self-Study

### 1. Date of Cycle 2 orientation and evaluation visit (if applicable):

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The Cycle 2 orientation visit took place on February 27, 2001. The evaluation visit was conducted from April 16-19, 2002.

### 2. Cycle 2 certification-status decision and date rendered by the NCAA Division I Committee on Athletics Certification (if applicable):

UCLA was certified by the NCAA Division I Committee on Athletics Certification on November 17, 2003.

### 3. Subsequent actions or changes and date(s) in certification status (if any) made by the committee (if applicable):

The NCAA Division I Committee on Athletics Certification made no subsequent actions or changes in UCLA's certification status.

### 4. Changes in key senior-level positions, institutional or athletics program, if any, since the institution's previous athletics certification self-study. If this is the institution's first time to complete an athletics certification self-study, respond to the question based on the last 10 years:

The following changes were made to key UCLA and the Department of Intercollegiate Athletics (DIA) senior-level positions since the institution's previous certification self-study:

#### UCLA SENIOR-LEVEL POSITIONS:

- 1) Dr. Gene D. Block was named UCLA Chancellor on December 21, 2006 and replaced Chancellor Albert Carnesale in August 2007.
- 2) Vice Chancellor Legal Affairs Kevin Reed replaced Joseph Mandel in March 2008.
- 3) Vice Chancellor External Affairs Rhea Turteltaub replaced Michael C. Eicher in April 2008 after serving in an interim capacity since July 2006.
- 4) Administrative Vice Chancellor Peter Blackman retired in January 2007, but maintained DIA oversight in emeritus status through September 2009.

#### DIA SENIOR-LEVEL POSITIONS:

- 1) Director of Athletics Dan Guerrero replaced Peter Dalis in April 2002.
- 2) Sr. Associate Athletic Director/Senior Woman Administrator Petrina Long replaced Betsy Stephenson in June 2004.
- 3) Sr. Associate Athletic Director/Chief Financial Officer John Jentz replaced David Secor in June 2010.
- 4) Sr. Associate Athletic Director for External Relations Mark Harlan replaced Ross Bjork in June 2010.

### 5. Significant changes impacting the institution and/or athletics program, if any (e.g., conference affiliation, sports sponsored, changes in admissions standards, significant changes in graduation rates, changes in mission statement of the athletics program, changes in fiscal stability/condition of the athletics program), since the institution's previous athletics certification self-study. If this is the institution's first time to complete an athletics certification self-study, respond to the question based on the last 10 years:

#### SIGNIFICANT CHANGES IMPACTING UCLA:

##### 1) California Budget Crisis

The ongoing recession and state budget crisis have impacted UCLA deeply. Significant student fee and tuition increases have jeopardized the ability of many to attend the University of California. Student support services have been notably reduced and staff and faculty cuts remain constant threats.

#### SIGNIFICANT CHANGES IMPACTING THE DEPARTMENT OF INTERCOLLEGIATE ATHLETICS (DIA):

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### 1) Pac-10 Conference Commissioner

Larry Scott was named the Commissioner of the Pac-10 Conference on July 1, 2009, replacing Tom Hansen who had served as the commissioner for 26 years.

### 2) Expansion of the Pac-10 Conference

In 2010, Commissioner Larry Scott announced the expansion of the Pac-10 Conference. In July 2011, the Pac-10 Conference will be renamed the Pac-12 Conference and the University of Utah and the University of Colorado will become full conference members sponsoring a broad range of men's and women's sports.

### 3) California Budget Crisis

The ongoing recession and state budget crisis have not only had a tremendous impact on the institution, but the budget crisis has also negatively affected the DIA through reduced ticket sales, a larger athletic scholarship budget due to significant increases in student fees and tuition amounts, and increased operating costs. Reduced university student and staff services have impacted student-athletes and placed extra burdens on the DIA staff.

## Certification Self-Study Information

1. Steering Committee Chair: Rhea Turteltaub

2. Chief report writer/editor of self-study report: Nicholas Thornton

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

UCLA and its Department of Intercollegiate Athletics (DIA) strongly believe that broad-based campus participation was paramount to the success and effectiveness of the NCAA Athletics Certification Cycle 3 Self-Study process. As such, UCLA's written plan for the self-study - approved by Chancellor Block and reviewed by the NCAA staff prior to the orientation videoconference - was designed to provide significant opportunities to a wide range of administrators, staff, faculty and student-athletes to contribute to the process and ultimately to the drafting of the final self-study report and the plans for improvement. This was done through the self-study committee structure, the assessment of the operating principles, review of the data, and meetings with and presentations to different constituency groups. Specifically, Chancellor Block directed Steering Committee Chair Rhea Turteltaub to carefully select steering-committee members from numerous departments within UCLA. These included not only the Director of Athletics and members of the DIA senior management staff, but also representatives from academic, student, external and legal-affairs areas, as well as faculty from different schools/departments. Subcommittee chairs and members were also selected based upon their respective areas of expertise and leadership within the university. Additionally, portions of the report were shared with the Bruin Athletic Council (UCLA's Student-Athlete Advisory Committee) and the certification and self-study process was publicized to the Undergraduate Student Association Council, UCLA donors and supporters, and members of the UCLA Foundation.

4. Provide a copy of the institution's written plan for conducting the self-study. [Please use the file upload link contained within this question to submit a copy of the institution's written plan.]

UCLA's written plan for conducting the self-study has been uploaded to the NCAA Athletics Certification System.

5. Please provide the institution's mission, philosophy and goals statement and the athletics program's mission, philosophy and goals statement. Also, indicate the dates of formal approval for the most recent versions.

#### UCLA MISSION STATEMENT:

UCLA's primary purpose as a public research university is the creation, dissemination, preservation, and application of knowledge for the betterment of our global society. To fulfill this mission, UCLA is committed to academic freedom in its fullest terms: we value open access to information, free and lively debate conducted with mutual respect for individuals, and freedom from intolerance. In all of our pursuits, we strive at once for excellence and diversity, recognizing that openness and inclusion produce true quality. These values underlie our three institutional

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responsibilities.

Learning and teaching at UCLA are guided by the belief that undergraduate, graduate and professional school students and their teachers belong to a community of scholars. This community is dedicated to providing students with a foundational understanding of a broad range of disciplines followed by the opportunity for in-depth study of a chosen discipline. All members of the community are engaged together in discovering and advancing knowledge and practice. Learning occurs not only in the classroom but also through engagement in campus life and in communities and organizations beyond the university.

Discovery, creativity and innovation are hallmarks of UCLA. As one of the world's great research universities, we are committed to assuring excellence within a wide range of disciplines, professions and arts, while also encouraging investigation across disciplinary boundaries. In so doing, UCLA advances knowledge, addresses pressing societal needs and creates a university enriched by diverse perspectives in which all individuals can flourish.

Civic engagement is fundamental to our mission as a public university. Located on the Pacific Rim in one of the world's most diverse and vibrant cities, UCLA reaches beyond campus boundaries to establish partnerships locally and globally. We seek to serve society through both teaching and scholarship, to educate successive generations of leaders, and to pass on to students a renewable set of skills and commitment to social engagement.

UCLA endeavors to integrate education, research and service, so that each enriches and extends the others. This integration promotes academic excellence and nurtures innovation and scholarly development.

Revised and adopted in June 2006.

### DEPARTMENT OF INTERCOLLEGIATE ATHLETICS MISSION STATEMENT:

UCLA is proud of its comprehensive athletic program and heritage. The collective accomplishments of Bruin teams and athletes are testimony to the efforts of many dedicated and talented individuals: the student-athletes themselves, as well as coaches, administrators, and support staff. The athletic department also benefits from the strong support of faculty, students, alumni, and fans. As intercollegiate sports have become increasingly popular, we recognize our expanding role in the cultural and social profile of the campus. It is our goal to represent the University with character while providing the student-athlete with a rewarding experience both academically and athletically. The UCLA Department of Intercollegiate Athletics is committed to fair and equitable opportunities and treatment for all students and staff, including women and minorities.

It is the objective of UCLA Athletics to have all its sports compete at the national level. This goal complements the institutional commitment to excellence, whether in the area of undergraduate or graduate education, research or community service. UCLA embraces the ideal of an amateur athletics program, and is pleased to have produced a considerable number of Olympians, many of whom have accepted medals on behalf of the USA and numerous other countries.

In order to have a broad-based, nationally competitive intercollegiate athletics program for men and women, UCLA attempts to recruit the finest student-athletes. It is campus policy to recruit only student-athletes who exhibit both an interest in the academic component of undergraduate life and the potential to succeed in the increasingly competitive academic environment of UCLA. An important element of the recruitment message is that UCLA offers so much more than a preeminent athletic experience. UCLA recognizes that to compete at the national level demands a commitment of time and energy from student-athletes not normally required of other students. Therefore, we provide a variety of support services and resources to assist student-athletes with their academic success, personal well-being, individual development, and preparation for future endeavors.

Revised and adopted in August 2002.

## Governance and Commitment to Rules Compliance

### Operating Principle

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

#### Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to NCAA Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). For each condition, provide:
  - a. The original "condition" 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 opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

##### 1. Condition

**Action**

**Action Date**

**Explanation for partial or non-completion**

UCLA did not have conditions for certification imposed.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). For each issue identified, provide:
  - a. The original goal(s);
  - b. The step(s) taken by the institution to achieve the goals;
  - c. The date(s) the step(s) was completed; and
  - d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

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*If the institution developed a plan for improvement for Operating Principle 1.1 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.*

*The committee will not accept the following explanations for partial completion or noncompletion:*

- *The institution did not possess sufficient funds to implement the plan.*
- *The institution has had personnel changes since the original development of the plan.*
- *The institution does not have documentation of actions taken to implement the plan.*

*The committee will accept the following explanation for partial or noncompletion:*

- *The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.*

### 1. Original Plan

#### MISSION STATEMENT

The NCAA Committee on Athletics Certification recommended that the Department of Intercollegiate Athletics' (DIA) mission statement be revised to include a statement supporting equitable opportunities for all staff and students, including women and minorities. The committee also required that the mission statement be widely circulated amongst the student-athletes.

#### Action

The DIA added appropriate language to the department's mission statement and circulated it to various campus entities for review and approval, including the Chancellor, Campus Counsel, the Academic Senate's Intercollegiate Athletics Committee (IAC) and the Bruin Athletic Council (i.e., UCLA's Student-Athlete Advisory Committee). The mission statement was posted on the DIA website and was included in the Student-Athlete Handbook.

#### Action Date

The mission statement was revised in August 2002.

#### Explanation for partial or non-completion

Fully completed.

### 2. Original Plan

#### LONG-RANGE FINANCIAL PLANNING

NOTE: Operating Principle 3.2 - Fiscal Integrity was eliminated in Cycle 3 of the NCAA Certification Self-Study process; therefore, fiscal management recommendations for improvement from the previous cycle have been included in this section.

In UCLA's NCAA Certification Self-Study Report from Cycle 2, the report did not fully articulate how management and fiscal practices of the institution assure that the DIA has the financial stability to provide all student-athletes with relatively full and stable opportunities for athletic participation. Therefore, UCLA was instructed to clearly incorporate current long-range financial planning pro forma with overall departmental planning to ensure financial stability in a changing financial climate.

#### Action

The DIA developed the following procedures:

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1) DIA's fiscal practices are subject to, and managed by, the same processes as other campus units. Transactions require pre-approval and are subject to review by Internal Audit, as well as by the annual external audit performed by the university's external audit firm.

2) Annual budgets are built by the head coaches and unit directors, approved by the senior management staff and the Director of Athletics (AD) and presented to the Vice Chancellor for Finance, Budget and Capital Programs.

3) A long-term financial projection for the next five fiscal years is maintained by the Sr. Associate Athletic Director/Chief Financial Officer and is regularly reviewed with the AD. Monthly updates are made to key indicators such as ticket sales, conference distributions, media and vendor agreements, guarantees, compensation, operating expenses, capital projects and reserves. The five-year financial projection is reviewed by the AD with the Vice Chancellor for Finance, Budget and Capital Programs at the annual budget meeting. Additionally, the AD reviews the budget with the Chancellor at regularly scheduled meetings throughout the year, as significant operational decisions warrant.

### Action Date

Ongoing since 2003.

### Explanation for partial or non-completion

Fully completed.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). For each additional plan, provide:
- The additional goal(s);
  - The step(s) taken by the institution to achieve the goals; and
  - The date(s) the step(s) was completed.

UCLA did not have additional plans for improvement/recommendations in this area.

4. Describe how the institution's chancellor or president maintains clear and direct oversight of the athletics program, including a description of reporting lines from the director of athletics to the chancellor or president.

*The chancellor or president must have and demonstrate clear and direct oversight of the athletics program.*

The Chancellor oversees the Department of Intercollegiate Athletics (DIA) on matters of policy and operation. The Director of Athletics (AD) reports directly to the Chancellor. The Chancellor's policy oversight includes, but is not limited to, positions taken by UCLA on proposed legislation by the NCAA and Pac-10 Conference, and policies and standards of conduct for all representatives of the university's athletics program and interests. Regarding matters of DIA operation and budget, the Chancellor and AD will consult with the Vice Chancellor for Finance, Budget and Capital Programs and the Vice Chancellor for Administration.

The AD has regularly scheduled meetings with the Chancellor that occur approximately every six weeks. The AD also serves on the Chancellor's Executive Committee and attends the Chancellor's standing meetings with his Vice Chancellors. Both groups meet monthly. Outside of these scheduled meetings, the AD and Chancellor also meet on an as-needed basis and often have the opportunity to discuss items at university events that they both attend. Between meetings, the AD always has direct access to the Chancellor via office phone, email and personal phone.

The AD is responsible for seeking the approval of the Chancellor on all hiring and termination decisions for the head coaches in men's basketball and football. The Chancellor also ensures that the DIA adheres to all University of

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California policy as it relates to the hiring of its personnel. Contracts for the head football and basketball coaches, as well as for other high-salary individuals, are subject to approval by the Chancellor on a local level and by the Board of Regents of the University of California for those that exceed local authority.

The Faculty Athletics Representative (FAR) reports directly to the Chancellor. The FAR meets formally with the Chancellor by appointment about three or four times a year. In addition, the FAR sees the Chancellor at numerous university events throughout the year, where they often discuss issues related to intercollegiate athletics. The FAR has worked closely with the same Chancellor's administrative assistant during his entire 17-year tenure as FAR and, as such, has almost immediate access to the Chancellor whenever something that is important or timely arises.

5. Since the institution's previous self-study, list the major decisions made related to intercollegiate athletics. For each decision, explain the role and involvement (if any) of the:
- a. Chancellor or president;
  - b. Athletics board or committee;
  - c. Faculty senate (or other faculty governing body);
  - d. Student-athlete advisory committee;
  - e. Director of athletics;
  - f. Faculty athletics representative;
  - g. Senior woman administrator; and/or
  - h. Other individual(s) or campus constituencies.

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

### DIRECTOR OF ATHLETICS:

Dan Guerrero replaced Peter Dalis as the Director of Athletics (AD) on April 25, 2002. Chancellor Albert Carnesale assembled the search committee and made the final decision for hiring, assisted by Administrative Vice Chancellor Pete Blackman. Campus Counsel negotiated and executed the terms of the agreement, which were then forwarded to the UC Regents for final approval of the contract.

### HEAD FOOTBALL COACH:

Karl Dorrell became head football coach in December 2002 (and departed by mutual agreement in 2007). Chancellor Carnesale participated in the interview process and gave final approval for hiring. The UC Regents approved the financial terms of the agreement. AD Dan Guerrero compiled the members of the search committee, interviewed the candidates and made the recommendation for hiring.

### HEAD MEN'S BASKETBALL COACH:

Ben Howland was hired as head men's basketball coach in April 2003. Chancellor Carnesale participated in the interview process and gave final approval for hiring. The UC Regents approved the financial terms of the agreement. AD Dan Guerrero compiled the members of the search committee, interviewed the candidates and made the recommendation for hiring. The Administrative Vice Chancellor Pete Blackman interviewed the candidates and approved the hiring, and Campus Counsel negotiated and executed the terms of the agreement.

### SPIEKER AQUATICS CENTER:

The Spieker Aquatic Center construction was approved in July 2003 (construction began in July 2008). Chancellor Carnesale approved the project in concept, approved the funding model and provided project justification to the UC Regents. The UC Regents approved the project in concept and the funding model. AD Dan Guerrero developed the concept, assisted with funding the model design and guided the construction through the Capital Projects process. Administrative Vice Chancellor Pete Blackman assisted with developing the concept, funding the model design and guiding the construction through the Capital Projects process. Vice Chancellor for Finance, Budget and Capital

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Programs Steve Olsen developed and approved the funding model.

### AGREEMENT WITH ADIDAS:

In the Spring 2004, UCLA's shoe and apparel sponsorship with adidas was renewed for an additional six years, starting in July 2005. The original agreement commenced on July 1, 1999 and ended June 30, 2005. The agreement provides cash and a product allowance that enables all 24 UCLA intercollegiate teams to be outfitted with all necessary practice apparel, uniforms, footwear, bags and selected accessories, including footballs and basketballs. It also provides product and cash for the Cultural & Recreational Affairs Department and product for the UCLA Bruin Marching Band. Elements of the renewal, in the form of an amendment to the original agreement, were negotiated by the Department of Intercollegiate Athletics (DIA) administrators, translated into appropriate legal language by Campus Counsel, and ultimately submitted to and approved by the Chancellor. In the Spring 2010, an agreement was reached with adidas for another six-year sponsorship that will commence when the current agreement expires on June 30, 2011.

### SENIOR WOMAN ADMINISTRATOR:

Petrina Long replaced Betsy Stephenson as Senior Woman Administrator (SWA) and Sr. Associate Athletic Director in June 2004. AD Dan Guerrero interviewed the candidates and recommended Ms. Long for hiring. Faculty Athletics Representative (FAR) Dr. Don Morrison also recommended Ms. Long.

### AGREEMENT WITH ISP SPORTS:

ISP Sports agreed to become the DIA's multimedia-rights holder starting in October 2004. Chancellor Carnesale approved the agreement. AD Dan Guerrero solicited proposals for a third-party rights holder and brought the concept for consideration to campus leadership. Administrative Vice Chancellor Pete Blackman approved the proposal, Vice Chancellor for Finance, Budget and Capital Programs Steve Olsen approved the funding model and Campus Counsel negotiated and executed the terms of the agreement.

### UCLA CHANCELLOR:

Gene D. Block was named UCLA Chancellor on December 21, 2006. The UC Regents conducted a nationwide search using a search committee. The Board of Regents of the University of California interviewed the finalists and selected Dr. Block who, at the time, had been Provost at the University of Virginia.

### HEAD FOOTBALL COACH:

Rick Neuheisel was hired as head football coach in December 2007. Chancellor Block participated in the interview process and gave final approval for hiring. The UC Regents approved the financial terms of the agreement. AD Dan Guerrero compiled the members of the search committee, interviewed the candidates and made the recommendation for hiring. FAR Dr. Don Morrison also provided significant input prior to hiring. Administrative Vice Chancellor Emeritus Pete Blackman interviewed the candidates and consulted with the AD. Campus Counsel negotiated the terms of the agreement.

### HEAD WOMEN'S BASKETBALL COACH:

Nikki Caldwell was hired as head women's basketball coach in April 2008. Chancellor Block gave final approval for hiring. AD Dan Guerrero compiled the members of the search committee, interviewed the candidates and made the recommendation for hiring to the Chancellor. FAR Dr. Don Morrison interviewed the candidates. Sr. Associate Athletic Director/SWA Petrina Long assisted the AD in compiling members of the search committee, interviewed the candidates and made the recommendation for hiring to the AD. The Chair of the Academic Senate's Intercollegiate Athletics Committee (IAC) interviewed the candidates. The UC Regents approved the financial terms of the agreement. Administrative Vice Chancellor Emeritus Pete Blackman interviewed the candidates and consulted with the AD. Campus Counsel negotiated the terms of the agreement.

### PAULEY PAVILION RENOVATION:

The financing plan for the Pauley Pavilion renovation was approved July 16, 2009. Chancellor Block approved the project in concept, approved the funding model and provided project justification to the UC Regents. The UC

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Regents approved the project in concept and the funding model. AD Dan Guerrero developed the concept and monitored the Capital Projects process. Administrative Vice Chancellor Emeritus Pete Blackman assisted with the project process and Vice Chancellor for Finance, Budget and Capital Programs Steve Olsen developed and approved the funding model.

### ROSE BOWL LEASE AMENDMENT:

The Rose Bowl lease amendment was signed in November 2010. Chancellor Block approved the project at the local level and provided project justification to the Board of Regents of the University of California. The UC Regents approved the financial terms of the agreement. AD Dan Guerrero was involved with the negotiation of new terms and attended the UC Regents' meeting in person to make the presentation and advocate for project approval. Administrative Vice Chancellor Emeritus Pete Blackman was involved as a member of the negotiation team. Vice Chancellor of Legal Affairs Kevin Reed assisted in negotiating the terms of the agreement.

6. Describe the institution's written governance policies regarding the administration and oversight of the athletics program, including the specific role and responsibilities of the institution's governing board. Describe how the written athletics governance policies and/or other written communication is provided to the governing board on an annual basis.

*The institution must provide evidence that specific governance policies exist for its governing board regarding the administration and oversight of athletics, including the role and responsibilities of its governing board.*

*The institution must provide evidence that written communication (e.g., annual report, governance policies) is provided annually to its governing board with respect to athletics. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

### BOARD OF REGENTS:

The Board of Regents of the University of California is the institution's governing body and is, under the state Constitution, responsible for the policies and operation of the campuses of the university. Section 100.6 of the Standing Orders of The Regents delegates to the chancellors of the university's 10 campuses responsibility for hiring personnel, developing budgets, and setting policies and standards of conduct. This delegation includes responsibility for the conduct of the intercollegiate athletics program.

Although the Regents have delegated operational authority to the Chancellor, the Regents retain oversight authority, which they exercise through their constitutional authority to set policy, approve the budget, and approve senior appointments and personnel salaries that exceed the delegated authority. Since the last certification and self-study, the Regents have reviewed and approved personnel changes in the institution's football program (head coach and assistant coach positions) and men's and women's basketball programs (head coaches). The Regents undertake a design review for athletics projects over \$5 million and budget review for projects over \$10 million. They have reviewed and approved significant upgrades to the facility that houses the women's and men's volleyball, gymnastics and women's and men's basketball programs, as well as authorized extensions of the lease for the stadium for football.

The Board of Regents must also approve hiring proposals for the Department of Intercollegiate Athletics (DIA) involving high salaries that exceed the delegated authority. The Director of Athletics (AD) meets annually with the University of California (UC) General Counsel and Deputy General Counsel to inform them of key issues involving UCLA Athletics.

### ATHLETICS ADVISORY BOARD:

UCLA has one standing athletics advisory board: the Academic Senate's Intercollegiate Athletics Committee (IAC).

The IAC is responsible for oversight of and development of policy recommendations on academic matters involving intercollegiate athletics. Specifically, the IAC consults with the DIA and reviews departmental policies affecting the

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academic progress and performance of student-athletes. The charge to the IAC is stated in Academic Senate Bylaw 67.6:

"The committee is responsible for oversight of and development of policy recommendations on academic matters involving intercollegiate athletics, including (a) progress of athletes to degree; (b) special admissions for athletes."

The IAC also maintains liaison with equivalent committees at other universities on matters of policy.

7. Since the institution's previous self-study, list the decisions related to intercollegiate athletics in which the institution's governing board or individual board members have been involved and describe the extent of the governing board's involvement with those decisions.

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

*The institution must demonstrate, through examples since the institution's previous self-study, that its governing board's oversight and policy formulation for athletics is consistent with its policies and stated responsibilities for other units of the institution (e.g., personnel, budget, facilities).*

- 1) Dan Guerrero replaced Peter Dalis as UCLA Director of Athletics on April 25, 2002. The UC Regents approved the contract for Guerrero.
- 2) Gene Block was named UCLA Chancellor on December 21, 2006. The UC Regents interviewed the candidates and selected Block.
- 3) The Spieker Aquatic Center Construction was approved in July 2003. The UC Regents approved the project in concept and the funding model.
- 4) The financing plan for the Pauley Pavilion renovation was approved on July 16, 2009. The UC Regents approved the project in concept and the funding model.
- 5) Karl Dorrell was hired as head football coach in December 2002. The UC Regents approved the financial terms of the agreement.
- 6) Ben Howland was hired as head men's basketball coach in April 2003. The UC Regents approved the financial terms of the agreement.
- 7) Rick Neuheisel was hired as head football coach in December 2007. The UC Regents approved the financial terms of the agreement.
- 8) Nikki Caldwell was hired as head women's basketball coach in April 2008. The UC Regents approved the financial terms of the agreement.
- 9) The Rose Bowl lease agreement was signed in November 2010. The UC Regents approved the financial terms of the agreement.
- 10) The financing plan for the Pauley Pavilion renovation was approved July 16, 2009. The UC Regents approved the project in concept and the funding model.

8. Describe how the institution's governing board decisions regarding the athletics program are consistent with those of other on-campus units.

The UC Regents' review of the Department of Intercollegiate Athletics projects and contracts is the same as with that of other UCLA and University of California (UC) entities requiring regent approval. The same protocol is followed for head coaches' contracts as for that of other high-level and highly compensated UC employees that exceed the delegated authority.

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### 9. For each of the following individuals or groups:

- a. Explain the role and authority of the individual or group as it relates to intercollegiate athletics;
- b. Describe how the individual or group has the opportunity (if any) to provide meaningful input into the formulation of department of athletics policies (e.g., review admissions data, review academic performance data, receive periodic reports from department of athletics); and
- c. Describe how the individual or group has the opportunity (if any) to periodically review policy implementation related to athletics.
  1. Athletics board or committee;
  2. Faculty senate (or other faculty governing body);
  3. Faculty athletics representative;
  4. NCAA Division I Student-athlete advisory committee (SAAC); and/or
  5. Other individual(s) or campus group(s).

*The institution must identify involved individuals or groups external to the department of athletics (e.g., faculty senate, athletics advisory group, student-athlete advisory committee) and explain how they have opportunities to provide meaningful input into the formulation of policies and how they periodically review policy implementation related to the conduct of the athletics program.*

#### 1. BOARD OF REGENTS

The Board of Regents of the University of California is the institution's governing body and is, under the State Constitution, responsible for the policies and operation of the campuses of the university. Section 100.6 of the Standing Orders of The Regents delegates to the chancellors of the university's 10 campuses responsibility for hiring personnel, developing a budget, and setting policy and standards of conduct. This delegation includes responsibility for the conduct of the intercollegiate athletics program.

Although the Regents have delegated operational authority to the Chancellor, the Regents retain oversight authority, which they exercise through their constitutional authority to set policy, approve the budget, and approve senior appointments and personnel salaries that exceed the delegated authority. The Regents undertake a design review for athletics capital projects over \$5 million and budget review for projects over \$10 million. The Director of Athletics (AD) meets regularly with the UC General Counsel and Deputy General Counsel to inform them of key issues involving UCLA Athletics.

#### 2. ATHLETICS ADVISORY BOARD

UCLA has one standing athletics advisory board: the Academic Senate's Intercollegiate Athletics Committee (IAC).

The IAC is responsible for oversight of and development of policy recommendations on academic matters involving intercollegiate athletics. Specifically, the committee consults with the Department of Intercollegiate Athletics (DIA) and reviews departmental policies affecting the academic progress and performance of student-athletes. The IAC meets once a quarter and consists of five faculty members who are selected by the Academic Senate for three-year terms. The committee also consists of an undergraduate student representative and a graduate student representative who are appointed by their respective student associations and are non-voting members. UCLA's Faculty Athletics Representative serves as a non-voting, ex officio member, and the Sr. Associate Athletic Director/Senior Woman Administrator (SWA) and Assistant Athletic Director of Academic & Student Services serve as standing non-voting guests. The chair of the IAC also serves as a member of the Committee on Admission of Student-Athletes.

In part due to IAC recommendations, increased funding for athletics academic counseling and tutoring has been undertaken since the last self-study. The IAC also provided guidance to the administration in producing the "Lifka Report," which charts the academic progress of every student-athlete at UCLA. This report is a useful tool for the IAC in assessing how well UCLA student-athletes are doing academically when compared to the general student

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body. Overall, student-athletes compare well.

### 3. FACULTY ATHLETICS REPRESENTATIVE

The Faculty Athletics Representative (FAR) is an ex officio member of the IAC and of the Committee on Admission of Student-Athletes, and is UCLA's voting representative on the Pac-10 Conference Council. While the Chancellor is UCLA's official representative, the FAR generally participates as a designated representative for numerous Pac-10 Conference or NCAA matters. During his first few years, the FAR represented the Chancellor quite often. However, with the NCAA governance changes requiring increased CEO participation, the FAR represents the Chancellor officially far less often.

Responsibilities of the FAR include certifying student-athletes' eligibility, reviewing NCAA squad lists, reporting violations of NCAA and conference rules, investigating reported or suspected violations of NCAA rules, requesting waivers of applicable NCAA and conference regulations and, together with the AD and the Director of Compliance, interpreting and applying NCAA and conference rules.

The FAR reports directly to the Chancellor and meets formally with the Chancellor by appointment about three or four times a year. In addition, the FAR sees the Chancellor at numerous university events throughout the year, where they often discuss issues related to intercollegiate athletics. The FAR meets with the AD about once a month in AD's office. He also has the opportunity to speak with the AD at many UCLA Athletics events, during occasional team travel and at general university functions. As with the Chancellor, the FAR has immediate access to the AD when it is required. The FAR meets with the Sr. Associate Athletic Director/SWA at least once a week. Meetings with the SWA are often "drop-in" when the FAR visits the DIA. The FAR and the SWA are invited guests to all meetings of the Committee on Admission of Student-Athletes. The FAR and the SWA have worked together for 17 years, starting with their membership on the Mountain Pacific Sports Federation Committee when the SWA held the same position at UC Irvine. The FAR meets with the Director of Compliance as often as necessary, but at least two or three times a week or whenever the FAR is on campus. The FAR has worked with the same Director of Compliance during his entire 17-year tenure as FAR. This long-term relationship, combined with frequent interaction, means that very few compliance-related "surprises" happen. This open line of communication also keeps "little" problems that are identified early from becoming larger problems later on.

The FAR's principal oversight responsibilities are in the areas of eligibility certification and financial aid (both team and individual). The FAR provides a detached perspective on these matters and, working with the Director of Compliance, has helped to develop monitoring procedures that minimize the possibility of NCAA rule violations. By virtue of his reporting directly to the Chancellor, the FAR is relatively isolated from the pressures that predictably relate to enforcement activities. He is a full participant (with access to all DIA information) in any infractions investigations and has responsibility for preparing institutional reports relating to possible rule violations. He receives the full cooperation of those members of the athletics staff with whom he must work, principally the AD, the Sr. Associate Athletic Director/SWA and the Director of Compliance.

Due to his faculty position in the UCLA Anderson School of Management, the FAR also provides mentoring to student-athletes interested in graduate school and postgraduate opportunities in related fields.

### 4. STUDENT-ATHLETE ADVISORY COMMITTEE (BRUIN ATHLETIC COUNCIL)

The Student-Athlete Advisory Committee, referred to as the Bruin Athletic Council (BAC), is a leadership group that provides an outlet for student-athletes to discuss issues specific to dealing with the rigors of student-athlete life. The BAC serves as a liaison between the student-athletes, coaches and administration, the Pac-10 Conference and the NCAA on issues affecting student-athletes. The BAC offers input on rules, regulations and policies that directly affect the life of the student-athlete. The BAC also provides opportunities to meet with peers and develop a support system for each other. The Director of Student-Athlete Development, is the DIA liaison. The BAC is made up of two student-athletes from each of the 24 sports. BAC representatives attend meetings of the Pac-10 Conference Student-Athlete Advisory Committee. The AD meets with the BAC annually. One or more of the senior staff/sport supervisors will attend BAC meetings at least once each quarter to provide updates on the DIA, UCLA, the Pac-10 and NCAA legislation. They will solicit feedback and input from the BAC with regard to policy implementation, program needs and suggestions to improve the student-athlete experience. A member of the Compliance Office will also attend BAC meetings on occasion to discuss legislation and to solicit feedback. BAC Pac-10 representatives will meet with the Associate Director of Compliance annually to review specific legislative proposals.

### 5. OTHER INDIVIDUAL OR CAMPUS GROUPS

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No other individual or campus groups have been identified.

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

UCLA has approximately 24 athletic-support organizations; the financial proceeds from these organizations comprise the UCLA Athletic Fund. These groups have been organized to promote ticket sales, to help establish lines of communication with alumni and fans, and to raise private funds in support of the 24 sponsored sports (11 men's and 13 women's) that make up the intercollegiate athletics program.

The Sr. Associate Athletic Director for External Relations is in charge of all athletic-support groups. He reports concurrently to the AD and to the Vice Chancellor for External Affairs.

Support group members have neither fiduciary responsibilities nor authority for departmental policy. The office of the Sr. Associate Athletic Director for External Relations manages all donations from athletic-support groups. Deposits and expenditures are reviewed and approved in advance by the Department of Intercollegiate Athletics (DIA) staff members and are subject to the same set of controls and procedures that govern all funds donated to the university. All contributions are deposited directly into the appropriate account at The UCLA Foundation and/or, on occasion, into the account of the UC Regents.

The athletic-support groups are managed jointly by the DIA and by the UCLA Development Office through the Sr. Associate Athletic Director for External Relations. As stated above, this individual has a joint appointment in the DIA and in the university's central Development Office. He is responsible for the management of the UCLA Athletic Fund and for ensuring that all athletics fundraising adheres to institutional policy. He also interacts directly with the DIA Compliance Office as needed to ensure adherence to NCAA rules.

**11. Provide the composition of the athletics board or committee (including titles and positions).**

UCLA has one standing athletics advisory board: the Academic Senate's Intercollegiate Athletics Committee (IAC).

The IAC is responsible for oversight of and development of policy recommendations on academic matters involving intercollegiate athletics. Specifically, the committee consults with the Department of Intercollegiate Athletics (DIA) and reviews departmental policies affecting the academic progress and performance of student-athletes. The IAC meets once a quarter and consists of five faculty members who are selected by the Academic Senate for three-year terms. The committee also consists of an undergraduate student representative and a graduate student representative who are appointed by their respective student associations and are non-voting members. UCLA's Faculty Athletics Representative serves as a non-voting, ex officio member and the Sr. Associate Athletic Director/Senior Woman Administrator (SWA) and Assistant Athletic Director of Academic & Student Services serve as standing non-voting guests. The chair of the IAC also serves as a member of the Committee on Admission of Student-Athletes.

**2010-2011 COMMITTEE MEMBERS:**

Dr. Tara Scanlan - Psychology (Chair)  
 Dr. Thomas Belin - Biostatistics  
 Dr. Michael Collins - Environmental Health Sciences  
 Dr. Kym Faull - Psychiatry & Biobehavioral Sciences  
 Dr. John Riley - Economics  
 Sylvia Morelli - Graduate Student Representative (Non-voting)  
 TBD - Undergraduate Student Representative (Non-voting)  
 Dr. Don Morrison - Faculty Athletics Representative (Ex Officio Member)  
 Petrina Long - Sr. Associate Athletic Director/SWA (Standing Guest)  
 Dr. Christina Rivera - Assistant Athletic Director of Academic & Student Services (Standing Guest)  
 Brandie Henderson - Academic Senate Staff Member

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**12.** Describe how the institution's chancellor or president and his or her designee(s) maintain control with respect to each of the following areas of the athletics program:

1. Budget, including all sources of funding;
2. Accounting;
3. Purchasing; and
4. Debt management.

In addition, identify key individuals, other than the chancellor or president, with responsibilities in these areas.

*Institutions must demonstrate institutional control of the athletics program with respect to budget, accounting, purchasing and debt management.*

The responsibility for the Department of Intercollegiate Athletics' (DIA) financial activities resides with the Chancellor and with the Director of Athletics (AD). Daily financial operations are the responsibility of the Vice Chancellor for Finance, Budget and Capital Programs, the Administrative Vice Chancellor, and the Sr. Associate Athletic Director/Chief Financial Officer (CFO). Annual budgets, accounting transactions, purchasing arrangements and debt management are monitored and audited, consistent with campus and system guidelines. The DIA develops an annual budget in collaboration with the Vice Chancellor for Finance, Budget and Capital Programs. Consistent with other campus units, the DIA budget is submitted for approval through the online C-BIG process and is monitored through the same system via quarterly reports (C-BIG, the Campus Budgeting Information Gateway, serves as the campus budgeting and management reporting tool). Accounting and purchasing activities are carried out according to university guidelines, and transactions are submitted for campus approvals accordingly through the Administrative Vice Chancellor's operations. As part of the budget process, debt is reviewed and factored into the DIA's long-range financial plan. Like all campus departments, the DIA is subject to audits and investigations conducted by the Internal Audit and Advisory Services unit and is subject to university whistle-blower policies. The AD serves as a member of the Campus Ethics, Compliance and Risk Committee. The AD and the Director of Compliance presented to that committee an overview of compliance activities in the department. The DIA's business operations are subject to regular audits by the institution's internal audit office, as well as by the annual NCAA Agreed-Upon Procedures performed by an external audit firm, which is done in collaboration with the annual UCLA audit currently performed by PricewaterhouseCoopers.

**13.** Describe how the institution's chancellor or president and his or her designated authority review the budget of the athletics program to at least the same extent that they do for other on-campus programs and departments. In addition, identify the authority (e.g., president's cabinet, finance committee) designated with this responsibility.

*Institutions must demonstrate institutional control of the athletics program with respect to budget, accounting, purchasing and debt management.*

The budget process for the Department of Intercollegiate Athletics (DIA) is consistent with the budget process for similar institution units. As stated above, the ultimate authority resides with the Chancellor, who delegates it to the Vice Chancellor for Finance, Budget and Capital Programs. The DIA annually presents a budget to the Vice Chancellor for Finance, Budget and Capital Programs through the online C-BIG process. It is monitored by the Vice Chancellor for Finance, Budget and Capital Programs through the same system, via quarterly reports.

## Governance and Commitment to Rules Compliance

- 14.** Describe the process by which the institution's chancellor or president or his or her designee(s) conduct an administrative review of the NCAA comparative data (i.e., dashboard indicators) on an annual basis. In addition, specify the individual(s), other than the chancellor or president, involved in this administrative review.

*Institutions must demonstrate that an administrative review of NCAA comparative data (i.e., dashboard indicators) has occurred on an annual basis by the chancellor or president or his/her designees. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

The Director of Athletics (AD) regularly uses comparative data in his reports to the Chancellor, as important decisions are made regarding policy and operations. Comparative data in the form of tools such as individual peer institutions' NCAA Revenues & Expense Report data, the Division I-A Athletic Directors' Association salary survey, and peer institutions' coaching, game and revenue contracts are utilized by the Athletic Director and by the Sr. Associate Athletic Director/Chief Financial Officer (CFO) in creating policy and making financial decisions. This type of comparative data is shared with the Chancellor, Administrative Vice Chancellor, and Vice Chancellor for Finance, Budget and Capital Programs as policy or transaction decisions warrant.

The UCLA Department of Intercollegiate Athletics (DIA) continues to monitor the NCAA dashboard-indicator tool to determine how to most effectively utilize the data. The dashboard-indicator tool is relatively new and the information is presented at a very high level. To illustrate, UCLA plays its football games as a tenant at the Rose Bowl, whereas most other universities play football at facilities they own and operate throughout the year. As a result, UCLA reports primarily facility-rental expenses associated with its football game days, whereas other universities report debt service, full-time staffing, and maintenance associated with the daily operation and use of its football facility. This significant variation in facility-operational structure creates a large variance in financial reporting for a highly visible part of an athletics operation. This, in turn, limits the effectiveness of comparing data with peer institutions, since the variation is not discernable in the data.

- 15.** If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 1.1, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

No plan for improvement for Operating Principle 1.1 was deemed necessary.

# Governance and Commitment to Rules Compliance

## Operating Principle

### 1.2 Rules Compliance.

#### Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 1.2 (Rules Compliance). For each condition, provide:
  - a. The original "condition" 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 opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

#### 1. Condition

**Action**

**Action Date**

**Explanation for partial or non-completion**

UCLA did not have conditions for certification imposed.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process for Operating Principle 1.2 (Rules Compliance). For each issue identified, provide:
  - a. The original goal;
  - b. The step(s) taken by the institution to achieve the goal(s);
  - c. The date(s) the step(s) was completed; and
  - d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

## Governance and Commitment to Rules Compliance

*If the institution developed a plan for improvement for Operating Principle 1.2 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.*

*The committee will not accept the following explanations for partial completion or noncompletion:*

- *The institution did not possess sufficient funds to implement the plan.*
- *The institution has had personnel changes since the original development of the plan.*
- *The institution does not have documentation of actions taken to implement the plan.*

*The committee will accept the following explanation for partial or noncompletion:*

- *The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 plan.*

### 1. Original Plan

#### PROCEDURES MANUAL

The NCAA Committee on Athletics Certification noted that the Department of Intercollegiate Athletics (DIA) Procedures Manual did not set forth the specific roles and responsibilities of institutional staff members, other than coaching staff, in the critical areas of eligibility and financial-aid certification. The committee requested this information be added to the procedures manual.

#### Action

The DIA developed a set a written policies and procedures that assigned responsibilities of the various institutional staff members - internal and external to the DIA - in the area of initial-, transfer- and continuing-eligibility, along with financial-aid certification.

#### Action Date

The new set of policies and procedures were initially included in the DIA Procedures Manual starting in the 2002-'03 academic year. The manual was updated in 2004, 2008, 2010 and 2011.

#### Explanation for partial or non-completion

Fully completed.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 1.2 (Rules Compliance). For each additional plan, provide:

- a. The additional goal(s);
- b. The step(s) taken by the institution to achieve the goal(s); and
- c. The date(s) the step(s) was completed.

#### a. GOAL

UCLA did not have any conditions for certification imposed by the committee in its Cycle 2 certification decision; however, the Department of Intercollegiate Athletics (DIA) set a goal to enhance the continuing eligibility certification process so that academic eligibility issues could be addressed more proactively. This was accomplished by adding an Eligibility Coordinator position that has a dual reporting line to the Director of Compliance and to the

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Assistant Athletic Director of Academic & Student Services (AS2). Specifically, the Eligibility Coordinator is responsible for managing the term-by-term schedule audit process, which includes evaluating degree applicability, grade qualifiers, repeated course work and excessive electives. Through this process, the coordinator is able to anticipate continuing eligibility issues related to progress toward degree requirements and can proactively communicate these to the student-athletes, AS2 staff and coaches. Adding this position also provides the Director of Compliance with much-needed assistance with the NCAA Academic Progress Rate (APR) and Graduation Success Rate (GSR) data collection and reporting requirements.

### b. STEPS TAKEN TO ACHIEVE THIS GOAL

During the 2007-'08 academic year, the Assistant Athletic Director of AS2 convened an ad hoc eligibility committee that evaluated each step of the continuing eligibility certification process. The committee consisted of the Director of Compliance, Sr. Associate Athletic Director/Senior Woman Administrator (SWA), Assistant Vice Provost of Undergraduate Academic Support, AS2 Academic Counselors and AS2 Academic Coordinators. Regular meetings were conducted and at these meetings the committee brainstormed different ideas on how to improve the process as well as different organizational structures to accomplish this goal. Through the committee's evaluation process, it was ultimately determined that an Eligibility Coordinator position was the best choice for improving the continuing eligibility certification process and for providing both the academic and compliance staffs with the assistance needed to develop a more proactive process.

### c. STEPS COMPLETED

The Eligibility Coordinator position was added in September 2008.

4. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals within the department of athletics. Specifically, the institution must provide written evidence that all individuals inside the department of athletics (e.g., coaches, staff) have statements regarding the importance of rules compliance in all of the following documents:

- a. Contracts or letters of appointment;
- b. Job descriptions; and
- c. Performance evaluations.

Please note, if the institution does not use one or more of the documents (listed in a-c above), provide an explanation.

*The institution must provide written evidence that all individuals inside the department of athletics (e.g., staff, coaches) have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, job descriptions and performance evaluations. If the institution is in the process of revising one or more of the documents noted above due to its obligation to seek approval from an outside entity (e.g., union), the institution must provide written evidence supporting the planned revision. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

### 1.

#### a. Rules Compliance Language in Contracts/Letters of Appointment

The following is an example of the generic language regarding rules compliance that is included in the contracts and letters of appointment for coaches.

"In the performance of his/her duties, Coach shall be directly responsible to and under the supervision of, or other intercollegiate athletic administrator assigned by the Director of Intercollegiate Athletics, and observe all NCAA, Pac-10 Conference, and University policies. Without limiting the foregoing, Coach, in the performance of his/her duties, shall conduct himself/herself at all times in a manner consistent with his/her position as an instructor of students, and (s)he shall not, either directly or indirectly, violate or countenance the violation by any player or coach subject to his/her control or supervision of any of the

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announced or published rules or standards of collegiate amateur athletics. It is understood and agreed by Coach that a violation or violations by him/her of such rules or standards of a significant or serious nature or cumulatively significant or serious nature, as the case may be, shall constitute cause for termination of this Agreement pursuant to Section 7 of this Agreement.

In addition to the provision of Section 6.a, above, and not in limitation thereof, in accordance with the 5th Special NCAA Convention held June 21, 1985, it is understood and agreed that, if Coach is found in violation of NCAA regulations, (s)he shall be subject to disciplinary or corrective action as set forth in provisions of the NCAA enforcement procedures as they may exist from time to time, including without limitation, suspension without pay or termination for significant or repetitive violations."

### **b. Rules Compliance Language in Job Descriptions**

The following is an example of the generic language regarding rules compliance that is included in the job descriptions for positions within the Department of Intercollegiate Athletics. The language may be more specific and comprehensive dependent on the role and responsibilities of the position.

"The Department of Intercollegiate Athletics (DIA) is governed by the NCAA, the Pac-10 Conference and the University of California. As an employee of the DIA, you are required to comply with the applicable rules, regulations and policies of these organizations.

- a. Remain current with and abide by the rules and regulations of the NCAA, the Pac-10 Conference, UCLA and the DIA.
- b. Review and retain all rules compliance documentation disseminated by the DIA Compliance Office with regards to policy interpretations, changes and updates.
- c. Report all NCAA, Pac-10 Conference and UCLA violations to your direct supervisor per DIA policy.
- d. Consult with the DIA Compliance Office regarding any rules and regulations in question.
- e. Attend rules compliance training sessions as necessary.
- f. Sign the annual NCAA Certification of Compliance form as required by NCAA Bylaw 18.4.2.1(d).
- g. Complete the annual Athletically Related Income form as required by NCAA Bylaw 11.2.2."

### **c. Rules Compliance Language in Performance Evaluations**

Performance evaluations of DIA staff are completed annually using a university performance evaluation template. This template is designed to be used by all departments and organizations on campus. As such, there is not a designated NCAA and/or Pac-10 Conference rules compliance category; therefore, DIA supervisors are instructed to address rules compliance in the "organizational contribution" category. This category is defined as "understanding of and makes an identifiable contribution to the organization's mission and objectives."

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5. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals outside the department of athletics who are involved in rules-compliance activities. Specifically, the institution must provide written evidence that all individuals outside the department of athletics who are involved or associated with athletics (including, but not limited to, individuals who have responsibility for admission, certification of academic standing, evaluation of academic performance and administration of financial aid for student-athletes) have statements regarding the importance of rules compliance in all of the following documents:

- a. Contracts or letters of appointment;
- b. Job descriptions; and
- c. Performance evaluations.

Please note, if the institution does not use one or more of the documents (listed in a-c above), provide an explanation.

*The institution must provide written evidence that all individuals outside the department of athletics who are involved or associated with athletics (including, but not limited to, individuals who have responsibility for admission, certification of academic standing, evaluation of academic performance and administration of financial aid for student-athletes) have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, job descriptions and performance evaluations. If the institution is in the process of revising one or more of the documents noted above due to its obligation to seek approval from an outside entity (e.g., union), the institution must provide written evidence supporting the planned revision. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

### 1.

#### a. Rules Compliance Language in Contracts/Letters of Appointment

UCLA does not currently have consistent rules compliance language in the contracts and letters of appointment for staff outside of the Department of Intercollegiate Athletics (DIA) who are involved in rules compliance activities. Therefore, rules compliance language must be added to these contracts and letters of appointment. This goal is reflected in the Cycle 3 rules compliance plan for improvement.

#### b. Rules Compliance Language in Job Descriptions

UCLA does not currently have consistent rules compliance language in the job descriptions for positions outside of the Department of Intercollegiate Athletics that involve rules compliance activities. Therefore, rules compliance language must be added to these job descriptions. This goal is reflected in the Cycle 3 rules compliance plan for improvement.

#### c. Rules Compliance Language in Performance Evaluations

UCLA does not currently have consistent rules compliance language in the performance evaluations for positions outside of the Department of Intercollegiate Athletics that involve rules compliance activities. Therefore, rules compliance language must be added to these performance evaluations. This goal is reflected in the Cycle 3 rules compliance plan for improvement.

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6. Provide the name(s) and title(s) of the insitutional staff member outside the department of athletics who has ultimate responsibility in determining student-athlete's admission to the institution, certification of academic standing, and conferment of academic degrees.

*The institution must demonstrate that the responsibility for admission, certification of academic standing and conferment of academic degrees of student-athletes is vested in the same agencies that have authority in these matters for students in general.*

Thomas E. Lifka is Associate Vice Chancellor, Student Academic Services. As chair of the Committee on Admission of Student-Athletes, and also because of his administrative responsibility for the Office of Undergraduate Admissions & Relations with Schools, he has the ultimate responsibility of determining student-athletes' admission to the institution.

The ultimate responsibility for certifying academic standing and conferring academic degrees falls on the UCLA faculty, as delegated to and administered by the colleges and schools. The dean's offices in each of those schools also have day-to-day responsibility for certifying academic standing and for conferring degrees.

7. Provide the name(s) and title(s) of the individual(s) (other than the institution's compliance officer/director) who the chancellor or president designates as having final authority for the institution's rules compliance (e.g., athletics director, vice president for athletics).

*The institution must assign direct accountability for rules compliance to the individual the chancellor or president assigns final authority for the athletics program (e.g., director of athletics, vice president for athletics).*

The Chancellor delegates overall responsibility and authority of the intercollegiate athletics program to the Director of Athletics Dan Guerrero, who is therefore responsible for the institution's rules compliance. Faculty Athletics Representative (FAR) Dr. Don Morrison also reports directly to the Chancellor. The FAR provides oversight responsibilities in the areas of eligibility certification, financial aid, and investigation and enforcement activities.

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8. Identify the individuals inside and outside the department of athletics who have rules compliance responsibilities. Describe the reporting lines for and responsibilities assigned to these individuals, including but not limited to:
- a. Faculty athletics representative;
  - b. Director of athletics;
  - c. Compliance officer/director;
  - d. Coaches; and
  - e. Other key individuals (e.g., admissions director, financial aid personnel, registrar) who are responsible for documenting and monitoring compliance with NCAA rules, including but not limited to:
    1. Eligibility certification;
    2. Investigation and self-reporting of violations;
    3. Monitoring of financial aid; and
    4. NCAA Division I Academic Performance Program (APP).

*The institution must identify individuals who have rules compliance-related responsibilities and the reporting lines of these individuals.*

*The institution must demonstrate that individuals external to the athletics program (including, but not limited to, financial aid personnel, registrar, faculty athletics representative) are engaged in the critical and sensitive areas of rules compliance. Examples of critical and sensitive areas of rules compliance include, but are not limited to, eligibility certification, investigation and self-reporting of rules violations, monitoring financial aid and APP.*

### a. FACULTY ATHLETICS REPRESENTATIVE (FAR)

Responsibilities of the Faculty Athletics Representative Dr. Don Morrison include (in collaboration with the Director of Compliance) certifying student-athletes' eligibility, reviewing NCAA squad lists, reporting violations of NCAA and conference rules, investigating reported or suspected violations of NCAA rules, and requesting waivers of applicable NCAA and conference regulations.

The FAR's principal oversight responsibilities are in the areas of eligibility certification and financial aid (both team and individual). The FAR provides a detached perspective on these matters and, working with the Director of Compliance, has helped to develop monitoring procedures that minimize the possibility of NCAA rule violations. By virtue of his reporting directly to the Chancellor, the FAR is relatively isolated from the pressures that predictably relate to enforcement activities. He is a full participant (with access to all Department of Intercollegiate Athletics [DIA] information) in any infractions investigations and has responsibility for preparing institutional reports relating to possible rule violations. He receives the full cooperation of those members of the athletics staff with whom he must work, principally the Director of Athletics (AD), the Sr. Associate Athletic Director/Senior Woman Administrator (SWA) and the Director of Compliance.

### b. DIRECTOR OF ATHLETICS (AD)

The Director of Athletics Dan Guerrero reports to the Chancellor and is responsible for establishing and supporting the overall atmosphere for compliance in the Department of Intercollegiate Athletics (DIA). He is responsible for setting the "tone at the top" and actively reinforces his expectations that compliance with rules is part of the fabric of how the DIA does its work. He presides over DIA monthly staff and coaches meetings where NCAA rules announcements and reminders occur, and he discusses compliance policies at these meetings as needed. The AD communicates NCAA rules compliance to boosters and to the UCLA community through the monthly "Bruin Blue" newsletters, UCLA game programs, and letters to boosters and season-ticket holders. The AD's compliance-related duties include overseeing investigations and self-reporting of rules violations, ensuring department hiring policies include a commitment to rules compliance, and representing UCLA at NCAA and Pac-10 Conference meetings. The

## Governance and Commitment to Rules Compliance

AD is also the sport supervisor for men's basketball and is therefore responsible for compliance oversight for that sport.

All sport supervisors are senior associate athletic directors who serve on the DIA senior staff management team and report directly to the AD.

### c. DIRECTOR OF COMPLIANCE

The Director of Compliance Rich Herczog has a dual reporting line: 1) To the FAR for eligibility certification and NCAA rules-violation investigation and enforcement; and 2) to the Sr. Associate Athletic Director/SWA for all other duties and administrative matters. The Director of Compliance provides rules education and interpretations to DIA coaches and staff, student-athletes, university staff and UCLA boosters. He certifies eligibility of all student-athletes, monitors administration of financial aid, prepares appeals and petitions related to eligibility, and completes required NCAA and conference forms. He also conducts investigations of possible NCAA rules violations and administers the self-reporting of such violations. The Director of Compliance serves as a DIA liaison to the Financial Aid and Registrar's offices. Additional responsibilities include admissions analysis, data control and fiscal control.

The Director of Compliance is point person for the Academic Performance Program (APP), for which he is responsible for the compilation of student-athlete and general student-body data with respect to annual reporting of the NCAA Graduation Success Rate (GSR) and Academic Progress Rate (APR) information. He acquires general student-body information from the planning office, and academic information is downloaded from the Registrar's Office directly into the APR database. He is responsible for the individual data entry of retention and eligibility points into the APR database, using the eligibility information compiled over the previous year in UCLA's student-athlete database.

### d. COACHES

UCLA coaches are responsible for executing their job duties in accordance with university, NCAA and Pac-10 Conference rules, including self-reporting of NCAA violations. Working with the Compliance Office and the respective sport supervisors they report to, coaches assume an important role in numerous rules-compliance areas and are responsible for all relevant bylaws of the NCAA Division I Manual. The Associate Commissioner of the Pac-10 Conference conducts an annual rules review for the coaches. The Director of Compliance provides "reeducation" for coaches involved in rules violations and conducts "Compliance Round Tables" during the year, designed to address specific problematic areas and give the coaches a chance to voice concerns. Additionally, each sport supervisor conducts a thorough annual review with the head coach that includes discussion of NCAA and Pac-10 rules, where applicable.

### e. OTHER KEY INDIVIDUALS

#### DIA STAFF MEMBERS:

The Associate Director of Compliance Dan Goldberg reports to the Director of Compliance and assists the Director of Compliance in most of the core daily compliance responsibilities, including financial aid, rules interpretations, extra benefits, playing and practice seasons, personnel and amateurism issues. He also is the DIA point person for the National Letter of Intent program and serves as the campus contact for this NCAA Certification and Self-Study.

The Associate Director of Compliance & Admissions Amy Schlueck reports to the Director of Compliance and is the main DIA liaison with UCLA's Office of Undergraduate Admissions & Relations with Schools and coordinates all initial- and transfer-eligibility matters (transcript and test score review, NCAA Eligibility Center certification) with coaches, staff and the Committee on Admission of Student-Athletes.

The DIA Eligibility Coordinator Nicholas Thornton reports to and works closely with both the Director of Compliance and with the Assistant Athletic Director of Academic & Student Services on continuing-eligibility matters and the APP. With assistance from in-house College of Letters & Science academic counselors, he provides the Director of Compliance with the number of units necessary to meet the specific degree requirement for each continuing student-athlete, beginning with the third year of collegiate enrollment or thereafter, so that degree progress can be computed.

The Associate Athletic Director for On-Campus Recruiting Michael Sondheimer conducts annual meetings on recruiting procedures and related NCAA rules for coaches and key staff involved in the recruiting process. He also helps train all new coaching hires in NCAA recruiting rules and departmental policies. He also maintains and regularly checks recruiting documentation (evaluations, contacts, official visits, host forms, expense reports,

## Governance and Commitment to Rules Compliance

mailings) to confirm compliance with NCAA rules. He interfaces with the Compliance Office to make certain recruiting telephone logs are filled out properly on the Assistant Coach Systems' (ACS) Athletics InControl system. He is responsible for helping train all new coaching hires in NCAA recruiting rules and departmental policies; regularly provides Compliance Office information for athletics admissions and coding on the DIA database; and attends regular meetings of the Compliance Committee.

### STAFF MEMBERS OUTSIDE OF THE DIA:

An officer within UCLA's Financial Aid Office serves as a liaison with the DIA through the Director of Compliance to communicate and verify that all noninstitutional aid and government grants are awarded in accordance with NCAA regulations.

An officer in UCLA's Office of Undergraduate Admissions & Relations with Schools serves as a liaison with the DIA through the Associate Director of Compliance & Admissions to obtain official high school and college transcripts and test scores, and to assist in the processing of Degree Progress Reports for Certification of Transfers.

The Vice Chancellor, Legal Affairs Kevin Reed currently serves as the Campus Ethics and Compliance Officer. In that role, he acts as a resource for compliance functions across the campus and works to ensure that leadership on the campus and in the University of California's Office of the President is aware of any significant compliance issues arising on the campus from any unit, including the DIA. He acts as counsel to the AD and other senior leadership, and supervises the drafting of sensitive coaching contracts and significant business relationships with sponsors and vendors. He works with the Campus Ethics, Compliance and Risk Committee (CECRC), a body of senior leadership on the campus that reviews and monitors issues of compliance risk. DIA leadership, including the AD, the FAR, the SWA, the Director of Compliance and the Deputy Director of Compliance, presented to the CECRC in 2010 an overview of its compliance risks and the operation of its program.

## Governance and Commitment to Rules Compliance

9. Indicate by clicking "yes" or "no" in the Athletics Certification System (ACS), whether the institution has written policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance. Please note, all policies and procedures must be available during the evaluation visit. If an institution indicates a specific written policy and step-by-step procedure is not applicable (N/A), the institution must provide an explanation. Please use the file upload link contained within this question on ACS to submit an explanation if the institution selects N/A.

*The institution must provide evidence that written compliance policies and procedures exist and demonstrate that they are engaged and functioning in the following areas:*

- a. *Initial-eligibility certification;*
- b. *Continuing-eligibility certification;*
- c. *Transfer-eligibility certification;*
- d. *NCAA Division I Academic performance program (APP) (e.g., data collection process, penalty implementation process);*
- e. *Financial aid administration, including individual and team limits;*
- f. *Recruiting (e.g., official and unofficial visits, hosts entertainment, contacts phone call);*
- g. *Camps and clinics;*
- h. *Investigations and self-reporting rules violations;*
- i. *Rules education;*
- j. *Extra benefits;*
- k. *Playing and practice seasons;*
- l. *Student-athlete employment; and*
- m. *Amateurism.*

*Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

	Yes	No	N/A
Initial eligibility.	X		
Continuing-eligibility certification.	X		
Transfer-eligibility certification.	X		
APP.		X	
Financial aid administration.	X		
Recruiting.	X		
Camps and clinics.	X		
Investigations and self-reporting of rules violations.	X		
Rules education.	X		
Extra benefits.	X		
Playing and practice seasons.	X		
Student-athlete employment.	X		
Amateurism.	X		

## Governance and Commitment to Rules Compliance

10. Describe how the institution's written compliance policies and procedures are communicated on an annual basis to athletics department staff and individuals outside the athletics department with rules compliance responsibilities.

*The institution must demonstrate that its compliance policies and procedures are directly communicated in writing (e.g., provide hard copy of document, provide weblink via e-mail) on an annual basis to department of athletics staff and individuals outside the department of athletics with rules compliance responsibilities. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

UCLA's written compliance policies and procedures are posted in the Department of Intercollegiate Athletics (DIA) Procedures Manual on the department's website. Section I, Part B contains our Statement of Commitment to Rules Compliance. Section V, titled "NCAA Matters," contains UCLA's policies on compliance areas including, but not limited to: Agents, Gambling, Eligibility Certification, Rules Interpretation, Squad Lists, Sports Camps, Financial Aid, Playing and Practice Seasons, Exit Interviews, Sportsmanship, and Hiring of Student or Volunteer Coaches. Coaches and staff members are directed to the manual at the Fall Coaches meeting in September, and the manual is brought to the attention of newly hired coaches and staff with NCAA rules responsibilities as the place to obtain pertinent information regarding department rules and procedures.

Staff outside the DIA receive written compliance policies and procedures applicable to their areas of responsibility. Individuals outside the DIA with compliance responsibilities are also directed to the department's website, [www.uclabruins.com](http://www.uclabruins.com), which contains a section dedicated to rules compliance offering information on UCLA's compliance program. The website includes recruiting and other guidelines for boosters as well as information on inducements, extra benefits and guidelines for employment of student-athletes. The website's opening page states:

"Each member institution is responsible for upholding the rules and regulations of the NCAA. At UCLA, the Chancellor is ultimately responsible for the administration of all aspects of the Bruin athletics program, from the actions of staff members to the actions of any other individual or organization engaged in activities promoting the athletic interests of UCLA.

UCLA is committed and obligated to the principle of institutional control in operating its athletics program in a manner consistent with the letter and the spirit of NCAA, Pac-10 Conference, and university rules and regulations. In striving for academic and athletic excellence, UCLA seeks the highest standard of ethical conduct. Involvement by representatives of UCLA's athletics interests (boosters) is critical to the program's success; however, any inappropriate or even inadvertent activity could jeopardize both the eligibility of current or prospective student-athletes and the compliance of the university with NCAA regulations."

UCLA holds a number of meetings to communicate compliance policies and procedures to DIA staff, as well as to individuals outside the department who have compliance responsibilities. When a new financial-aid athletics liaison was hired, the Director of Compliance held a series of NCAA rules sessions for that individual and his supervisor in order to communicate their compliance responsibilities and familiarize them with the NCAA Division I Manual. Since the Financial Aid Office is the principal outside department with compliance responsibilities, a meeting is held annually to review all procedures pertinent to NCAA rules. The liaison from the Financial Aid Office is a standing member of the Compliance Committee, which meets from two to four times a quarter to discuss compliance issues related to both the DIA and to the campus community at large.

The Director of Athletics and the senior compliance managers within the DIA presented an overview of the compliance functions within the department, as well as the compliance risks for the department, to the Campus Ethics, Compliance and Risk Committee. This committee, chaired by UCLA's Executive Vice Chancellor and Provost, is composed of all UCLA Vice Chancellors as well as other senior leaders with significant responsibility for compliance functions campuswide.

## Governance and Commitment to Rules Compliance

11. Describe the institution's rules-education efforts for all individuals associated with the department of athletics, including the frequency and topics reviewed with each of the following groups:
- a. Boosters;
  - b. Student-athletes;
  - c. Department of athletics staff;
  - d. Coaches;
  - e. Faculty; and
  - f. Institutional staff outside the department of athletics.

*The institution must provide evidence that it has a continuous and comprehensive rules education program for all individuals associated with the athletics program including boosters, student-athletes, department of athletics staff, coaches, and directly involved faculty and institutional staff outside the department of athletics.*

### a. REPRESENTATIVES OF THE INSTITUTION'S ATHLETICS INTERESTS (BOOSTERS)

The institutional policy is to frequently remind representatives of UCLA's athletics interests (i.e., boosters and alumni) of the rules constraining their participation in the recruiting process and the rules relating to extra benefits for enrolled student-athletes. As indicated above, the policy, which is primarily educational, is implemented through an annual letter to boosters from the Director of Athletics (AD) that stresses UCLA's commitment to rules compliance, the substance of applicable rules and the possible consequences, both institutional and personal, of violating the rules (copies of the annual letters are available on the UCLA Athletics website). This letter also appears in game programs for football and men's basketball throughout the year, as well as several times a year in "Bruin Blue," the official newspaper of UCLA Athletics that is circulated to all UCLA boosters and season-ticket holders. The Compliance link, which includes NCAA rules information for boosters, continues to be available on the frequently visited UCLA Athletics website. In addition, Department of Intercollegiate Athletics (DIA) staff regularly attend booster functions and directly monitor any booster activities where student-athletes may appear.

### b. STUDENT-ATHLETES

The Director of Compliance, along with the Associate Director of Compliance, presides at team meetings at which the NCAA Student-Athlete Statement is administered and ensures that compliance forms and information are distributed. These two staff members review and discuss the NCAA rules as set forth in the NCAA Summary of NCAA Regulations. Student-athletes are provided an additional layer of rules review and an opportunity to ask questions through the use of the "UCLA Student-Athlete Understanding." This document emphasizes the most important rules concepts and situations and is reviewed point by point, with student-athletes required to initial each topic after it is reviewed. Moreover, student-athletes are encouraged to approach anyone on the compliance staff with any questions that arise during the year. During exit interviews, student-athletes are asked for their opinions about the way information on NCAA rules has been provided to them.

The UCLA Student-Athlete Handbook contains several pages of key NCAA rules. The handbook is published annually and made available to all UCLA student-athletes, either in hard copy (combined with day planner) or online on the Academic & Student Services page at [www.uclabruins.com](http://www.uclabruins.com).

Signs related to extra-benefit legislation are posted in the copy room, and long-distance lines are protected with six-digit access codes known only to staff members. Anti-gambling reminders are often posted in DIA public spaces. Gambling/agent affidavits are administered to teams participating in postseason play in the sports of basketball and baseball. NCAA anti-gambling posters are displayed in student-athlete common areas, including the Rose Gilbert Learning Center, men's and women's locker rooms, the training room and the weight room.

The Associate Director of Compliance attends the Bruin Athletic Council (BAC) on occasion to participate in discussions regarding proposed or current legislation and to receive feedback or concerns regarding NCAA rules. He also meets with BAC representatives annually prior to their Pac-10 and national meetings to review proposals impacting student-athletes.

## Governance and Commitment to Rules Compliance

The Recruiting Office and the Compliance Office instruct coaches to make sure student-athletes read student-host guidelines and sign the required host forms prior to the arrival of prospects for official visits to the UCLA campus. The Official Visit Host form contains the most important recruiting rules, providing a student-athlete with the necessary knowledge to host a recruit for 48 hours within NCAA guidelines.

### c. DIA STAFF MEMBERS

The DIA schedules and conducts monthly staff and coaches meetings that include announcements by the Compliance Office or reviews of NCAA, Pac-10 Conference, institutional and departmental rules and regulations. Administrative staff members are emailed all relevant rule changes that are approved by the NCAA Board of Directors. The Director of Compliance meets individually with new department staff to review NCAA rules. The Director of Compliance also schedules periodic rules reviews with other DIA staff and support groups (e.g., marketing, football administrative staff, academic counselors, tutors and mentors, managers, equipment room, sports medicine, strength and conditioning). In addition, the on-campus recruiting coordinator conducts annual seminars on recruiting procedures and related NCAA rules. Seminars are also attended by the relevant Associate Directors (e.g., those responsible for finance and recruitment).

A staff member who has a question concerning an NCAA rule or its applications usually consults the Compliance Office in person, on the phone or via email. Through an internal Compliance Bulletin Board system, DIA staff receive emails that are responses to specific rules questions they may have throughout the year. This system works as follows: If the answer is readily found in the NCAA Bylaws or in recent NCAA interpretations, the coach or staff member is informed at that time, and all unique questions, answers and bylaw references are entered into a computer log and may be posted via email to coaches and staff. More complicated questions are forwarded via email to the Pac-10 Associate Commissioners. The Pac-10 Associate Commissioners' answers are also logged into the Compliance Bulletin Board database for future reference. Questions and answers may be reviewed at the biweekly compliance meetings. The Faculty Athletics Representative (FAR) receives a copy of all questions and answers for his review, and the Compliance Staff members receive a copy as well, as do any staff members who might find the information useful. The system has proven effective in: 1) educating staff and coaches about the rules; 2) encouraging staff to request rules clarifications in a timely manner; 3) creating an atmosphere of rules consciousness; 4) promoting full disclosure of relevant facts; and 5) developing a central clearinghouse for interpretations.

### d. COACHES

The DIA schedules and conducts monthly staff and coaches' meetings that include a review of NCAA, Pac-10 Conference, institutional and departmental rules and regulations. The Associate Commissioner of the Pac-10 Conference annually conducts a rules review for the coaches only. The Director of Compliance meets individually with all new coaches for a detailed review of NCAA rules and also provides one-on-one "reeducation" for coaches involved in rules violations. Compliance "Round Tables" are conducted occasionally during the year, designed to address specific problem areas and to give the coaches a chance to voice concerns. All coaches receive a copy annually of the NCAA Division I Manual and a link to the Pac-10 Procedures Manual. The Director of Compliance regularly sends via email rules updates, legislative-proposal updates, and interpretations on rules issued by the NCAA and by the Pac-10. Through the internal Compliance Bulletin Board system described in (c) above, coaches are sent emails that are responses to specific rules questions they may have throughout the year. The on-campus recruiting coordinator conducts annual seminars on recruiting procedures and related NCAA rules.

A coach or staff member with a question concerning an NCAA rule first emails or verbally consults a Compliance staff member. If the answer is readily found in the NCAA bylaws or in recent NCAA interpretations, the coach or staff member is informed at that time and all unique questions, answers and bylaw references are entered into a computer log and may be posted via email to coaches and staff. More complicated questions are forwarded via email to the Pac-10 Associate Commissioners. The Pac-10 Associate Commissioner answers are also logged into the computer database for future reference. Questions and answers may be reviewed at the biweekly compliance meetings. The FAR receives a copy of all questions and answers for his review and the Compliance Staff members receive a copy as well, as do any staff members who might find the information useful. The system has proven effective in: 1) educating staff and coaches about the rules; 2) encouraging staff to request rules clarifications in a timely manner; 3) creating an atmosphere of rules consciousness; 4) promoting full disclosure of relevant facts; and 5) developing a central clearinghouse for interpretations.

### e. FACULTY

## Governance and Commitment to Rules Compliance

UCLA conducts a mentorship program in which meetings are held with faculty members who will interact frequently with student-athletes. The Director of Compliance reviews pertinent NCAA rules most applicable to the relationship between student-athletes and faculty.

### f. OTHER INSTITUTIONAL STAFF MEMBERS

Other institutional staff (e.g., Registrar, Admissions and Financial Aid Office personnel) are informed of the relevant rules and provided with the current NCAA Division I Manual as well as other relevant documents, and are reminded by the Director of Compliance of both UCLA's commitment to rules compliance and pertinent NCAA rules through yearly meetings. Interaction between these offices and DIA staff reveals when additional education on the rules is needed. Since the Financial Aid Office is the principal outside department with compliance responsibilities, a meeting is held annually to review all procedures. The liaison from the Financial Aid Office is encouraged to attend meetings of the Compliance Committee, which meets from two to four times a quarter to discuss compliance issues related to both the DIA and to the campus community at large. When a new financial-aid athletics liaison was hired, the Director of Compliance held two NCAA rules sessions for that individual and one other Financial Aid Office employee with occasional compliance responsibilities.

### 12. In regard to the institution's most recent rules-compliance evaluation:

- a. Provide the name(s) and affiliation(s) of the individual(s) responsible for conducting the institution's rules-compliance evaluation;
- b. Describe the process used in selecting this authority outside the athletics department to ensure the individual(s) does not have day-to-day compliance responsibilities for the institution's department of athletics and is knowledgeable of NCAA legislation and rules compliance practices; and
- c. Provide the date of the institution's most recent rules compliance evaluation.

*The institution must demonstrate that its rules-compliance program is subject to a comprehensive, external rules-compliance evaluation at least once every four years and is conducted by an individual(s) external to athletics who is knowledgeable of NCAA compliance and who does not have day-to-day responsibilities in the areas under review. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

a. Erik Price, Pac-10 Conference Assistant Commissioner for Compliance, is responsible for conducting the Department of Intercollegiate Athletics' (DIA) rules-compliance evaluation.

b. Price's services are offered to member schools each year, as he has no day-to-day compliance responsibilities for any of the schools' departments of athletics. Price has held his position in the Pac-10 Conference since October 2002. His responsibilities include assisting the Compliance and Enforcement staff in monitoring and applying NCAA and Pac-10 Conference legislation.

c. The DIA's most recent rules-compliance evaluation was in August 2008.

## Governance and Commitment to Rules Compliance

**13.** The rules compliance evaluation must determine that the institution's compliance practices are engaged and functioning and must include the required areas listed below. Indicate by clicking "yes" or "no" in the ACS which areas were included in the institution's most recent rules compliance evaluation. If the institution indicates a specific area is not applicable (N/A), the institution must provide an explanation. Please use the file upload link contained within this question on ACS to submit an explanation if the institution selects N/A.

*The institution must provide evidence that the comprehensive, external rules-compliance evaluation demonstrates that the rules-compliance program is engaged and functioning. Further, the institution must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.*

*The institution must provide evidence that the comprehensive, external rules-compliance evaluation includes, at minimum, the following areas;*

- a. *Governance and organization (e.g., governing board policies related to athletics, responsibilities and duties of compliance personnel);*
- b. *Initial-eligibility certification;*
- c. *Continuing-eligibility certification;*
- d. *Transfer-eligibility certification;*
- e. *APP;*
- f. *Financial aid administration, including individual and team limits;*
- g. *Recruiting (e.g., official and unofficial visits, hosts entertainment, contacts, phone calls);*
- h. *Camps and clinics;*
- i. *Investigations and self-reporting rules violations;*
- j. *Rules education;*
- k. *Extra benefits;*
- l. *Playing and practice seasons;*
- m. *Student-athlete employment;*
- n. *Amateurism; and*
- o. *Commitment of personnel to rules-compliance activities.*

*All rules compliance evaluations conducted on/after September 1, 2008, must include the following new areas: governance and organization; APP; amateurism; and commitment of personnel to rules-compliance activities. If an institution's rules compliance program has been evaluated at least once in the past four years at the time of the self-study process and the evaluation was conducted prior to September 1, 2008, the institution is not required to include the four new areas in its evaluation or conduct an additional evaluation to include the four new areas. However, the institution must create a plan for improvement demonstrating that the four new areas of review will be included in the next scheduled rules compliance evaluation.*

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	Yes	No	N/A
Governance and organization.	X		
Initial-eligibility certification.	X		
Continuing-eligibility certification.	X		
Transfer-eligibility certification.	X		
APP.		X	
Financial aid administration, including individual and team limits.	X		
Recruiting (e.g., contacts and evaluations, official and unofficial visits).	X		
Camps and clinics.	X		
Investigations and self-reporting of rules violations.	X		
Rules education.	X		
Extra benefits.	X		
Playing and practice seasons.	X		
Student-athlete employment.	X		
Amateurism.	X		
Commitment of personnel to rules-compliance activities.	X		

14. Describe the process used by the institution during the development of the self-study to review the most recent rules compliance evaluation to determine any necessary corrective actions. In addition, identify the individuals involved with this review.

*The institution must provide evidence that the comprehensive, external rules-compliance evaluation demonstrates that the rules-compliance program is engaged and functioning. Further, the institution must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.*

At the first meeting of the Governance and Commitment to Rules Compliance subcommittee, Director of Compliance Rich Herczog and Faculty Athletics Representative Dr. Don Morrison reported on the process and findings of the most recent compliance evaluation conducted by the Pac-10 Conference in 2008. Copies of this evaluation were distributed to the subcommittee for review and comment. The members of the subcommittee that reviewed this evaluation are:

- Kevin Reed - Vice Chancellor, Legal Affairs (Chair)
- Dr. Ann Carlson - Professor, School of Law
- Brooke Finley - Student-Athlete
- Monroe Gorden - Chief Academic Officer, Office of Student Affairs
- Rich Herczog - Director of Compliance
- John Jentz - Sr. Associate Athletic Director/Chief Financial Officer
- Dr. Don Morrison - Professor, Anderson School of Management; Faculty Athletics Representative
- Rick Neuheisel - Head Football Coach
- Lawrence Persky - Supervisor, Financial Aid Office
- Michael Sondheimer - Associate Athletic Director for On-Campus Recruiting
- William Zack - Assistant Coach, Women's Rowing
- Dan Goldberg - Associate Director of Compliance; Athletics Certification Liaison
- Nicholas Thornton - Eligibility Coordinator; NCAA Certification Report Coordinator

## Governance and Commitment to Rules Compliance

**15.** Identify relevant corrective action(s) planned as a result of the process described in Self-Study Item No. 14 or actions previously planned or implemented from the most recent rules compliance evaluation. Provide:

- a. The plan(s) or action(s) implemented; and
- b. The date(s) of action(s) taken or specific timetable(s) for completion of the plan(s).

1) The Department of Intercollegiate Athletics (DIA) set a goal to enhance the continuing eligibility certification process so that academic eligibility issues could be addressed more proactively. This was accomplished by adding an Eligibility Coordinator position that has a dual reporting line to the Director of Compliance and to the Assistant Athletic Director of Academic & Student Services (AS2). The Eligibility Coordinator is responsible for managing the term-by-term, schedule-audit process, which includes evaluating degree applicability, grade qualifiers, repeated coursework and excessive electives. Through this process, the coordinator is able to anticipate continuing-eligibility issues related to progress toward degree requirements and can proactively communicate these to the student-athletes, AS2 staff and coaches. By adding this position, it also provides the Director of Compliance with much-needed assistance with the NCAA Academic Progress Rate (APR) and Graduation Success Rate (GSR) data-collection and reporting requirements.

The Eligibility Coordinator position was added in September 2008.

2) The DIA installed the Assistant Coach Systems' (ACS) Athletics InControl software to monitor student-athletes' countable, athletically related activity, as well as coaches' recruiting telephone calls. Previously, coaches were trained to make and log all recruiting telephone calls in Recruiting Radar, software that was developed primarily as a recruiting aid and secondarily as a compliance aid. Because the compliance features proved to be lacking, UCLA made the financial and time commitment to switch to the ACS Athletics InControl system. Coaches are required to enter time logs into Athletics InControl and to make recruiting telephone calls from the system, so that all such calls are automatically logged. Coaches receive a warning when they might be about to violate NCAA recruiting telephone legislation.

The ACS Athletics InControl system was implemented in Summer 2011.

**16.** Submit a copy of the report from the institution's most recent rules compliance evaluation. [Please use the file upload link contained within this question to submit a copy of the institution's most recent rules compliance evaluation.]

*The institution must submit a copy of the written evaluation from its comprehensive external rules-compliance evaluation.*

Rules compliance evaluation has been uploaded to the NCAA Athletics Certification System.

### List of attachments

1. Pac-10 Compliance Review 2008.pdf

**17.** If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 1.2, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

UCLA and its Department of Intercollegiate Athletics (DIA) have a steadfast and enduring commitment to the observance of all regulations of the NCAA, Pac-10 Conference and UCLA. Coaches and staff have an affirmative duty to being knowledge of all national, conference and institutional policies and regulations, including but not limited to, recruiting, eligibility, amateur status and conduct of sports; observance of all rules; self-reporting of all known violations to the appropriate supervisor; and fully cooperating with the NCAA, conference and institutional

## Governance and Commitment to Rules Compliance

authorities in all investigations and furnish any of these entities with truthful and complete information concerning involvement in or knowledge of any violation. As such, broad-based campus participation was paramount to the development of a rules compliance plan for improvement that sought to address issues related to the staffing of the Compliance Office and rules compliance language in contracts, job descriptions and performance evaluations.

To ensure that a comprehensive, broad-based review of rules compliance was conducted, the Chancellor directed Steering Committee Chair Rhea Turteltaub to carefully select steering-committee members from numerous departments within UCLA. These included not only the Director of Athletics and members of the DIA senior management staff, but also representatives from academic, student, external and legal-affairs areas, as well as faculty from different schools/departments. Subcommittee chairs and members were also selected based upon their respective areas of expertise and leadership within the university. To lead Governance and Commitment to Rules Compliance subcommittee, Vice Chancellor, Legal Affairs Kevin Reed was selected to oversee the direction of Operating Principles 1.1 and 1.2. Other members of this subcommittee included:

Dr. Ann Carlson - Professor, School of Law  
 Brooke Finley - Student-Athlete  
 Monroe Gorden - Chief Administrative Officer, Office of Student Affairs  
 Rich Herczog - Director of Compliance  
 John Jentz - Sr. Associate Athletic Director/Chief Financial Officer  
 Dr. Don Morrison - Professor, Anderson School; Faculty Athletics Representative  
 Rick Neuheisel - Head Football Coach  
 Lawrence Persky - Supervisor, Financial Aid Office  
 Michael Sondheimer - Associate Athletic Director for On-Campus Recruiting  
 William Zack - Assistant Coach, Women's Rowing  
 Dan Goldberg - Associate Director of Compliance, Athletics Certification Liaison  
 Nicholas Thornton - Eligibility Coordinator, NCAA Certification Report Coordinator

At the first meeting of the Governance and Commitment to Rules Compliance subcommittee, Director of Compliance Rich Herczog and Faculty Athletics Representative Dr. Don Morrison reported on the process and findings of the most recent compliance evaluation conducted by the Pac-10 Conference in 2008. Copies of this evaluation were distributed to the subcommittee for review and comment. The subcommittee also spent several meetings discussing related issues pertaining to rules compliance and the interaction between the DIA and the campus community. These discussions were beneficial in helping to educate the subcommittee members on the DIA structure, policies and procedures related to rules compliance and helped the committee members draft their responses to the self-study items. A timeline was developed for when draft responses were to be turned into the subcommittee. As draft responses were submitted, the subcommittee was charged with reviewing each of the responses and providing feedback. Additionally, DIA senior management staff was involved in reviewing draft responses and providing feedback. This review-and-feedback process resulted in multiple drafts and ensured that a complete study of rules compliance was conducted. It also set the foundation for developing a rules compliance plan for improvement that addresses issues related to the staffing of the Compliance Office and rules compliance language in contracts, job descriptions and performance evaluations. Due to the intense vetting of each self-study item in Operating Principle 1.2, a clear plan for improvement was able to evolve out of the subcommittee.

Upon the completion of the review-and-feedback process, the rules compliance plan for improvement was presented to the Steering Committee by Subcommittee Chair Kevin Reed. The plan for improvement was also provided to the Chancellor for his final approval. Formal institutional approval was given by Chancellor Gene Block and by the Steering Committee on Tuesday, May 10, 2011.

The rules compliance plan for improvement is a five-year plan starting in June 2011 and extending through June 2016. During this time, the plan will be active and evaluated annually to determine if additional actions are necessary in order to continue to move forward in the implementation of the plan.

## Governance and Commitment to Rules Compliance

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
The current staff size of the Compliance Office has limited the Department of Intercollegiate Athletics' (DIA) ability to increase levels of monitoring required by the NCAA.	Expand the Compliance staff by one full-time employee.  Primary responsibilities will include, but not limited to, monitoring of financial aid, recruiting, playing and practice seasons and increased rules education.	Develop job description.	Director of Compliance, Director of Human Resources.	2011-'12 academic year.
		Budget approval.	Director of Athletics, Sr. Associate Athletic Director/SWA, Sr. Associate Athletic Director/CFO.	Review during April 2012 budget proposal process for 2012-'13 fiscal year.
		Recruitment and hiring process.	Director of Compliance, Director of Human Resources.	Summer 2012.
Currently, UCLA does not have consistent rules compliance language in the contracts/letters of appointment, job descriptions and performance evaluations for staff outside the DIA who are involved in rules compliance activities.	Add rules compliance language to the contracts/letters of appointment, job descriptions and performance evaluations for staff outside the DIA who are involved in rules compliance activities.	Work with the supervisors of those non-DIA staff members who are involved in rules compliance activities to draft statements regarding the importance of rules compliance.	Sr. Associate Athletic Director/CFO, Director of Compliance, Director of Student-Athlete Counseling, Supervisor - Financial Aid Office.	Summer 2011.
Currently, UCLA does not have written policies and step-by-step procedures that include assignment of specific responsibilities pertaining to the NCAA Academic Performance Program (APP).	Create written policies and step-by-step procedures pertaining to the NCAA APP.	Director of Compliance works with the Eligibility Coordinator and the DIA's Information Technology Office to determine which steps are currently being used to gather data regarding the NCAA APP.  Add written policies and step-by-step procedures to the DIA Procedures Manual.	Director of Compliance.	Summer 2011.

## Governance and Commitment to Rules Compliance

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
During the August 2008 Pac-10 Conference rules-compliance program evaluation, the evaluation did not include a review of the NCAA Academic Performance Program (APP).	Add an evaluation of the NCAA APP to the rules-compliance program evaluation.	Contact the Pac-10 Conference and confirm that the NCAA APP will be included in the next evaluation.	Director of Compliance.	Obtain confirmation in Summer 2011.  Next evaluation scheduled for Summer 2012.

## Academic Integrity

### Operating Principle

#### 2.1 Academic Standards.

#### Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards). For each condition, provide:
  - a. The original "condition" 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 opportunities for enhancement developed by the peer-review team unless those same items were adopted as by the committee.

##### 1. Condition

**Action**

**Action Date**

**Explanation for partial or non-completion**

UCLA did not have conditions for certification imposed.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 2.1 (Academic Standards). For each issue identified, provide:
  - a. The original goal(s);
  - b. The step(s) taken by the institution to achieve the goal(s);
  - c. The date(s) the step(s) was completed; and
  - d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

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*If the institution developed a plan for improvement for Operating Principle 1.2 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.*

*The committee will not accept the following explanations for partial completion or noncompletion:*

- *The institution did not possess sufficient funds to implement the plan.*
- *The institution has had personnel changes since the original development of the plan.*
- *The institution does not have documentation of actions taken to implement the plan.*

*The committee will accept the following explanation for partial or noncompletion:*

- *The institution has implemented a different plan(s) or taken different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.*

### 1. Original Plan

**Action**

**Action Date**

**Explanation for partial or non-completion**

UCLA did not have a plan for improvement for this area during Cycle 2.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.1 (Academic Standards), including any plans or recommendations developed through the institution's involvement in the APP Data Review process, if applicable. For each additional plan, provide:

- a. The additional goal(s);
- b. The step(s) taken by the institution to achieve the goal(s); and
- c. The date(s) the step(s) was completed.

a. GOAL

UCLA did not have any conditions for certification imposed by the committee in its Cycle 2 certification decision; however, the Department of Intercollegiate Athletics (DIA) set a goal to enhance the continuing eligibility certification process so that academic eligibility issues could be addressed more proactively. This was accomplished by adding an Eligibility Coordinator position that has a dual reporting line to the Director of Compliance and to the Assistant Athletic Director of Academic & Student Services (AS2). Specifically, the Eligibility Coordinator is responsible for managing the term-by-term schedule audit process, which includes evaluating degree applicability, grade qualifiers, repeated course work and excessive electives. Through this process, the coordinator is able to anticipate continuing eligibility issues related to progress toward degree requirements and can proactively communicate these to the student-athletes, AS2 staff and coaches. Adding this position also provides the Director of Compliance with much-needed assistance with the NCAA Academic Progress Rate (APR) and Graduation Success Rate (GSR) data collection and reporting requirements.

b. STEPS TAKEN TO ACHIEVE THIS GOAL

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During the 2007-'08 academic year, the Assistant Athletic Director of AS2 convened an ad hoc eligibility committee that evaluated each step of the continuing eligibility certification process. The committee consisted of the Director of Compliance, Sr. Associate Athletic Director/Senior Woman Administrator (SWA), Assistant Vice Provost of Undergraduate Academic Support, AS2 Academic Counselors and AS2 Academic Coordinators. Regular meetings were conducted and at these meetings the committee brainstormed different ideas on how to improve the process as well as different organizational structures to accomplish this goal. Through the committee's evaluation process, it was ultimately determined that an Eligibility Coordinator position was the best choice for improving the continuing eligibility certification process and for providing both the academic and compliance staffs with the assistance needed to develop a more proactive process.

### c. STEPS COMPLETED

The Eligibility Coordinator position was added in September 2008.

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

*Student-athletes must be governed by the institutional admissions policies that apply to all students.*

*Institutional admissions decisions for student-athletes must be made solely by the authority responsible for admissions decisions.*

All student-athletes are admitted to UCLA by decisions of the Committee on Admission of Student-Athletes. There are five members of the Committee appointed by the Chancellor: Associate Vice Chancellor, Student Academic Services (chair); Director of Undergraduate Admissions and Relations with Schools; UCLA's Faculty Athletics Representative; a faculty appointment from the UCLA Faculty Senate - typically the chair of the Senate Committee on Intercollegiate Athletics; and a faculty appointment from the College of Letters and Science, where almost all student-athletes enroll in the bulk of their courses. Thus, UCLA faculty constitute a majority of the committee membership. The Committee on Admission of Student-Athletes has been responsible for admitting student-athletes to UCLA for almost 30 years.

This committee meets eight-10 times a year. Candidates for admission are presented by the Sr. Associate Athletic Director/SWA and her staff. Admission is granted by majority vote of the committee members, though almost all decisions are arrived at by consensus, rather than by a formal vote. Only prospective student-athletes are admitted if, in the judgment of the committee, the student has a reasonable chance to succeed academically and graduate from UCLA. This judgment is based on the committee's assessment of the student's level of academic preparation, as well as knowledge of the academic support services that will be available for the student and UCLA's history with regard to the academic success of similarly prepared student-athletes. All relevant academic information - course work grades, test scores, etc. - are reviewed, as well as any information available concerning family circumstances and life challenges. Thus, a holistic review is conducted for all student-athletes, just as it is for all UCLA applicants as described below.

Only prospective student-athletes certified as NCAA-eligible are admitted. No prospective student-athletes are offered admission, or given any verbal indication of likely admission, prior to review and admission approval of the committee. From time to time, prospective student-athletes are admitted with specific conditions that must be met prior to matriculation for the admission to be valid. These conditions are formally specified in the letter of intent issued by the Department of Intercollegiate Athletics (DIA) to recruited student-athletes.

In conducting its work in reviewing and making admission decisions regarding student-athletes, the UCLA Committee on Admission of Student-Athletes follows in general the spirit and procedure of holistic evaluation review and selection described below. All relevant academic information, as well as the school and life circumstances of the candidate, is taken into account in making admission decisions.

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A very small number of transfer student-athletes is admitted to UCLA and enrolls each year. In making admission decisions for these candidates, the committee focuses heavily on the quality and content of completed college course work and grades, as well as on adequate preparation for a major at UCLA. As is the case with freshman candidates, contextual information about previous university/college quality, as well as personal circumstances and challenges, is taken into account holistically in making decisions. Typically, transfer student-athletes enter UCLA prior to beginning upper-division course work, while transfers to UCLA generally enter at the upper-division level. Because most student-athlete transfers enter at the lower division, the committee examines candidates' high school course work, grades and standardized test scores to supplement information about previous college-level academic work.

DIA has the right to appeal a negative decision of the committee to the Vice Chancellor for Student Affairs. This appeal procedure is rarely invoked; the last such appeal was made more than eight years ago.

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

*Institutional admissions decisions for student-athletes must be made solely by the authority responsible for admissions decisions.*

*Academic standards and policies for student-athletes must be consistent with the standards for the student body in general, conference or NCAA standards, whichever are higher.*

As is the case at all campuses of the University of California (UC), the Regents have delegated responsibility for admission policy at UCLA to the faculty. At the UC level, undergraduate admission policy is made by the Board of Admissions and Relations with Schools (BOARS), and the counterpart committee at UCLA is the Senate Committee on Undergraduate Admissions and Relations with Schools (CUARS). The admission policies made by these two faculty groups are carried out at UCLA by the Office of Undergraduate Admissions and Relations with Schools (UARS). CUARS and UARS work closely as partners in implementing and monitoring undergraduate admission policy and practices.

### ADMISSION OF FRESHMAN APPLICANTS:

The freshman admission process at UCLA involves two major components: UC eligibility and the holistic review and selection process. Eligibility is a University of California systemwide construct intended to identify the top 12.5 percent of California high school graduates. These are students who, under California's 1960 Master Plan for Higher Education, are guaranteed seats somewhere in the UC system (although not necessarily at the campus of an applicant's choosing). There are three routes to establishing UC eligibility:

#### 1) Eligibility in the Statewide Context

In order to establish UC eligibility by this route, a student must complete a set of required UC-certified high school courses in seven subject areas (the so-called A through G subject areas). In addition, a student must complete the SAT Core or ACT exam, as well as two SAT Subject exams in different subject areas. The grade-point average based on the A-G course work and a composite exam score are then entered into a table to determine if the combination of these two indices is sufficiently strong to make the student UC-eligible. This is the route by which the vast majority of freshman admits are determined to be eligible.

#### 2) Eligibility in the Local Context (ELC)

All students in the top 4 percent of the graduating class in each California high school, based on A-G grade-point average as computed by UC, are declared UC-eligible. The great majority of ELC students are also eligible through the Statewide Context route described under No. 1 above.

#### 3) Eligibility by Exam Alone

Students who cannot present a valid grade-point average in A-G course work may still establish UC eligibility by taking the required pattern of standardized exams described under No. 1 above, and achieving very high scores on them. Those who establish UC eligibility through this route comprise a very small number of students - a few

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hundred out of tens of thousands of applicants across the UC system.

University of California admission policy set by the Regents and the UC faculty also provides for Admission by Exception. Thus, a small number of applicants who are not UC-eligible through the three routes described immediately above may still be admitted by exception. The goals of admission by exception are: 1) To avoid excluding applicants who may miss formal eligibility for relatively minor reasons (e.g., missing a single test score), but who are nonetheless highly qualified; 2) To facilitate small-scale experimentation with new admission policies; and 3) To provide a mechanism for admitting applicants who exhibit truly extraordinary talent and achievement in a particular field of endeavor, or who have such exceptional backgrounds that their presence on campus significantly enriches the educational environment. Student-athletes admitted by exception often fall under the third of these provisions, although many recruited student-athletes also are admitted by exception because of the first provision.

It is important to mention at this point that, while the faculty maintain general oversight of admission by exception, the Regents have delegated specific responsibility for it to the Chancellors, and therefore to the administration. The establishment at UCLA of the Committee on Admission of Student-Athletes (as described above) recognizes that many recruited UCLA student-athletes are admitted by exception; thus, the administration representing the Chancellor and the faculty represented on the Committee work together and share responsibility for admitting student-athletes.

UC admission policy mandates that no more than 6 percent of the enrolled freshman class on any campus may be admitted by exception. Within this 6 percent, up to 4 percent can be used to admit disadvantaged students and up to 2 percent for students (like student-athletes) who would bring extraordinary talents or achievement to the campus.

As is made clear in the table "Special Admissions" under Operating Principle 2.1, Self-Study Item No. 6, less than 2 percent of incoming freshmen to UCLA in recent years have been admitted by exception. However, approximately 50 percent of all student-athletes in recent years have been admitted by exception. This difference will be discussed below under No. 6.

UCLA receives far more applications from UC-eligible students than can be admitted. For instance, for Fall 2011, UCLA received about 61,500 applications, while only approximately 25 percent of these applicants can be admitted. The vast majority of the applicants, probably about 85 percent, are UC-eligible. Therefore, UCLA has developed a holistic application review and selection process to evaluate carefully and select among eligible applicants. Holistic review is designed to take into account a wide variety of academic and nonacademic criteria deemed relevant by the faculty in making admission decisions. While academic criteria (grades, course work, course level, standardized test scores, etc.) remain the most important criteria used in the holistic evaluation process, other criteria, such as life challenges, extracurricular activities, awards, work experience, leadership potential, special talents, volunteer experiences and other achievements are also taken into account. In addition, holistic evaluation involves viewing the experience and the achievements in the school and life circumstances experienced by each applicant. Each application is reviewed and scored by at least two independent reviewers.

### ADMISSION OF TRANSFER STUDENTS:

For transfer students entering UC as lower-division students, UC eligibility is determined as it is for students entering directly from high school. For students entering as upper-division students, which describes almost all transfers to UCLA other than student-athletes, the only stipulation is a minimum 2.00 grade-point average in previous college work. Because of the highly selective position UCLA is in with regard to transfers, depending on choice of major, students entering UCLA as upper-division transfers have a grade-point average in their previous college work of approximately 3.50 on average. Choice of major, as well as grades in previous college-level course work related to the major, are the key factors taken into account in making admission decisions at the transfer level. Holistic review at the transfer level typically involves consideration of any challenges or disadvantages overcome by the applicant, as well as any special talents exhibited.

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6. Compare and explain any differences between the percentage of first-year student-athletes receiving athletics aid who were admitted through any of the processes described in Self-Study Item No. 5 and the percentage of first-year students in general (including student-athletes) who were so admitted. Provide these comparative data for the four most recent academic years.

*Special Admissions chart.*

*Special Admissions by sport group chart.*

The data displayed in Operating Principle 2.1, Self-Study Item No. 6 demonstrate that a very small percentage of all students are admitted to UCLA through admission by exception (1.7 percent in 2007, 1.6 percent in 2008, 1.5 percent in 2009 and 1.3 percent in 2010). However of this percentage, the majority of the students admitted by exception are student-athletes receiving athletics aid. For example in 2007, 1.7 percent of all first-year students were admitted by exception. Specifically, 1.3 percent were student-athletes from various sports and the remaining 0.4 percent were general students or students who bring extraordinary talents or achievement to the campus, such as in the arts, music or theater.

As described in Operating Principle 2.1, Self-Study Items Nos. 4-5, admission by exception is approved as a legitimate admission route by policy approved by the UC Regents and the faculty. The most important consideration in admitting student-athletes to UCLA is that each individual has a reasonable chance to succeed academically and graduate. The Committee on Admission of Student-Athletes bases this judgment on its knowledge of the extensive academic and personal support available to all student-athletes, and its knowledge of the history of academic performance and success at UCLA of student-athletes entering with similar academic preparation.

Additionally, UCLA is committed to fielding competitive teams in Division IA and the Pac-10 Conference. Given UCLA's highly competitive academic reality for admitting first-year students in general, there is no real alternative except to admit a substantial number of student-athletes using admission by exception if UCLA is to compete athletically with any success. For the freshman class as a whole entering UCLA in Fall 2010, the average high school grade-point average was 4.26 on a four-point scale (extra grade-point average weight is given for honors and AP courses permitting grade-point averages to rise above 4.0). The average combined SAT scores of entering UCLA freshmen in Fall 2010 was 1,925. Ultimately, UCLA justifies the practice of extensive use of admission by exception for student-athletes because of their history of academic success, as well as the academic and student support services provided to them (both described in Item Nos. 8-9 below).

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7. Compare and explain any differences in the admissions profiles of student-athletes who received athletics aid with the profiles of students in general by submitting the following information for the four most recent academic years: average standardized test scores for first-year student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups) and for all entering first-year students (by gender and by racial or ethnic group).

If any of the institution's sports teams had student-athletes certified through the pilot early academic certification program from August 1, 2007, through July 31, 2008, provide an explanation regarding how the inclusion of these average core-course grade-point averages affects the data provided.

*Test scores by gender chart.*

*Test scores by racial and ethnic group chart.*

*Test scores and grade-point average by sport chart.*

*The institution must analyze and explain any differences between the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup (i.e., sport, gender, ethnicity, transfers), and the academic profile of other student-athletes and comparable student-body groups or subgroups.*

The data requested are provided in the three tables under Operating Principle 2.1, Self-Study Item No. 7, which compare average grade-point averages and standardized test scores for student-athletes and the general UCLA undergraduate population.

The explanation for these differences is the same as discussed above under Item No. 6. UCLA does not admit and enroll any student-athlete who has not achieved NCAA initial eligibility.

8. Describe the institution's specific academic support programs [e.g., Facilitating Learning and Achieving Graduation program (FLAG)] to ensure acclimation, academic success and retention of first-year student-athletes with special academic needs and first-year student-athletes admitted through any of the processes described in Self-Study Item No. 5.

*The institution must develop specific academic support programs to address the unique needs of student-athletes with entering academic profiles lower than those of the general student body.*

The Academic & Student Services (AS2) office within the Department of Intercollegiate Athletics (DIA) is responsible for providing academic and student support services to all student-athletes, especially first-year student-athletes with special academic needs and those admitted through a special admissions process. AS2 provides four main areas of support: academic counseling, academic support services, student support services and student-athlete development. Within each of these areas, the goal is to encourage student-athletes to reach their full potential academically and personally by supporting them in their transition to the university and in their development of skills necessary to become self-sufficient, independent learners.

AS2 recognizes that first-year student-athletes with special academic needs and those admitted through a special admissions process often require additional time to acclimate to the university environment. As such, attendance in summer school prior to their initial full-time enrollment at UCLA is mandated for some of these students. This allows the student-athlete to be exposed to the rigor and demands of academic life and to academic programs, academic services and learning resources prior to their first full quarter of university academic work and athletic responsibilities. During the summer, they enroll in two courses and are required to participate in one or more of the academic support programs offered by AS2.

To determine which academic support program is most appropriate, the AS2 staff first conducts a comprehensive assessment of the student-athlete's admissions data, data from scores on UCLA placement exams as well as

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information shared on internal learning assessments that are administered upon their arrival to campus. Further psychological-educational testing may be necessary pending the results from AS2 internal assessments, but this often occurs once courses have begun.

Based on the learning assessment process, an academic support plan is developed to meet the individual academic needs of the student-athlete. Academic support plans may include mandatory participation in one or more of the following academic support programs:

### PEER LEARNING (TUTORIAL) SERVICES:

Peer learning services for student-athletes are provided by the Athletics Peer Learning Lab. The Athletics Peer Learning Lab is designed to help student-athletes discuss course topics, address concerns with course content, engage in collaborative peer interaction either in a group or individual setting and practice academic interdependence for use outside of peer learning appointments.

### ACADEMIC MENTORING:

Academic mentors meet regularly with assigned student-athletes for 15 minutes to an hour to teach study skills, time-management techniques, organizational skills and test-taking strategies. They also help to monitor academic progress, provide ongoing encouragement and promote self-efficacious behavior so student-athletes take the initiative in their own academic affairs.

### DIRECTED LEARNING PROGRAM (DLP):

DLP is an intensive, one-on-one, strategic academic support program designed by the AS2 Learning Specialists to enhance learning. Through directed guidance, student-athletes learn how to set and monitor learning objectives, develop learning plans, and build academic skills in time management, close reading, critical thinking, note-taking and information literacy. Student-athletes participating in DLP meet multiple times per week with their assigned learning specialist or DLP mentor.

### COMMUNITY OF LEARNERS (COL):

Facilitated by the AS2 Football Academic Coordinator, COL is a year long academic support program for freshman scholarship football student-athletes whose primary goal is to support the student-athlete's academic, athletic and social transition to college. COL student-athletes collectively participate in structured study sessions two to three times per week. Student-athletes are introduced to a variety of topics, including goal-setting, the importance of faculty-student interactions, career exploration and leadership development. The program promotes academic autonomy, academic engagement between peers and mentors, and overall student-athlete development.

### PRODUCTION PROGRAM:

The Production Program is an academic support program with the primary goal of strengthening and supporting the academic self-sufficiency among football and basketball student-athletes. Student-athletes participating are required to attend weekly structured study sessions (once or twice per week), where they complete assignments, write papers and study for exams.

Within each of the academic support programs described above, academic progress monitoring and reporting is essential. For example, after each academic support session, the learning specialist, academic mentor and peer learning facilitator (tutor) are required to submit a session evaluation outlining the student's engagement, preparedness and progress in their courses. Additionally, the learning specialists and academic mentors keep a grade log for each of their assigned student-athletes. This grade information is readily shared with the coaches and AS2 staff. As a supplemental grade check, midterm progress reports are sent to professors requesting information about the student-athletes' attendance, participation, exams, incomplete work and estimated grade at the time of the progress report. For football and men's basketball, classes are also regularly monitored for attendance.

In addition to the academic support programs provided by AS2, the university has a variety of programs and services to support student-athletes who have special academic needs or who may have entered UCLA underprepared. For example, the Office for Students with Disabilities (OSD) provides a wide range of academic support services for students with documented permanent and temporary disabilities. The Academic Advancement Program (AAP) is a comprehensive program whose mission is to ensure the academic success, retention and graduation of students from groups historically underserved by higher education. Additionally, Counseling and Psychological Services (CAPS) assists students as they face the challenges of the university experience. Each quarter, CAPS offers a variety of wellness classes and seminars regarding personal development and academic achievement. CAPS also offers individual and group counseling, psychotherapy and crisis intervention. Specifically for student-athletes, CAPS has psychologists who specialize in sport psychology who can help student-athletes identify ways to maximize their academic and athletic performance.

First-year student-athletes also have the opportunity to be introduced to UCLA via a variety of orientation programs offered both by the university and by AS2. New Student & Transition Programs offer a general orientation program in

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the summer for all incoming students, designed to promote academic achievement and personal development. AS2 also offers various orientation programs for all student-athletes and unique subgroups, such as international student-athletes, midyear enrollees and football student-athletes.

Additionally, first-year student-athletes with special academic needs are strongly encouraged to enroll in Education 92F and/or Community Health Sciences 179 during their first year at UCLA. Education 92F, "Academic Success in Undergraduate Education", is designed to promote understanding of factors involved in making adjustments to the college experience, both academically and socially. Community Health Sciences 179, "Life Skills for College Women and Men", is a multidisciplinary exploration of student development in the undergraduate experience. The class focuses on identity formation and emotional and social development by exploring variability associated with gender, race, ethnicity, culture and sexual orientation.

9. For the four most recent academic years, assess and evaluate data regarding acclimation, retention and the academic success of student-athletes with special academic needs [as defined by the institution (e.g. at-risk, education-impacting disability)] and those student-athletes admitted through any of the processes described in Self-Study Item No 5. If necessary, the institution must develop plans for improvement to ensure acclimation, retention and academic success for these student-athletes.

If the institution does not employ a special, or alternate, admissions process, the institution must assess and evaluate acclimation, retention and the academic success of student-athletes in the lowest (i.e., fourth) quartile of the institution's general student academic profile or for an alternate group defined by a different benchmark (e.g., quintile) typically used by the institution. If necessary, the institution must develop plans for improvement to ensure acclimation, retention and academic success for these student-athletes.

*The institution must assess, evaluate and if necessary, develop plans for improvement to ensure acclimation, retention and academic success for student-athletes with special academic needs and student-athletes who are admitted through the institution's special admissions process. If an institution does not employ a special admissions process, assessment, evaluation and if necessary, plans for improvement must be completed for student-athletes in the lowest (i.e., fourth) quartile of the institution's general student academic profile or for an alternate group defined by a different benchmark (e.g., quintile) typically used by the institution.*

For the purposes of Operating Principle 2.1, Self-Study Item No. 9, student-athletes were included in the data analysis if they were admitted by exception as described in Item No. 5. This includes both student-athletes who did not meet the University of California admission requirements and student-athletes with special academic needs; however, student-athletes with diagnosed learning disabilities are competitively admitted and are not always defined by the institution to have special academic needs, so not all student-athletes with a diagnosed learning disability were included in this data analysis.

To assess academic success of this student-athlete subgroup, cumulative and term grade-point averages were evaluated. Over the last four years, 95.6 percent of these student-athletes earned a cumulative grade-point average above a 2.0, which equated to only 16 student-athletes below a 2.0 in the four years (four in 2006-'07, six in 2007-'08, three in 2008-'09 and three in 2009-'10). Even more, 65 percent of this subgroup made the Director of Athletics' Honor Roll in one or more quarters. To be named to the honor roll, a student-athlete had to have successfully passed 12 graded units with a 3.0 term grade-point average.

Retention was assessed by calculating the percentage of student-athletes from the last four cohorts who persisted to their second Fall quarter. For the 2006-'07 cohort, 91.5 percent of student-athletes who were admitted by exception were retained the following Fall. This is slightly lower than the 97.1 percent for the general student body. In total, seven student-athletes departed prior to their second Fall term. Three of the student-athletes transferred to another institution and four left for unknown reasons. For the 2007-'08 cohort, 86.9 percent of the student-athletes were retained, while 96.7 percent of the general student body persisted to the next Fall. In this cohort, four student-athletes transferred, five left for unknown reasons, one left for a professional sports opportunity and one was dismissed for academic reasons. For the 2008-'09 cohort, 87.8 percent of the student-athletes persisted to their

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second Fall, while the general student body had a retention rate of 96.5 percent. Ten student-athletes transferred to other institutions, one left for unknown reasons and two left for professional sports opportunities. Finally, for the 2009-'10 cohort, 92.3 percent of student-athletes were retained. The 2009-'10 retention rate for the general student body has not been released, so a comparison is not available at this time. A total of seven student-athletes did not persist to their second Fall quarter. Of these, five student-athletes transferred, one left for unknown reasons and one student-athlete left for a Mormon mission. In general, the primary reasons for student-athletes in these four cohorts transferring to another institution were athletic fit (e.g., playing time, sense of satisfaction in athletics, scholarship amount) and academic fit (e.g., major options, course offerings, academic preparedness). During the recruiting process, coaches and administrators make a concerted effort to properly assess academic and athletic fit; however, attrition inevitably happens regardless of how diligent the coaches and administrators are during the recruiting and admissions process.

Given that acclimation is a complex process, it is difficult to accurately measure success in this area; however, grade-point average and retention rates are strong indicators of academic integration into the university. The data revealed that only a few student-athletes achieved a cumulative grade-point average below a 2.0, while several student-athletes earned honor roll status one or more quarters. Additionally, despite having lower retention rates than the general student body, student-athletes who were admitted by exception persisted to their second Fall quarter at a high percentage. Transferring to another institution was the main reason for not being retained; however, those who have chosen to leave have done so for a better academic and/or athletic fit or professional sports opportunity, which is inevitable given UCLA's competitive academic and athletic environment.

- 10. Describe your institution's written policies and procedures related to the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify initial eligibility for student-athletes. Provide the names and titles of the individual(s) inside and/or outside of athletics who are involved with the certification of initial eligibility. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' initial eligibility.**

*The institution must have written step-by-step policies and procedures for the certification of initial, transfer, and continuing eligibility.*

Names and titles of individuals inside athletics (none outside athletics) who are involved with the certification of initial eligibility:

Rich Herczog - Director of Compliance  
Amy Schlueck - Associate Director of Compliance & Admissions

The Director of Compliance, Rich Herczog, has ultimate responsibility in determining the initial eligibility of the student-athletes.

### PROCESS FOR DETERMINING INITIAL/FRESHMAN ELIGIBILITY:

All freshmen must receive final academic initial eligibility and amateurism certification from the NCAA Eligibility Center prior to competition. The following procedures describe how initial eligibility is monitored and certified for incoming freshman student-athletes at UCLA:

- 1) Coaches and the Department of Intercollegiate Athletics' On-Campus Recruiting Office submit academic records of both domestic and international prospective student-athletes (PSAs) to the Compliance Office. The Associate Director of Compliance & Admissions evaluates transcripts for UCLA admissibility and NCAA initial eligibility.
- 2) The Associate Director of Compliance & Admissions provides coaches with feedback regarding any potential NCAA eligibility and/or admission issues (e.g., core-course deficiencies, grade-point average and/or test score deficiencies) that come to light during the evaluation of academic records. Coaches are expected to communicate any eligibility issues to the PSAs and make sure they are addressed. Academic evaluation data and comments are housed in UCLA's recruiting database, Assistant Coach Systems' (ACS) Athletics InControl. Coaches and staff reference ACS as needed to determine eligibility and admission status of PSAs.
- 3) PSAs must register with the NCAA Eligibility Center at [www.eligibilitycenter.org](http://www.eligibilitycenter.org) prior to their UCLA official visit, offer of athletic financial aid or admission. The Associate Director of Compliance & Admissions activates PSAs on UCLA's institutional request lists (IRL) with the NCAA Eligibility Center at the start of their 12th-grade year. The NCAA Eligibility Center registration status of PSAs is updated in ACS; any PSAs not yet registered are also noted in

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ACS.

4) In late spring and throughout the summer, the Associate Director of Compliance & Admissions regularly checks UCLA's IRLs for the academic initial eligibility and amateurism status of admitted PSAs, and informs coaches via email regarding missing information (e.g., transcripts, test scores, amateurism follow-up questions, etc.) and any certification problems. Coaches, and sometimes the Associate Director of Compliance & Admissions, communicate with admitted PSAs to follow up on issues.

5) The Associate Director of Compliance & Admissions emails final academic initial eligibility and amateurism certification information to coaches and to the Director of Compliance as the NCAA Eligibility Center completes PSA certifications. The Director of Compliance enters certification information into UCLA's Student-Athlete Database.

- 11. Describe your institution's written policies and procedures related to the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify transfer eligibility for student-athletes. Provide the names and titles of the individual(s) inside and/or outside of athletics who are involved with the certification of transfer eligibility. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' transfer eligibility.**

*The institution must have written step-by-step policies and procedures for the certification of initial, transfer, and continuing eligibility.*

Names and titles of individuals inside and outside of athletics who are involved with the certification of transfer eligibility:

Bob Hantsch - Senior Undergraduate Admissions Evaluation Counselor  
 Rich Herczog - Director of Compliance  
 Dr. Donald Morrison - Faculty Athletics Representative  
 Amy Schlueck - Associate Director of Compliance & Admissions  
 Nicholas Thornton - Eligibility Coordinator

The Director of Compliance, Rich Herczog, has ultimate responsibility in determining the transfer eligibility of the student-athletes.

### PROCESS FOR DETERMINING TRANSFER ELIGIBILITY:

The general procedures below describe how transfer eligibility is monitored and certified for incoming transfer student-athletes at UCLA. Directly following the general procedures are additional steps that must be taken according to the type of transfer: four-year college, two-year college and 4-2-4 college. Pac-10 intraconference transfer procedures are described at the end of the section.

1) Coaches and the Department of Intercollegiate Athletics' On-Campus Recruiting Office submit college/university academic records of both domestic and international prospective student-athletes (PSAs) to the Compliance Office. The Associate Director of Compliance & Admissions evaluates transcripts for UCLA admissibility and NCAA transfer and continuing eligibility. On occasion, high school records are requested to complete the file for evaluation. In consultation with UCLA's Undergraduate Admissions & Relations with Schools, the Associate Director of Compliance & Admissions determines transferable units and transfer grade-point average. Academic evaluation also includes determination of the PSAs' number of full-time terms at their previous institution, NCAA initial-eligibility qualifier status (via the NCAA Eligibility Center), and degree progress status for NCAA and Pac-10 transfer and continuing-eligibility requirements. The Eligibility Coordinator reviews the academic records to analyze the PSA's standing in terms of meeting the NCAA minimum percentage of degree requirements in a UCLA major.

2) The Associate Director of Compliance & Admissions provides the coaches with feedback regarding any potential NCAA eligibility, Pac-10 eligibility and/or admission issues (e.g., transferable unit deficiencies, degree progress issues) that come to light during the evaluation of the academic records. Coaches are expected to communicate any eligibility issues to the PSAs and make sure they are addressed. Academic evaluation data and comments are housed in UCLA's recruiting database, Assistant Coach Systems' (ACS) Athletics InControl. Coaches and staff reference ACS as needed to determine eligibility and admission status of the PSAs.

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3) As the PSA's first term of enrollment at UCLA draws near, the Associate Director of Compliance & Admissions collects appropriate documentation (e.g., proof of Associate's Degree, proof of NCAA qualifier status, transfer exception paperwork, proof of transferable units and transfer grade-point average) for the Director of Compliance's use in the certification of transfer eligibility. At the same time, UCLA's Undergraduate Admissions & Relations with Schools receives the PSA's complete official college/university transcript(s) and processes the official transfer credit evaluation, which is displayed on the student's UCLA Degree Progress Report (DPR).

4) Using the UCLA DPR, the Eligibility Coordinator (with input from the AS2 College Academic Counselors) determines the student's degree progress standing upon transfer and forwards the information to the Director of Compliance. The Director of Compliance reviews all collected documentation, UCLA DPR and degree progress standing, and certifies the student's eligibility status using the appropriate Transfer Eligibility form (forms differ according to the type of transfer: two-year, four-year or 4-2-4 college transfer). The Director of Compliance enters the certification information into UCLA's Student-Athlete Database.

### ADDITIONAL STEPS ACCORDING TO TYPE OF TRANSFER:

#### FOUR-YEAR COLLEGE TRANSFERS

A student-athlete at another four-year institution may not be contacted by UCLA without written permission of the Director of Athletics (or the director's designee) at the other institution. Before the above transfer eligibility procedures get under way for a four-year college PSA, the Associate Director of Compliance & Admissions verifies that UCLA received written permission to contact the PSA. Notifications of permission to contact are monitored, received and distributed to coaches and to the Compliance Office by the UCLA Director of Athletics' office. In addition to the general procedures above, the Associate Director of Compliance & Admissions determines if a four-year college PSA is eligible for a possible exception to the NCAA transfer residence requirement (four-year college transfer student-athlete must complete one full academic year in residence at UCLA before being eligible to compete, unless an exception is met). The most commonly applied exception in these cases is the One-Time Transfer Exception, which must be approved by the PSA's previous institution. The Associate Director of Compliance & Admissions emails a One-Time Transfer Exception form (for sports other than baseball, basketball and football) to the previous institution soon after the end of the PSA's final term at the institution. The completed form is included in the documentation used by the Director of Compliance to certify transfer eligibility.

#### TWO-YEAR COLLEGE AND 4-2-4 COLLEGE TRANSFERS

In addition to the general procedures above, the Associate Director of Compliance & Admissions determines if a two-year college or 4-2-4 college PSA must complete an Associate's Degree to meet NCAA and Pac-10 eligibility requirements. If required, official proof of the Associate's Degree award is obtained directly from the two-year college via the college's official transcript or degree certification on official letterhead. Proof of the degree is included in the documentation used by the Director of Compliance to certify transfer eligibility.

#### PAC-10 INTRACONFERENCE TRANSFERS

A student-athlete who transfers directly from, or who has practiced at, another Pac-10 member institution (and was on athletically related financial aid at the first Pac-10 school) must fulfill a residence requirement of one full academic year at UCLA. The student-athlete is also charged with one year of eligibility in all Pac-10 sports and during the period of ineligibility may not receive any athletically related financial aid. These penalties can often be reduced down to just the residence requirement via the Pac-10 waiver policy, provided the previous institution does not object to the transfer.

The following steps are taken for intraconference transfers to UCLA:

- 1) The Faculty Athletics Representative (FAR) requests a support letter from the previous institution for nonexempt cases.
- 2) The Director of Compliance prepares the Intraconference Waiver request for the FAR's signature.
- 3) The FAR presents cases to the Pac-10 Conference Council and forwards the decisions to the Director of Compliance.
- 4) The Director of Compliance enters results of waiver requests into UCLA's Student-Athlete Database.

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12. Describe your institution's written policies and procedures related to the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify continuing eligibility for student-athletes. Provide the names and titles of the individual(s) inside and/or outside of athletics who are involved with the certification of continuing eligibility. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' continuing eligibility.

*The institution must have written step-by-step policies and procedures for the certification of initial, transfer, and continuing eligibility.*

Names and titles of individuals inside and outside of athletics who are involved with the certification of continuing eligibility:

Tim Anderson - AS2 Football Academic Coordinator  
 Mike Casillas - Director of Student-Athlete Counseling (Reports to the College of Letters and Science)  
 Kenny Donaldson - Assistant Director of Academic Services/AS2 Basketball Academic Coordinator  
 Aaron Giacosa - AS2 College Academic Counselor (Reports to the College of Letters and Science)  
 Penny Hein-Unruh - Assistant Vice Provost of Undergraduate Academic Support  
 Rich Herczog - Director of Compliance  
 Linda Lassiter - AS2 College Academic Counselor (Reports to the College of Letters and Science)  
 Petrina Long - Sr. Associate Athletic Director/SWA  
 Dr. Donald Morrison - Faculty Athletics Representative  
 Dr. Christina Rivera - Assistant Athletic Director of Academic & Student Services (AS2)  
 Joanne Suechika - AS2 College Academic Counselor (Reports to the College of Letters and Science)  
 Nicholas Thornton - Eligibility Coordinator

The Faculty Athletics Representative, Dr. Donald Morrison, and the Director of Compliance, Rich Herczog, have the ultimate responsibility in determining the continuing eligibility of the student-athletes.

### PRE-CERTIFICATION REPORTS:

#### 1) Initial and Final Schedule Audits

Each quarter the Eligibility Coordinator, Academic Counselor, and Academic Coordinator (if applicable) evaluate degree-applicable units for student-athletes to ensure only degree-applicable units are used for eligibility purposes. The final schedule audit is the official document used by the Director of Compliance, the Assistant Athletic Director of AS2 and the Eligibility Coordinator during the certification process.

The initial schedule audit is completed before the start of the quarter so any potential issues may be resolved by the start of the term. The final schedule audit is run during the fifth week of the quarter to ensure that no changes have been made.

#### 2) Eligibility Issues Report

On a quarterly basis, the Eligibility Coordinator compiles a list of student-athletes who are considered an eligibility concern. This list includes 6/27/36-unit, 40/60/80 degree percentage and cumulative grade-point average concerns. The report is distributed weekly at the AS2 unit meeting and to the coaching staff at quarterly case management meetings.

#### 3) Midyear Certification Report

On a quarterly basis, the Eligibility Coordinator compiles a list of student-athletes who must meet an academic eligibility benchmark by the end of the quarter. This list is distributed to the Director of Compliance and to the AS2 staff.

#### 4) Certification Timeline

On a quarterly basis, the Eligibility Coordinator compiles a timeline of important dates, which includes early competition dates by sport for the following quarter. The certification timeline is distributed to the Director of Compliance, the AS2 staff and the coaches.

### CONTINUING-ELIGIBILITY CERTIFICATION SEQUENCE:

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The following is a step-by-step sequence of actions taken by UCLA to certify continuing eligibility for student-athletes:

- 1) Continuing-eligibility rules (6/27/36-unit, 40/60/80 degree percentage and cumulative grade-point average) are independently evaluated and cross-checked by the Director of Compliance, Assistant Athletic Director of AS2 and the Eligibility Coordinator. The final schedule audit is the official report used for determining the amount of degree-applicable units passed per student. The Director of Compliance uses Microsoft Access and the Eligibility Coordinator uses Microsoft Office Excel to track and monitor continuing eligibility.
- 2) All progress toward degree counts (40/60/80) are independently evaluated and cross-checked by the Eligibility Coordinator, the team's AS2 College Academic Counselor and AS2 Academic Coordinator (if applicable). The Midyear Certification Report is used to monitor student-athletes on a midyear certification track. Once the progress toward degree counts are cross-checked, the Eligibility Coordinator provides the Director of Compliance with "units needed to graduate" for the appropriate student-athletes. The Eligibility Coordinator also monitors the NCAA declaration of major requirement and notifies the Director of Compliance of major changes so they can be updated in the student-athlete database.
- 3) During the summer, the Director of Compliance updates the student-athlete database in regard to incompletes, grade changes, repeats and summer courses to resolve outstanding issues from the previous academic year.
- 4) During the summer and at the conclusion of all summer sessions, the Director of Compliance downloads cumulative grade-point average information into Microsoft Access for all sports. Any student-athletes competing in a Fall sport and whose grade-point average is "on the bubble" must be individually monitored to ensure competition does not occur without having met the appropriate grade-point average requirement.
- 5) The Director of Compliance prints continuing-eligibility reports for an internal review to ensure all academic requirements have been met for those certified as eligible to compete.
- 6) The Director of Compliance has the ultimate responsibility of notifying the Pac-10 Conference Assistant Commissioner, Faculty Athletics Representative and appropriate coaches as to ineligible student-athletes in the current term.
- 7) On a quarterly basis, the Assistant Athletic Director of AS2 distributes an academic summary report to the sport supervisors and coaches. The summary includes continuing-eligibility information, academic-standing issues, the Director of Athletics' Honor Roll and projected graduates for the quarter.

### FULL-TIME ENROLLMENT REQUIREMENT:

General Information: With few exceptions, student-athletes must be enrolled in a minimum of 12 units in order to be eligible to compete during the academic year. During the first week of the quarter only, student-athletes may practice while enrolled in less than 12 units.

- 1) Prior to the start of each quarter, the UCLA Office of the Registrar sends the Director of Compliance a list of all (coded) student-athletes who are enrolled without having paid registration fees and all student-athletes enrolled in less than 12 units.
- 2) The Director of Compliance notifies the coaches and AS2 staff as to the student-athletes who have not paid their fees or who are not enrolled in a minimum of 12 units. Student-athletes may not compete with less than 12 units once the quarter has begun and may not practice after the first week of class. The only exception to this is if a student-athlete needs less than 12 units in order to graduate that term.
- 3) After the first week of class or just before the first competition that follows the start of instruction, coaches for student-athletes who are not enrolled in a minimum of 12 units are informed that they may not continue practicing or competing until the unit problem is resolved.
- 4) The Director of Compliance monitors full-time enrollment daily throughout the quarter, using a report that lists every student-athlete not enrolled in a minimum of 12 units. Even student-athletes temporarily dropped (e.g., university changes or error) must reenroll before continuing to practice.
- 5) Prior to the end of the second week of classes, the Director of Compliance provides the coaches and AS2 staff with a list of all student-athletes for whom the quarterly waitlist purge might result in their falling below 12 units (at UCLA, units for wait-listed classes count as workload units through the first two weeks of the quarter).

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6) The university mainframe has been set to not accept drops from students coded as athletes without written approval from the AS2 College Academic Counselors (coded student-athletes physically need their counselor's assistance to drop a course) once classes have begun.

- 13.** Analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate for student-athletes who received athletics aid and the most recent four-class average Federal Graduation Rate of all students.

If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate for student-athletes and the most recent four-class average Federal Graduation Rate for all students, the institution must develop a plan for improvement to address the issue.

*The institution must analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate of student-athletes as a whole and the most recent four-class average Federal Graduation Rate of students generally. If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate of student-athletes and the most recent four-class average Federal Graduation Rate of students generally, the institution must develop a plan for improvement to address the issue.*

Per the 2008-'09 NCAA Federal Graduation Rates Report, the four-class average graduation rate for all students at UCLA was 89 percent, while the graduation rate for student-athletes was 70 percent. While the four-class average for student-athletes is 19 percentage points lower than that of the general student body, the Federal Graduation Rate for UCLA student-athletes is higher than the NCAA Division I national student-athlete average (63 percent), as well as the national general student-body average (62 percent).

A variety of factors may have contributed to the discrepancy between the UCLA general student body and the student-athlete graduation rates. First, many student-athletes at UCLA have the athletic ability to pursue a professional career in their sport. Oftentimes these opportunities are presented to them prior to completing their degree. Student-athletes in the sports of baseball, basketball, football, golf, soccer, tennis, track and field, and volleyball are regularly presented opportunities to play professionally in the United States and internationally. This early departure due to professional opportunities has had a negative impact on the graduation rate of student-athletes at UCLA. Additionally, student-athletes are often chosen to participate on their national team for world championship events and the Olympics. This may require student-athletes to take significant time off from school, which may delay their graduation past their sixth year.

However, what was not depicted in the data was the number of student-athletes who return to UCLA to complete their degree past the six-year window. Twenty-three student-athletes who were in the cohort but did not graduate by the end of their sixth year have since returned to UCLA and earned their degree (Baseball - 3, Football - 8, Men's Soccer - 1, Men's Track & Field - 4, Men's Volleyball - 3, Women's Golf - 1, Women's Swimming & Diving - 1, Women's Track & Field - 1 and Women's Water Polo - 1). Additionally, other student-athletes have utilized their professional sport's off-seasons to continue to make progress toward their course work at UCLA, and the Department of Intercollegiate Athletics (DIA) anticipates that they will graduate in the near future.

Second, student-athletes, like general students, choose to transfer to other institutions for various reasons, which ultimately negatively impacts graduation rates. Institutional fit, academic and social integration, homesickness, family obligations, and major and course offerings are common factors in a student's decision to transfer. While these factors do influence a student-athlete's decision, student-athletes are also confronted with unique circumstances that do not affect the general student body. These factors often have little to do with the student-athlete's ability to academically integrate into the university; instead, the focus is on the athletic fit. For instance, playing time, sense of satisfaction in athletics and scholarship amount have a significant influence on the quality of the athletic experience. If any of these are unsatisfactory to student-athletes, regardless of their academic abilities and progress toward their degree, they may choose to transfer to another institution. The goal in the recruiting process is to always properly assess the athletic fit so that student-athletes do not choose to transfer, but realistically this happens regardless of how diligent the coach, athletic administrators and academic administrators are during the recruiting and admissions process. Given that the Federal Graduation Rate counts transfers as nongraduates in all instances, some of the discrepancy may have been attributed to those who choose to attend another institution that is a better fit for them.

## Academic Integrity

Finally, UCLA is a very academically competitive institution. At 89-percent graduation rate for all students, UCLA has the second-highest rate of any major public institution in the nation. In Fall 2010, the incoming freshman class achieved an average of a 4.26 fully weighted grade-point average in high school while earning an average SAT composite score of 1,925. Given the competitiveness in the classroom, coaches and administrators engage in a very rigorous recruiting and admissions process to ensure that prospective student-athletes have the academic potential to meet campus expectations and have the motivation and desire to compete academically at this level. Additionally, DIA invests a great amount of resources into providing comprehensive academic and student services so that student-athletes are supported in their academic endeavors. Despite these efforts, some student-athletes are just not able to manage the academic competitiveness. This may be due to lack of academic preparation in high school or not being an appropriate academic fit for UCLA. When this occurs, unfortunately it may lead to the student transferring to another institution or not completing his/her degree.

- 14.** Analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate for all student-athlete subgroups (i.e., team, gender, ethnicity, ethnicity within team) and the most recent four-class average Federal Graduation Rate for all students, including comparable student-body subgroups (i.e., gender, ethnicity).

If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate of a student-athlete subgroup and the most recent four-class average Federal Graduation Rate for all students or comparable student-body subgroup, the institution must develop a plan for improvement to address the issue.

*The institution must analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate of all student-athlete subgroups (i.e., team, gender, ethnicity, ethnicity within team) and the most recent four-class average Federal Graduation Rate of students generally, including comparable student body groups. If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate of a student-athlete subgroup and the most recent four-class average Federal Graduation Rate of students generally or a comparable student body subgroup, the institution must develop a plan for improvement to address the issue.*

Below is an analysis of the four-class average Federal Graduation Rate for all student-athlete subgroups (e.g., team, gender, ethnicity, ethnicity within team) and the four-class average Federal Graduation Rate for all students, including comparable student-body subgroups. In general, the UCLA student body graduated at a higher rate than the student-athlete population; however, there were exceptions to this, especially when evaluating differences by racial and ethnic groups.

Per the 2008-'09 NCAA Federal Graduation Rates Report, the female student-athlete graduation rate was 82 percent, while female students had a graduation rate of 91 percent. Both of these graduation rates were significantly higher than the national averages for all Division I student-athletes (63 percent), all Division I female student-athletes (71 percent), all students (62 percent) and all female students (64 percent). The slight difference between the UCLA female student-athlete and female-student graduation rates may have been the result of attributes unique to student-athletes. These include professional sports, national team and Olympic opportunities as well as student-athletes choosing to transfer for athletic reasons, such as playing time, sense of satisfaction in athletics and scholarship amount.

Like with the female population, UCLA male students graduated at a higher rate (87 percent) than their male student-athlete counterparts (60 percent); however, the UCLA male student-athlete graduation rate was higher than the national average for all Division I male student-athletes (56 percent). The discrepancy between the UCLA male students and student-athletes may have been attributed to athletic factors, such as professional sports opportunities, participation in world championship or Olympic events and athletic fit. When student-athletes chose to depart early for professional opportunities, often this required them to take a significant amount of time off from school; however, in many instances, the student-athletes chose to return to complete their degree past the six-year window. Nineteen male student-athletes who were initially counted as nongraduates in the graduation rate eventually returned to UCLA and completed their degree.

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Graduation rates compared by team and racial and ethnic groups also yielded differences; however, in certain cases, the student-athletes graduated at a higher rate than the general student body. Overall, the women's cross country/track and field graduation rate was 82 percent, which was nine percentage points lower than all female students but was equal to all UCLA female student-athletes and 12 percentage points higher than the national average for Division I student-athletes in this sport. When compared by racial and ethnic groups, Asian, Black/African-American, Non-Resident Alien and Unknown women's cross country/track and field student-athletes had a higher graduation rate than female students in the same racial and ethnic groups. Only White/Non-Hispanic (82 percent) and Hispanic/Latino (67 percent) student-athletes in this sport had a lower graduation rate.

The women's basketball graduation rate was 73 percent, which was lower than all UCLA female students and all female student-athletes, but nine percentage points higher than the Division I national average for women's basketball. When compared by racial and ethnic group, White/Non-Hispanic women's basketball student-athletes graduated at a rate of 67 percent, which was significantly behind White/Non-Hispanic females at UCLA (92 percent). One of the main reasons for this was athletic fit. Women's basketball student-athletes in this racial and ethnic group chose to transfer to other institutions for a better athletic fit and, despite leaving in good academic standing, they were counted as nongraduates. This was reflected in the 92-percent NCAA Graduation Success Rate (GSR) that removed transfers from the cohort if they left in good academic standing. Black/African-American women's basketball student-athletes graduated at a higher rate (78 percent) than White/Non-Hispanics, and their graduation rate was only slightly lower than the 81-percent graduation rate for UCLA females in their same racial/ethnic group. Asian women's basketball student-athletes had the lowest rate with zero percent; however, in the four cohorts included in this rate, only one student designated themselves as Asian and she is only four units away from graduating.

Other female teams, such as soccer, golf, tennis, water polo, swimming and diving, and volleyball, had the highest graduation rate of all team categories. With an 83-percent graduation rate, they did slightly better than all female student-athletes and only eight percentage points lower than all females at UCLA. Black/African-American and Non-Resident Alien female student-athletes in these sports had a perfect graduation rate, while Unknown student-athletes had the lowest with zero percent. Three student-athletes were included in the Unknown cohort and all three of these student-athletes transferred to other institutions.

Although higher than the Division I national average for baseball, the UCLA baseball team had a 56-percent graduation rate, which was significantly behind all male students (87 percent) and slightly lower than all male student-athletes (60 percent). In baseball, graduation rates were negatively affected by professional baseball opportunities. Baseball is a sport from which early departure after the 20th birthday is a real possibility, especially given the lucrative cash contracts some of these students may garner. Additionally, transferring for a better athletic fit is often an issue in baseball, particularly regarding scholarship amount. Despite having a roster of 35 student-athletes, NCAA rules only permit an institution to distribute the equivalent of 11.7 scholarships in this sport. This may have led some student-athletes to transfer because of a better scholarship offer at another institution. Many of them left eligible and this was reflected in the 74-percent NCAA GSR, which does not penalize UCLA for transfers. However, the Department of Intercollegiate Athletics (DIA) has made a concerted effort to recruit baseball student-athletes back to campus to complete their degree, and three former student-athletes in this graduation cohort have since returned to graduate. Black/African-American and American Indian/Alaskan Native baseball student-athletes had the lowest graduation rates in this sport with zero percent; however, the Black/African-American cohort only consisted of one student-athlete who eventually graduated in Summer 2009 after his six year window had expired, and the American Indian/Alaskan Native cohort also only consisted of one student-athletes and he transferred to another institution.

Men's basketball student-athletes had a graduation rate of 73 percent. This was lower than all UCLA male students, but 13 percentage points higher than all male student-athletes and significantly higher than the Division I national average for men's basketball (48 percent). The graduation rate for White/Non-Hispanic basketball student-athletes was 100 percent and the graduation rate for Black/African-Americans in this sport was 63 percent. Both rates are higher than the graduation rate for UCLA male students in the same racial and ethnic groups and the national averages in the same racial and ethnic groups. Leaving for professional basketball opportunities is the main reason for basketball student-athletes not graduating within six years. Currently, UCLA has more basketball players in the NBA than any other school and many of them left after just one or two years at UCLA. Because of this, these students still have significant progress to make towards their degree, so it may take them several years before graduating. Student-athletes also departed early to compete in international leagues, which poses even more problems in terms of getting them back on campus during the off-season to complete their course work. Yet every effort is made by the DIA to recruit male basketball student-athletes to return to the university to complete their degree.

Men's cross country/track and field student-athletes had a graduation rate of 66 percent, which was lower than UCLA male students but higher than all male student-athletes and the national average for Division I student-

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athletes in the same sport. Asian, Hispanic/Latino and Unknown student-athletes in this sport had a perfect graduation rate. Unfortunately, Black/African-American and White/Non-Hispanic did not. The graduation rate for Black/African-American cross country/track and field student-athletes was 58 percent. This rate was higher than the national average in the same racial and ethnic group, but slightly lower than Black/African-American male students at UCLA. White/Non-Hispanic cross country/track and field student-athletes had a graduation rate of 55 percent, which was lower than UCLA male students and student-athletes as well as the national average in the same racial and ethnic groups. During this timeframe, the team dealt with coaching issues, which adversely affected the academic and social experience of some student-athletes. On top of this, some student-athletes had a difficult time managing the academic demands of the institution, especially those who were academically unprepared initially. This led some to transfer to other institutions while in good academic standing, which was reflected in the 75 percent NCAA GSR rate for the team. To ensure that these issues do not surface again, additional academic and student support services have been made available to this team. Additionally, the DIA has made a concerted effort to encourage those who did not graduate within the six-year window to return to complete their degree, and four have done so thus far.

For football, the four-class average Federal Graduation Rate was only 40 percent. By far, this was the lowest rate amongst all UCLA students and student-athletes. It was also 15 percentage points lower than the Division I national average for football. Additionally, Asian (25 percent), Black/African-American (20 percent) and Hispanic (33 percent) football student-athletes graduated at a very low rate; however for Asian and Hispanic student-athletes, their graduation rate was based on a small sample size that included five or less student-athletes. These extremely low graduation rates were attributed to significant attrition amongst the 2002-'03 class, which was caused by a change in head coaches following the 2002 season. Of the 2002 football freshman class, 11 members left the football program or transferred and 14 additional members were no longer at UCLA or in the program after three years. Of the nine who completed their eligibility at UCLA, five (55.6 percent) graduated. Three of the five graduated within their six-year window, while two returned to UCLA and completed their degree after the six-year window. Of the other four student-athletes who exhausted their eligibility but did not graduate, one student-athlete is 15 units away from graduating and two need fewer than 30 units to graduate.

Leaving to pursue professional football opportunities was another factor in the low graduation rate for football. Most of the football student-athletes did exhaust their eligibility, but were then distracted by training, draft and minicamp activities during the Winter and Spring quarters. This led some to withdraw from their courses and not complete their degree. This was especially true for those who wanted to compete in minicamps in the spring. The NFL and NCAA rules state that players cannot attend minicamps until their last final is over. Given that UCLA is on the quarter system and the Spring quarter does not end until the middle of June, UCLA football student-athletes were put at a disadvantage compared to student-athletes from semester institutions if they wanted to take courses and still train. Despite this obstacle, six former student-athletes have since returned to UCLA to graduate. This is in addition to the two student-athletes from the 2002-'03 class who also returned to complete their degree after six years.

Finally, male student-athletes from sports such as soccer, tennis, golf, volleyball and water polo had a graduation rate of 77 percent. Like with the other male sports, this was lower than all male students, but it was higher than the national average for Division I male student-athletes in the same sports (63 percent). Black/African-American and Non-Resident Alien student-athletes had a higher graduation rate than their UCLA male counterparts in the same racial and ethnic groups. Asian student-athletes had the lowest graduation rate at 33 percent, but this was attributed to a small sample size that included five or fewer student-athletes. While not as prevalent as football or men's basketball, these sports were also negatively affected by professional sports opportunities, especially in men's soccer, golf and tennis. Even more, these sports are equivalency scholarship sports that are limited per NCAA rules in the number of scholarships they can disburse to their student-athletes. For example, men's soccer is limited to 9.9 scholarships, while men's volleyball and water polo are limited to 4.5 each. Yet these teams have significantly more student-athletes on their roster than their scholarship allotment and some are international student-athletes; therefore, student-athletes in these sports at times left because of financial reasons, such as more scholarship money elsewhere or departure for professional sports earlier than anticipated. But like with all the other sports, the DIA has put forth a great deal of time and effort to assist those who want to return, and four student-athletes in these sports have since returned to earn their degree.

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- 15.** Analyze, explain and address any differences between the corresponding Federal Graduation Rate projected by the most recent NCAA Division I Academic Progress Rate (APR) for each sports team and the most recent multiyear four-class average Federal Graduation Rate for all students.

If there is a difference that cannot be adequately explained between a sports team's projected Federal Graduation Rate and the most recent four-class average Federal Graduation Rate for all students, the institution must develop a plan for improvement to address the issue.

*The institution must analyze, explain and address any differences between the corresponding Federal Graduation Rate projected by the most recent APR of each sports team and the most recent four-class Federal Graduation Rate of students generally. If there is a difference that cannot be adequately explained between a team's projected Federal Graduation Rate and the most recent four-class Federal Graduation Rate of students generally, the institution must develop a plan for improvement to address the issue.*

Men's golf was the only sport at UCLA that had a projected Federal Graduation Rate based off of the NCAA Academic Progress Rate (APR) data that was significantly lower than the multiyear four-class average Federal Graduation Rate for all students. Men's golf's projected graduation rate was 45 percent, while all students had a graduation rate of 89 percent. Anticipating that this would be an issue, the Department of Intercollegiate Athletics (DIA) required an immediate philosophical change to the way men's golf was monitored and supported. Effective immediately, each student-athlete on the team, regardless of academic performance, was required to participate in an academic support program that included mandatory tutoring, study hall and academic mentoring. The academic progress of the team was monitored extremely closely and both the head coach and assistant coach were heavily involved in this process, often personally checking in on the academic progress of their students on a daily basis. In addition, the head coach on occasion determined his tournament roster based on academic performance, not on athletic performance at practice or previous competitions. This served as a motivating factor for the student-athletes to perform to their potential in the classroom. However, the DIA did acknowledge that the squad size of the golf team was fairly small, which meant that it only took a few student-athletes not graduating to have a significant negative effect on the team's graduation rate. In most instances, those who did not graduate within the six-year window were those who departed UCLA for professional golf opportunities or who transferred to another institution. Since then, men's golf has significantly improved in the type of student-athletes they recruit and in cultivating an academic culture on the team that sets high academic standards for its student-athletes.

- 16.** Analyze, explain and address any differences between the most recent four-cohort average Graduation Success Rate (GSR) for each sports team and the most recent four-cohort GSR for all student-athletes.

If there is a difference that cannot be adequately explained between the most recent four-cohort GSR for any sports team and the GSR for all student-athletes, the institution must develop a plan for improvement to address the issue.

If the data in the charts include sports that are not used by the institution for NCAA sports sponsorship and/or sports in which the NCAA does not conduct a championship, the institution may provide an explanation of how the inclusion/exclusion of the sport(s) affects the analysis of the data.

*The institution must analyze, explain and address any deficiencies between the most recent four-cohort average GSR of each sports team and the most recent four-cohort average GSR of student-athletes generally. If there is a difference that cannot be adequately explained between the most recent four-cohort average GSR of any team and the most recent four-cohort average GSR of student-athletes generally, the institution must develop a plan for improvement to address the issue.*

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Per the 2008-'09 NCAA Graduation Success Rates Report, the overall Graduation Success Rate (GSR) for all student-athletes was 80 percent. Only five men's teams had a GSR below this. They included baseball (74 percent), men's cross country/track and field (75 percent), football (51 percent), men's soccer (71 percent) and men's volleyball (79 percent). One of the primary reasons for the discrepancy between these teams and all student-athletes was the professional sports, national team and Olympic opportunities presented to these students. In a successful year, a number of potential graduates may leave UCLA without a degree in hand in an attempt to land a professional career in their sport. Depending on the squad size of the team, this could have a significant negative effect on the team's graduation rate. In baseball, early departure after the 20th birthday is often a real possibility. For football student-athletes, many exhaust their eligibility but then are lured to training centers during the Winter quarter in preparation for minicamps in the spring. The men's soccer and men's volleyball programs have historically produced elite student-athletes who often are recruited to play internationally. Because of these circumstances, student-athletes in these sports tend to take longer than six years to graduate, which was not reflected in their teams' graduation rates. For instance, three former baseball student-athletes originally included as nongraduates in the four-cohort average have since graduated, whereas eight have done so in football, four in men's cross country/track and field, three in men's volleyball and one in men's soccer. The Department of Intercollegiate Athletics (DIA) is committed to supporting its student-athletes through the completion of their degree, regardless of how long it takes, and this has proven to be very helpful in attracting former student-athletes to return and complete their degree.

For football, the four-class average graduation rate was also attributed to an extremely low 2002-'03 class rate caused by a change in head coaches following the 2002 season. Of the 2002 football freshman class, 11 members left the football program or transferred and 14 additional members were no longer at UCLA or in the program after three years. Of the nine who completed their eligibility at UCLA, five (55.6 percent) graduated. Three of the five graduated within their six-year window, while two returned to UCLA and completed their degree after the six-year window. Of the four other student-athletes who exhausted their eligibility but did not graduate, one student-athlete is 15 units away from graduating and two need fewer than 30 units to graduate.

- 17. Analyze, explain and address any differences between the most recent four-class retention rate for student-athlete subgroups (i.e., sport, gender, ethnicity, ethnicity within team) and the most recent four-class retention rate for all student-athletes, including comparable student-athlete subgroups (i.e., gender, ethnicity).**

If there is a difference that cannot be adequately explained between the most recent four-class retention rate for any student-athlete subgroup and the retention rate for all student-athletes or comparable student-athlete subgroup, the institution must develop a plan for improvement to address the issue.

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

Since the implementation of the NCAA Academic Progress Rate (APR) in August 2003, no UCLA team has ever had a four-class APR rate that fell below the NCAA standard of 925; thus, neither contemporaneous nor historical penalties have ever been imposed. Much of this success has to do with the Department of Intercollegiate Athletics (DIA) and the university's commitment to providing comprehensive academic and student support services to its student-athletes. Overall, all student-athletes at UCLA had an NCAA retention rate of 963, with female student-athletes earning a 974 and male student-athletes earning a 955. In general, male student-athletes had a lower retention rate than females because professional sports opportunities were more readily available to them. Additionally, female student-athletes tended to be more academically prepared for the rigors of UCLA and thus had fewer issues with academically integrating into the university, which led to fewer transfers and more persistence to graduation.

When you begin to compare male student-athletes by team, seven male teams had a team retention rate below all male student-athletes and all student-athletes. These teams include baseball (953), basketball (940), football (948), golf (943), soccer (940), tennis (930) and water polo (953). Professional sports opportunities and choosing to transfer for a better academic and/or athletic fit were two reasons for lower retention rates. The NCAA does allow an

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institution to apply for a professional-sports-retention waiver, but this requires student-athletes to leave eligible in their last term of enrollment. This issue has plagued several of these teams. In baseball, the majority of retention points lost were due to professional baseball opportunities, but a retention waiver was never pursued because the students did not meet their academic-eligibility requirements in their last term of enrollment. The NCAA has since implemented a continuing-eligibility requirement that mandates that the student-athlete be eligible at the start of the Fall term in order to be eligible for the rest of the year. This has dramatically influenced the baseball student-athletes to meet their academic-eligibility requirements at the end of Spring to ensure they have an opportunity to participate the following year if they do not choose to turn professional. For instance, in 2009-'10, baseball earned a perfect APR retention and eligibility score while also competing for a national championship.

The same issue negatively affected the men's basketball retention rate. While the basketball student-athletes had the intention of completing their Spring quarter classes, student-athletes were often drawn off-campus during the middle of the quarter to train and meet with professional teams. Depending on the student's situation, this required them to miss multiple classes, which put them significantly behind in their course work and at times required them to withdraw from their classes. This ultimately made them ineligible at the end of the term and for the professional-sports-retention waiver. This was specifically true for men's basketball in Spring 2008. Given that UCLA currently has more basketball players in the NBA than any other school, the retention rate for the team has been negatively affected, especially over the last four years.

Transferring to another institution was also a factor. Students choose to leave for a variety of reasons, both academic and athletic, and the NCAA has provided some relief to the retention points lost on transfers. However, one reason why UCLA student-athletes chose to transfer was because of a lack of academic preparation in high school or not being an appropriate academic fit for UCLA. When this occurred, most often their UCLA cumulative grade-point averages did not qualify them for a transfer-retention-point waiver, despite leaving academically eligible or in good academic standing. Every effort was made in the recruiting and admissions process to evaluate academic fit, but, inevitably, transfers do happen.

Men's tennis had the lowest retention rate amongst the 24 teams at UCLA. However, in two of the four years, their retention rate was 1,000. In the other two years, they were significantly affected by student-athletes who chose not to return to UCLA. Specifically, in 2005-'06, three tennis student-athletes did not return for the Fall 2006 term. One student-athlete transferred to another institution, one left due to family circumstances and another left for unknown reasons. In 2007-'08, two student-athletes chose not to return. One student-athlete transferred to another institution, while the other left by choice. Given that tennis has a small squad size, these student-athletes had a significant effect on the four-year retention rate for men's tennis; yet the four-class average Federal Graduation Rate for this team was 75 percent and the four-class average NCAA Graduation Success Rate (GSR) was 82 percent, which is higher than the GSR for all UCLA student-athletes during the same time period.

Men's soccer had the second-lowest retention rate amongst the 24 teams. Similar to men's basketball, men's soccer was negatively affected by student-athletes who pursued a professional career and left ineligible, as well as students who transferred to another institution. UCLA men's soccer is one of the premier soccer programs in the country; therefore, they regularly recruit elite soccer student-athletes, who must compete for playing time and scholarship amount. As such, the lack of athletic fit was often a factor in a student's decision to transfer.

Amongst the female teams, only four teams had a team retention rate below the 974 rate for all female student-athletes. Three of the teams, women's basketball, women's soccer and women's volleyball, are the top sports at UCLA that produce the greatest number of professional prospects. While they could have received some retention relief through the professional-sports-retention waiver, many did not end up qualifying for the waiver. They did leave eligible; however, they did not end up signing with a team, which is a requirement of the waiver.

When the retention rates were evaluated by racial and ethnic group, several male and female teams had significantly low retention rates. One of the main reasons for this was due to the small sample size within these various racial and ethnic groups. For example, men's volleyball had an 818 retention rate for its Hispanic/Latino student-athletes; however, during this four-year period, only two student-athletes classified themselves as Hispanic/Latino. Of the two, one student-athlete had a perfect retention rate for his two years and the other was only in the cohort for one year and was not retained after the Spring 2005 quarter. Another example is men's golf, which had a 333 retention rate for Non-Resident Alien. During the four-year period, only two student-athletes classified themselves as Non-Resident Alien. One student-athlete was only in the cohort for the Fall 2005 quarter and was not retained, and the other student-athlete was in the cohort for two quarters, earning the retention point for Fall 2008 and receiving a professional-sports-retention waiver for Winter 2009. Several of UCLA's low retention rates were possibly misleading because of scenarios similar to these in men's volleyball and men's golf.

Amongst the various racial and ethnic groups, Black/African-American student-athletes had the lowest four-year retention rate (949). Within this group, football student-athletes had an 879 retention rate, while men's basketball

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had a 934 and women's basketball had a 943. Professional sports opportunities had a significant effect on these retention rates; however, other academic factors (e.g., preparedness and engagement) and social issues (e.g., support network and peer/faculty interactions) may have played a role in why these student-athletes were not retained at the same rate as their peers. In these three sports, Black/African-American student-athletes may have had difficulty integrating into the university because these sports admitted academically underprepared students more frequently than the other sports. Additionally, despite UCLA's commitment to fostering a climate of inclusion, preconceptions may have led professors and peers to question the intent, motivation and academic ability of some of these student-athletes. In turn, these student-athletes may have experienced feelings of academic isolation, self-doubt and academic disengagement, which may have prompted them to either leave prematurely, emphasize athletics over academics or pursue other opportunities, like professional sports. These are speculative factors at UCLA, but research shows that these issues are prevalent amongst Black/African-American student-athletes; therefore, it was important to recognize and acknowledge such factors when evaluating these retention rates.

- 18.** Describe the department of athletics written policies and procedures related to scheduling competitions and practices to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, including how the institution monitors this area.

*The institution must have established, written policies regarding the scheduling of practices and competition to minimize student-athletes' conflicts with class time and final examination periods due to their participation in intercollegiate athletics. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

Given that UCLA is an extremely competitive academic university, every effort is made to minimize missed class time for student-athletes. Coaches are encouraged not to schedule competitions during the first week of classes each quarter. In addition, coaches must attempt to schedule events that will not interfere with student-athletes' class attendance. Midweek intercollegiate events on the road are to be kept to a minimum. Exceptions to these policies must be approved by the team's sport supervisor and only for reasons deemed to be of sufficient importance to the program. Obviously, UCLA must meet the needs of conference scheduling demands and NCAA tournaments for which its teams qualify. Whenever possible, coaches must arrange competition to reduce the amount of class time missed.

Specifically during finals weeks, the Department of Intercollegiate Athletics (DIA) does not allow its coaches to schedule intercollegiate competition or require attendance at practice. Allowable exceptions to finals week competition include conference or NCAA championships. Other events deemed of sufficient importance to the program may be acceptable, but only with the approval of the Director of Athletics.

Additionally, the DIA observes the following Pac-10 Conference scheduling policies:

Baseball - No conference games shall be scheduled during final exam week or other periods in conflict with academic schedules. Conference play shall start whenever necessary to accommodate this provision.

Basketball - The day before a game, a team may not leave campus before 3pm or the latest flight out that day, whichever is earlier. The traveling team must hold a mandatory study-session period on the day between games (minimum of two hours daily).

In preparation for program planning, the Assistant Director of Student Services within the Academic & Student Services (AS2) office is charged with collecting practice schedules for the upcoming quarter. Practice schedules are then distributed to the AS2 staff and student-athletes so that the student-athletes can appropriately schedule classes around their practices. Student-athletes are not permitted to miss class due to practice. They are either responsible for choosing classes that do not conflict with practice or they must seek permission from their coach to miss practice when it conflicts with class.

To assist student-athletes with missed class time and exam conflicts with competition travel, the Assistant Director of Student Services prepares quarterly team-travel letters that outline the days in which the student-athletes will be absent due to university-sponsored competition. Student-athletes are responsible for taking the travel letter to their professors and teaching assistants no later than the first week of class each quarter. Failure to do so may result in unexcused absences or not being able to compete. In addition, student-athletes who are experiencing academic difficulties or are simply concerned with specific academic challenges may be prohibited and/or excused from traveling after a discussion with the head coach, sport supervisor, Assistant Athletic Director of AS2 and AS2

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academic counselor.

Student-athletes are also responsible for checking their class syllabus to see if they have any exam conflicts with travel. Student-athletes must meet with their professors within the first week of class to receive approval for alternate testing dates/times, which may include before or after the competition or while on the road. Having exams proctored on the road is seen as a last resort and used only when all other options have been exhausted; however, the decision is based solely on the professor's discretion and not that of the student-athlete. If there are conflicts, student-athletes must fill out an exam-information sheet available in the AS2 suite. This form must be turned in to the Assistant Director of Student Services immediately after the student-athlete has spoken with the professor. Last-minute exam conflicts may not be granted due to a student-athlete's failure to make prior arrangements, so it is imperative that the student-athletes communicate with their professors as soon as possible about any exam conflicts.

When professors allow assigned team proctors to administer exams on the road, they trust that these exams are administered in accordance with university policy and are free of violations of academic integrity. Therefore, it is vital to the integrity of the DIA, as well as to the protection of student-athletes, that exams be proctored according to the established guidelines and instructions given by the professor. Every attempt is made to administer the exam in similar, if not exact, conditions under which other students are taking the exam back on campus.

### 19. Describe the institution's written missed-class policies for all students, including any exceptions or differences that exist for student-athletes.

UCLA does not have a standard written policy regarding class attendance and missed class time for students. The only exception to this is Section 92640(a) of the California Education Code, which states that UCLA must accommodate requests for alternate examination dates at the time when that activity would not violate a student's religious creed. Outside of this one exception, policies regarding these issues are at the discretion of the professor.

### 20. Provide supporting data to analyze, explain and address missed class time for the last two years for each sports team.

*The institution must analyze and explain missed class time for the last two years for each sports team and address, through a plan for improvement, any missed class time that is deemed significant or excessive in nature.*

Below outlines the number of missed class days each team acquired per quarter during the 2008-'09 and 2009-'10 academic years. This includes all postseason events, such as conference and national championships. An explanation has been provided for any team that missed more than 20 percent of class during the 10-week quarter.

FOR 2008-'09:

Baseball - Fall 2008 = 0; Winter 2009 = 7; Spring 2009 = 9

Men's Basketball - Fall 2008 = 8; Winter 2009 = 9; Spring 2009 = 0

Football - Fall 2008 = 8; Winter 2009 = 0; Spring 2009 = 0

These numbers included missed class time for both home and away games. For home games, the football team began their game preparation starting at 11am on Fridays. This involved film, walk-through and training table. Because of this schedule, football student-athletes rarely scheduled classes on Fridays to avoid missing class due to game-preparation activities.

Men's Golf - Fall 2008 = 10; Winter 2009 = 7; Spring 2009 = 17

In Spring 2009, 11 of the 17 missed class days were associated with the Pac-10 Conference Championship held in Seattle, WA; the NCAA Regional Championship held in Bowling Green, KY; and the NCAA National Championship held in Toledo, OH. Also, in general, college golf tournaments use the Monday-Tuesday tournament format because access to high-level golf courses is rarely available during the weekends due to professional golf tournaments. This contributed to more missed class time for this sport in comparison to others.

Men's Soccer - Fall 2008 = 6; Winter 2009 = 0; Spring 2009 = 0

Men's Tennis - Fall 2008 = 13; Winter 2009 = 9; Spring 2009 = 18

The Fall 2008 tennis schedule included mostly invitational tournaments, which meant that not all of the student-

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athletes participated in these tournaments. Likewise, the number of missed class days was projected as if they advanced to the finals each time; therefore, missed class time could have been less, depending on the student-athletes' progression in the tournament. In Spring 2009, 11 of the 18 missed class days were associated with the NCAA Team and Individual Championships, which were held in College Station, TX. Similar to the Fall, not all of the student-athletes participated in these championship events, so in actuality the number of missed class days may have differed by student since the data is reflective of the worst-case scenario.

Men's Cross Country - Fall 2008 = 7; Winter 2009 = 0; Spring 2009 = 0

Men's Indoor Track & Field - Fall 2008 = 0; Winter 2009 = 11; Spring 2009 = 0

Due to the limited indoor track and field facilities in California, most indoor events occurred outside the state and required additional travel time, which led to more missed class time. The team also often traveled by event, so not every student-athlete participated in every indoor event during the season; therefore, the number of missed class days may have differed by student since the data is reflective of the worst-case scenario.

Men's Outdoor Track & Field - Fall 2008 = 0; Winter 2009 = 0; Spring 2009 = 14

Similar to indoor track and field, not every student-athlete participated in every outdoor event during the season; therefore, the number of missed class days may have differed by student since the data is reflective of the worst-case scenario. Additionally, eight of the 14 missed class days were associated with the Pac-10 Conference Championship and the NCAA Regional Championship held in Eugene, OR.

Men's Volleyball - Fall 2008 = 3; Winter 2009 = 6; Spring 2009 = 2

Men's Water Polo - Fall 2008 = 1; Winter 2009 = 0; Spring 2009 = 0

Women's Basketball - Fall 2008 = 1; Winter 2009 = 9; Spring 2009 = 0

Women's Golf - Fall 2008 = 8; Winter 2009 = 11; Spring 2009 = 16

In Spring 2009, 13 of the 16 missed class days were associated with the Pac-10 Conference Championship held in Palo Alto, CA; the NCAA Regional Championship held in Columbus, OH; and the NCAA National Championship held in Owings Mills, MD. Also, in general, college golf tournaments use the Monday-Tuesday tournament format because access to high-level golf courses is rarely available during the weekends due to professional golf tournaments. This contributed to more missed class time for this sport in comparison to others.

Women's Gymnastics - Fall 2008 = 0; Winter 2009 = 5; Spring 2009 = 6

Women's Rowing - Fall 2008 = 1; Winter 2009 = 0; Spring 2009 = 3

Softball - Fall 2008 = 0; Winter 2009 = 11; Spring 2009 = 12

Due to the nature of the sport, the Winter-quarter schedule was focused on tournament play that often began on Thursday or Friday, which required the team to leave in the middle of the week. For Spring 2009, Pac-10 Conference games followed a Friday-Saturday-Sunday format, which required the team to often leave on Thursday. This occurred every other week for most of the Spring quarter.

Women's Soccer - Fall 2008 = 10; Winter 2009 = 0; Spring 2009 = 0

In Fall 2008, three of the 10 missed class days were associated with the NCAA College Cup held in College Station, TX, and five of the 10 missed class days were for Pac-10 Conference competition.

Women's Swimming & Diving - Fall 2008 = 7; Winter 2009 = 11; Spring 2009 = 0

In Winter 2009, eight of the 11 missed class days were associated with the Pac-10 Conference Championship held in Federal Way, WA, as well as the NCAA Zone E Championship held in Austin, TX (divers only).

Women's Tennis - Fall 2008 = 12; Winter 2009 = 8; Spring 2009 = 19

The Fall 2008 tennis schedule included mostly invitational tournaments, which meant that not all of the student-athletes participated in these tournaments. Likewise, the number of missed class days was projected as if they advanced to the finals each time; therefore, missed class time could have been less, depending on the student-athletes' progression in the tournament. In Spring 2009, 14 of the 19 missed class days were associated with the Pac-10 Conference Championship held in Ojai, CA, and the NCAA Team and Individual Championships held in College Station, TX. Similar to the Fall, not all of the student-athletes participated in these championship events, so in actuality the number of missed class days may have differed by student since the data is reflective of the worst-case scenario.

Women's Cross Country - Fall 2008 = 6; Winter 2009 = 0; Spring 2009 = 0

Women's Indoor Track & Field - Fall 2008 = 0; Winter 2009 = 11; Spring 2009 = 0

Due to the limited indoor track and field facilities in California, most indoor events occurred outside the state and

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required additional travel time, which led to more missed class time. The team also often traveled by event, so not every student-athlete participated in every indoor event during the season; therefore, the number of missed class days may have differed by student since the data is reflective of the worst-case scenario.

Women's Outdoor Track & Field - Fall 2008 = 0; Winter 2009 = 0; Spring 2009 = 17

Similar to indoor track and field, not every student-athlete participated in every outdoor event during the season; therefore, the number of missed class days may have differed by student since the data is reflective of the worst-case scenario. Eight of the 17 missed class days were associated with the Pac-10 Conference Championship and the NCAA Regional Championship held in Eugene, OR. Additionally, the women's team attended the Penn Relays in Philadelphia, PA, which was unique to that particular Spring quarter.

Women's Volleyball - Fall 2008 = 8; Winter 2009 = 0; Spring 2009 = 4

Women's Water Polo - Fall 2008 = 0; Winter 2009 = 6; Spring 2009 = 8

FOR 2009-'10:

Baseball - Fall 2009 = 0; Winter 2010 = 5; Spring 2010 = 9

Men's Basketball - Fall 2009 = 2; Winter 2010 = 11; Spring 2010 = 0

In Winter 2010, eight of the 11 missed class days were associated with Pac-10 Conference competition and the remaining three were associated with the conference tournament.

Football - Fall 2009 = 7; Winter 2010 = 0; Spring 2010 = 0

These numbers included missed class time for both home and away games. For home games, the football team began their game preparation starting at 11am on Fridays. This involved film, walk-through and training table. Because of this schedule, football student-athletes rarely scheduled classes on Fridays to avoid missing class due to game-preparation activities.

Men's Golf - Fall 2009 = 4; Winter 2010 = 10; Spring 2010 = 16

In Spring 2010, 11 of the 16 missed class days were associated with the Pac-10 Conference Championship held in Tempe, AZ; the NCAA Regional Championship held in New Haven, CT; and the NCAA National Championship held in Chattanooga, TN. Also, in general, college golf tournaments use the Monday-Tuesday tournament format because access to high-level golf courses is rarely available during the weekends due to professional golf tournaments. This contributed to more missed class time for this sport in comparison to others.

Men's Soccer - Fall 2009 = 9; Winter 2010 = 0; Spring 2010 = 0

Men's Tennis - Fall 2009 = 13; Winter 2010 = 10; Spring 2010 = 19

The Fall 2009 tennis schedule included mostly invitational tournaments, which meant that not all of the student-athletes participated in these tournaments. Likewise, the number of missed class days was projected as if they advanced to the finals each time; therefore, missed class time could have been less depending on the student-athletes' progression in the tournament. In Spring 2010, 12 of the 19 missed class days were associated with the Pac-10 Conference Championship held in Ojai, CA, and the NCAA Team and Individual Championships, which were held in College Station, TX. Similar to the Fall, not all of the student-athletes participated in these championship events, so in actuality the number of missed class days may have differed by student since the data is reflective of the worst-case scenario.

Men's Cross Country - Fall 2009 = 8; Winter 2010 = 0; Spring 2010 = 0

Men's Indoor Track & Field - Fall 2009 = 0; Winter 2010 = 9; Spring 2010 = 0

Men's Outdoor Track & Field - Fall 2009 = 0; Winter 2010 = 0; Spring 2010 = 11

Similar to indoor track and field, not every student-athlete participated in every outdoor event during the season; therefore, the number of missed class days may have differed by student since the data is reflective of the worst-case scenario. Additionally, six of the 11 missed class days were associated with the Pac-10 Conference Championship held in Berkeley, CA, and the NCAA Regional Championship held in Austin, TX.

Men's Volleyball - Fall 2009 = 2; Winter 2010 = 7; Spring 2010 = 3

Men's Water Polo - Fall 2009 = 6; Winter 2010 = 0; Spring 2010 = 0

Women's Basketball - Fall 2009 = 2; Winter 2010 = 9; Spring 2010 = 0

Women's Golf - Fall 2009 = 12; Winter 2010 = 6; Spring 2010 = 16

In Spring 2010, 13 of the 16 missed class days were associated with the Pac-10 Conference Championship held in

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Eugene, OR; the NCAA Regional Championship held in Palo Alto, CA; and the NCAA National Championship held in Wilmington, NC. Also, in general, college golf tournaments use the Monday-Tuesday tournament format because access to high-level golf courses is rarely available during the weekends due to professional golf tournaments. This contributed to more missed class time for this sport in comparison to others.

Women's Gymnastics - Fall 2009 = 0; Winter 2010 = 8; Spring 2010 = 4

Women's Rowing - Fall 2009 = 1; Winter 2010 = 1; Spring 2010 = 6

Softball - Fall 2009 = 0; Winter 2010 = 6; Spring 2010 = 10

For Spring 2010, Pac-10 Conference games followed a Friday-Saturday-Sunday format, which required the team to often leave on Thursday. This occurred every other week for most of the Spring quarter.

Women's Soccer - Fall 2009 = 7; Winter 2010 = 0; Spring 2010 = 0

Women's Swimming & Diving - Fall 2009 = 8; Winter 2010 = 10; Spring 2010 = 0

In Winter 2010, eight of the 10 missed class days were associated with the Pac-10 Conference Championship held in Long Beach, CA, as well as the NCAA Zone E Championship held in Austin, TX (divers only).

Women's Tennis - Fall 2009 = 11; Winter 2010 = 9; Spring 2010 = 16

The Fall 2009 tennis schedule included mostly invitational tournaments, which meant that not all of the student-athletes participated in these tournaments. Likewise, the number of missed class days was projected as if they advanced to the finals each time; therefore, missed class time could have been less, depending on the student-athletes' progression in the tournament. In Spring 2010, 14 of the 16 missed class days were associated with the Pac-10 Conference Championship held in Ojai, CA, and the NCAA Team and Individual Championships held in Athens, GA. Similar to the Fall, not all of the student-athletes participated in these championship events, so in actuality the number of missed class days may have differed by student since the data is reflective of the worst-case scenario.

Women's Cross Country - Fall 2009 = 7; Winter 2010 = 0; Spring 2010 = 0

Women's Indoor Track & Field - Fall 2009 = 0; Winter 2010 = 11; Spring 2010 = 0

Due to the limited indoor track and field facilities in California, most indoor events occurred outside the state and required additional travel time, which led to more missed class time. The team also often traveled by event, so not every student-athlete participated in every indoor event during the season; therefore, the number of missed class days may have differed by student since the data is reflective of the worst-case scenario.

Women's Outdoor Track & Field - Fall 2009 = 0; Winter 2010 = 0; Spring 2010 = 11

Similar to indoor track and field, not every student-athlete participated in every outdoor event during the season; therefore, the number of missed class days may have differed by student since the data is reflective of the worst-case scenario. Additionally, six of the 11 missed class days were associated with the Pac-10 Conference Championship held in Berkeley, CA, and the NCAA Regional Championship held in Austin, TX.

Women's Volleyball - Fall 2009 = 7; Winter 2010 = 0; Spring 2010 = 0

Women's Water Polo - Fall 2009 = 0; Winter 2010 = 7; Spring 2010 = 5

- 21.** Describe the means by which the department of athletics policies and procedures regarding the scheduling of athletics competition and practices (as described in Self-Study Item No. 18) and the institution's missed-class policies (as described in Self-Study Item No. 19) are directly communicated in writing to student-athletes, department of athletics staff members and appropriate faculty and administrative staff.

*The institution's established, written policies regarding the scheduling of practices and competition must be directly communicated in writing (e.g., provide hard copy of document, provide weblink via e-mail) to student-athletes, department of athletics staff members and other appropriate faculty and administrative staff (e.g., published in the institution's student-athlete handbook or department of athletics policies and procedures manual, an e-mail with an attachment or link to the posting on the institution's website). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

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Student-athletes are informed about the policies and procedures regarding missed class time via the Department of Intercollegiate Athletics' (DIA) Student-Athlete Handbook. The handbook is distributed at the mandatory Fall squad meetings and at the Midyear New Student-Athlete Orientation for midyear enrollees. At these meetings, the Academic & Student Services (AS2) staff clearly communicates the policies and procedures regarding missed class time and answers any questions about the process. The handbook is also available online via the DIA website.

Coaches and DIA administrators are informed about the policies and procedures related to scheduling athletics competitions and practices via the DIA Procedures Manual. Information and reminders are also provided at monthly coaches meetings and student-athlete handbooks are distributed to coaches and DIA administrators so they are fully aware of the policies and procedures the student-athletes must follow when missing class.

Annually, the Assistant Director of Student Services presents at the teaching-assistant-training program offered by UCLA's Office of Instructional Development. At this training program, the assistant director educates the new teaching assistants about the policies and procedures student-athletes must follow when they miss class due to university-sponsored competition. When requested, the assistant director also meets with the Faculty Executive Council and with departmental counselors to provide updates and reminders regarding the policies and procedures.

- 22.** If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 2.1, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

No plan for improvement for Operating Principle 2.1 was deemed necessary.

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### Operating Principle

#### 2.2 Academic Support.

#### Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support). For each condition, provide:
  - a. The original "condition" 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 opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

##### 1. Condition

**Action**

**Action Date**

**Explanation for partial or non-completion**

UCLA did not have conditions for certification imposed.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 2.2 (Academic Support). For each issue identified, provide:
  - a. The original goal(s);
  - b. The step(s) taken by the institution to achieve the goal(s);
  - c. The date(s) the step(s) was completed;
  - d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

*If the institution developed a plan for improvement for Operating Principle 2.2 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.*

*The committee will not accept the following explanations for partial completion or noncompletion:*

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- *The institution did not possess sufficient funds to implement the plan.*
- *The institution has had personnel changes since the original development of the plan.*
- *The institution does not have documentation of actions taken to implement the plan.*

The committee will accept the following explanation for partial completion or noncompletion:

- *The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.*

### 1. Original Plan

#### Action

#### Action Date

#### Explanation for partial or non-completion

UCLA did not have a plan for improvement for this area during Cycle 2.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.2 (Academic Support). For each additional plan, provide:

- The additional goal(s);
- The step(s) taken by the institution to achieve the goal(s); and
- The date(s) the step(s) was completed.

#### a. GOAL

Although UCLA did not have any conditions for certification imposed by the committee in its Cycle 2 certification decision, the Department of Intercollegiate Athletics (DIA) made significant staffing changes to the Academic & Student Services (AS2) office since the last certification process. The main goal for AS2 was to reorganize the staff structure to increase the level of academic and student support services provided to student-athletes. This was done by lowering the counselor-student-athlete ratio, providing more specialized assistance to student-athletes with learning concerns, increasing the academic monitoring and support for football and basketball student-athletes, and merging academic services and student services under one unit.

#### b. STEPS TAKEN TO ACHIEVE THIS GOAL

To accomplish this goal, the AS2 office expanded its staff from five full-time staff members to 13 full-time staff members. First, the academic counseling program was originally supported by the Director of Student-Athlete Counseling and two academic counselors who were assigned to work with the 24 teams. To dedicate more time to the program planning process and to lower the counselor-student-athlete ratio, a fourth counselor was added to the staff. This allowed the Director of Student-Athlete Counseling to oversee the football and men's basketball programs, while the other three counselors were assigned to the Olympic sports.

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While the university offers academic support services to students with learning concerns, the AS2 staff felt it was necessary to dedicate more individualized attention to student-athletes with diagnosed learning disabilities and those with significant learning deficiencies. This was accomplished by adding a learning specialist position to the AS2 staff, whose role is to help identify educational concerns proactively and to work one-on-one with student-athletes to identify their academic strengths and weaknesses and develop skills to improve academic performance. The first learning specialist position was a welcome addition, so after five years of success, it was deemed necessary to add a second position in 2009. With just one learning specialist, priority was given to the football and basketball student-athletes; however, by adding a second learning specialist, this allowed for all 24 teams to be supported in a more comprehensive manner.

In addition to the academic counselors assigned to the various sports, student-athletes were also supported by part-time academic coordinators (now called the Academic Mentoring Program) whose role was to meet regularly with student-athletes to teach study skills, time management, organizational skills and other learning strategies. The academic coordinators became so crucial to the academic success of the basketball student-athletes that it became apparent that a full-time academic coordinator was necessary to support both men's and women's basketball. Similar to the part-time position, the role of the basketball academic coordinator was to mentor basketball student-athletes, but grew into a position that now is responsible for coordinating the daily academic operations of both programs. This includes constructing quarterly academic support plans for the basketball student-athletes, monitoring and reporting on the students' academic progress in their courses, participating in recruiting activities and meeting with prospective basketball student-athletes, and coordinating and facilitating the basketball academic support programs.

The football program was originally supported by a similar position, but this position reported directly to the sport supervisor for football and encompassed tasks and projects that were often football-specific, rather than just focusing on providing academic support. When a new head football coach was hired in January 2008, this position was evaluated and restructured into a football academic coordinator position that reports directly to the Assistant Athletic Director of AS2. The role of the football academic coordinator now mirrors that of the basketball academic coordinator position within the AS2 staff.

At the time of Cycle 2, academic services and student services were two separate units within the DIA. Academic services was managed by the Director of Academic Services and included tutoring, mentoring, study skills and learning strategies, and other academic support programs. On the other hand, student services was managed by the Director of Student Services and included summer school processing, financial-aid support, life-skills programming, travel letters, postgraduate scholarships and orientation programs. When the Director of Student Services retired, responsibility for student services was shifted to the Director of Academic Services and led to the creation of one unit that is now known as AS2. However, as the need for educational programs that addressed personal growth, leadership, professional development and community service became more apparent, it was necessary to create a position that was solely responsible for life-skills programming. As such, the Director of Student-Athlete Development position was created in 2004 to meet the need. Similarly, when the merger occurred, student services responsibilities were disseminated amongst the staff, but as time went on, it became apparent that student services needed to once again be centralized under one position. This led to the creation of the Assistant Director of Student Services.

A full-time eligibility coordinator position was added in September 2008. This position has a dual reporting line to both the Assistant Athletic Director of AS2 and the Director of Compliance. Please see Operating Principle 2.1, Self-Study Item No. 3, for more information regarding the creation and purpose of this position.

Finally, student workers were often employed on a part-time basis to provide administrative and office support to the AS2 staff. As the AS2 office continued to grow in size and in the programs and services offered to student-athletes, it became apparent that a full-time administrative assistant was necessary for the office. This led to the creation of the AS2 Staff Associate position, which is now a full-time position dedicated to providing administrative support to the staff and serving as the office manager.

### c. STEPS COMPLETED

A fourth AS2 College Academic Counselor was added in November 2003.

AS2 hired its first learning specialist in September 2004 and its second in June 2009.

The Basketball Academic Coordinator position was added in September 2004, while the Football Academic Coordinator position was incorporated in June 2008.

The Director of Student-Athlete Development was added in December 2004.

The Assistant Director of Student Services was created in October 2006.

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The Eligibility Coordinator position with a dual reporting line to AS2 and Compliance was added in September 2008.

The AS2 Staff Associate was added in July 2010.

4. Explain how the institution is organized to provide academic support and advising services to student-athletes, either through institutional programming or student-athlete support services. In addition, provide a description of reporting lines and responsibilities assigned to specific staff members.

*Academic support services must be available to student-athletes either through institutional programming or through student-athlete support services.*

*The institution must demonstrate that its institutional structures and reporting lines for student-athlete academic support services are organized such that academic advising for student-athletes is an integral part of the institution's educational system.*

The Director of Athletics (AD), who reports directly to the Chancellor, is ultimately responsible for the academic and student services provided to student-athletes. The AD delegates oversight responsibilities to Petrina Long, Sr. Associate Athletic Director/SWA. Ms. Long reports directly to the AD and is a member of the Department of Intercollegiate Athletics' (DIA) senior management team. Dr. Christina Rivera, Assistant Athletic Director of Academic & Student Services (AS2), manages the department's academic and student services and reports directly to Ms. Long. In addition to reporting to Ms. Long, Dr. Rivera has an indirect reporting line to Penny Hein-Unruh, Assistant Vice Provost for Undergraduate Academic Support. Ms. Hein-Unruh reports directly to Judi Smith, Vice Provost and Dean of the Division of Undergraduate Education, and has oversight responsibilities for the College of Letters and Science's academic counseling and mentoring programs, as well as the university's peer learning program and the New Student & Transition Programs.

The AS2 office provides support in four main areas: academic counseling, academic support services, student support services and student-athlete development. While Dr. Rivera is charged with the daily operations of the AS2 program, the academic counseling services provided to student-athletes are managed by Mike Casillas, Director of Student-Athlete Counseling and academic counselor for football and men's basketball. Mr. Casillas is employed by the College of Letters and Science and reports directly to Ms. Hein-Unruh. Mr. Casillas also has an indirect reporting line to Ms. Long and collaborates daily with Dr. Rivera in managing the AS2 program. Reporting to Mr. Casillas are three College Academic Counselors, who are assigned to the Olympic sports and are housed in the DIA's academic support facility with the rest of the AS2 staff.

Academic and student support services offered by AS2 include academic mentoring, peer learning (tutorial) services, academic progress monitoring and reporting, learning strategies and educational assessments, learning specialist support, orientation programs, academic awards and recognition, and computer lab access. Dr. Rivera oversees all of these areas, with the exception of peer learning services. These services are outsourced to the university's peer learning program, which is under the direction of Ms. Hein-Unruh. The Covell Peer Learning program is organized into three separate labs. All UCLA students are eligible to receive peer learning services from the Composition/ESL Peer Learning Lab and the Math/Science Peer Learning Lab; however, only student-athletes are eligible to receive peer learning from the Athletics Peer Learning Lab. Ms. Hein-Unruh delegates the day-to-day responsibilities of the Athletics Peer Learning Lab to Ming-huei Lam, Director of Peer Learning and Liz Cadigan, Coordinator of the Athletics Peer Learning Lab. The lab consists of an office assistant, five peer learning supervisors and approximately 120 peer learning facilitators (tutors), and they are charged with helping student-athletes discuss course topics, address concerns with course content, and engage in collaborative peer interaction.

In addition to Dr. Rivera, Mr. Casillas and the three College Academic Counselors, the AS2 office is staffed by an Assistant Director of Academic Services/Basketball Academic Coordinator, an Assistant Director of Student Services, a Football Academic Coordinator, two Learning Specialists, an Eligibility Coordinator, a Staff Associate, 15 part-time interns who serve as academic mentors, and five-seven learning center monitors and student workers, all of whom report directly to Dr. Rivera. Additionally, the student-athlete development program is led by Ashley Armstrong, Director of Student-Athlete Development, who reports directly to Ms. Long and is responsible for overseeing life-skills programming and serves as the chair of the DIA's Health & Wellness Committee.

Along with the Director of Student-Athlete Counseling, the AS2 College Academic Counselors are responsible for providing academic advice and direction for their assigned student-athletes. AS2 College Academic Counselors

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have expertise in the areas of program planning, academic-difficulty counseling, petitioning degree requirements and major selection.

In conjunction with the Assistant Athletic Director of AS2, the Assistant Director of Academic Services is charged with developing, organizing and setting the strategic vision for AS2's academic support services. Specifically, the assistant director assesses the effectiveness of the academic support programs and makes recommendations about the long-term staffing and programming needs to improve the academic support provided to student-athletes. The assistant director also serves as the liaison to the Athletics Peer Learning Lab and works very closely with the peer learning lab staff to set the philosophy and direction of the program. Additionally, the assistant director serves as the Basketball Academic Coordinator, whose responsibility is to coordinate the academic operations of the men's and women's basketball programs.

The Assistant Director of Student Services is responsible for developing, organizing and setting the strategic vision for AS2's student support services. Working with the Assistant Athletic Director of AS2, the assistant director coordinates all the student services available to student-athletes, including academic progress monitoring and reporting, management of the Learning Center, coordination of the orientation programs and academic recognition events, and coordination of the travel letter and exam-proctoring process due to competition travel.

The Football Academic Coordinator is charged with coordinating the academic operations of the football program. This includes constructing quarterly academic support plans for the football student-athletes, monitoring and reporting on the students' academic progress in their courses, participating in recruiting activities and meeting with prospective football student-athletes, and coordinating and facilitating the football academic support programs, such as the Community of Learners and the Production programs.

Like the academic counselors, the Learning Specialists are assigned to each of the 24 sports and are charged with helping identify educational concerns proactively and serving as a liaison to university resources, such as the Office for Students with Disabilities, and Counseling and Psychological Services. They also coordinate and facilitate the Directed Learning Program, which is an intensive, one-on-one, strategic academic support program designed to enhance learning.

The Eligibility Coordinator has a dual reporting line to both the Assistant Athletic Director of AS2 and the Director of Compliance. Collectively, they are responsible for the administration and evaluation of the NCAA academic-eligibility certification program. Specifically, the eligibility coordinator completes quarterly schedule audits; monitors degree applicability, grade-point average and grade qualifiers; coordinates the major-declaration process; and assists in the management of the NCAA academic progress rate and graduation success rate.

The Staff Associate is the newest position added to the AS2 team. The staff associate is responsible for providing administrative support to the AS2 staff, such as helping to facilitate the peer learning registration process and assisting with the management of the various academic and student support programs. The staff associate also serves as the office manager.

To assist with program planning and with the degree selection process, student-athletes are often referred to a departmental counselor in their desired major, who plays an important role in the student-athlete's advising experience. The departmental counselors are housed within the different academic departments and are available to provide academic advice related to the major-declaration process, course sequencing and updates or changes to major requirements.

Many of the AS2 staff members serve as liaisons to campus programs and participate on various campus committees regarding academic advising and support services. For example, the Assistant Director of Academic Services is the liaison to the Academic Advancement Program and to the Academic Support Program within the African Student Union, whereas the learning specialists serve as the liaisons to the Writing Programs, the Graduate School of Education & Information Studies and the Lesbian Gay Bisexual Transgender Campus Resource Center. Additionally, the Director of Student-Athlete Counseling is the liaison to the Dean of Students Office and to the Office of Residential Life, and is a member of the College Counseling Directors Committee.

AS2 staff members also manage the Campus Relations Program (CRP) whose purpose is to enhance the partnership and increase the communication between the DIA and UCLA faculty and staff. This is done through several events, such as the Faculty Open House and Academic Support Appreciation Night, which help educate the faculty and staff on the student-athlete experience and allow them to provide feedback regarding academic support programs and services for student-athletes. CRP also periodically consults with campus constituents, such as Academics in the Commons, the Bruin Resource Center and the Center for Student Programming, with regard to campus resources.

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To support student-athletes in their career development and preparation, the Career Center assigns a specific career counselor to each sport. The center's resources include various workshops (e.g., writing a resume, interview techniques), career fairs, internships and study-abroad programs. Students are also encouraged to log on to the Career Center's website and register for BruinView, which provides exclusive access to hundreds of online job and internship postings, campus interviews and information sessions offered by the center.

5. Explain how the institution's staffing, physical space and financial support for student-athlete academic support services has been reviewed by appropriate institutional academic authorities to ensure they meet the academic needs of student-athletes at the institution (this review must be conducted as part of the self-study process).

*The institution must demonstrate that its staffing, physical space and financial support for student-athlete academic support services have been reviewed by appropriate institutional authorities and determined to meet the academic needs of student-athletes at the institution.*

*Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

The Academic Senate's Intercollegiate Athletics Committee (IAC) is responsible for oversight of and development of policy recommendations on academic matters involving intercollegiate athletics. Specifically, the committee consults with the Department of Intercollegiate Athletics (DIA) and reviews the department's policies affecting the academic progress and performance of student-athletes. The IAC also prepares an annual report on matters concerning intercollegiate athletics, including staffing and physical-space needs. For example, the IAC was instrumental in the expansion of the Academic & Student Services (AS2) staff in 2004. Based on an IAC recommendation led by the Faculty Athletics Representative, the AS2 program hired a learning specialist to assist with student-athletes with learning concerns and an academic coordinator for men's and women's basketball to help with the daily academic operations for these two teams.

The IAC meets once a quarter and consists of five faculty members who are selected by the Academic Senate for three-year terms. The committee also consists of an undergraduate student representative and a graduate student representative who are appointed by their respective student associations and are non-voting members. UCLA's Faculty Athletics Representative serves as a non-voting, ex officio member and the Sr. Associate Athletic Director/Senior Woman Administrator and Assistant Athletic Director of AS2 serve as standing non-voting guests.

The chair of the IAC also serves as a member of the Committee on Admission of Student-Athletes. Additionally, the chair regularly attends Academic Senate meetings held once or more per quarter (or as needed) to report on the academic status of the student-athletes or other issues affecting the DIA. This regular meeting serves as a main information exchange mechanism between campus faculty leadership and issues affecting the IAC. It also informs the IAC and allows general campus issues to be discussed at IAC meetings as they may affect support for student-athlete academic services.

Internally, the Director of Athletics and his senior management team meet regularly to discuss resources provided to student-athletes. In these meetings, the Sr. Associate Athletic Director/SWA, who has oversight responsibilities for AS2, communicates issues related to staffing, physical space and financial support for academic and student support services. Additionally, the Sr. Associate Athletic Director/SWA, Assistant Vice Provost for Undergraduate Academic Support, Assistant Athletic Director of AS2 and Director of Student-Athlete Counseling meet every week to assess the effectiveness of the AS2 program and to evaluate ideas for staffing increases, reorganizations, financial support and other programmatic changes. Finally, within AS2, the Assistant Athletic Director of AS2 has organized an AS2 Leadership Cabinet that meets quarterly to evaluate the strategic vision of AS2 and its various programs and services. These meetings regularly address staffing issues, budgetary planning and physical-space needs.

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6. Using the program areas for academic support services listed below, describe the following (this program analysis must be conducted as part of the self-study process):
- The specific academic support services offered to student-athletes (if any);
  - Any policies that govern which students can use these services;
  - The mechanisms by which student-athletes and staff are made aware of these services;

If the institution has additional or different academic support services not included in the following list of examples, please click "Add Academic Support Area" in the ACS.

*Information related to all academic support services must be clearly communicated to student-athletes and staff (e.g., through inclusion in the student-athlete handbook, discussion during team meetings, through inclusion in personnel manuals, review during staff orientation).*

*The institution must provide effective support services for student-athletes with learning disabilities and/or other special needs, either through institutional programming or through student-athlete support services.*

*The institution must demonstrate that all academic support services provided to student-athletes are subject to a comprehensive, written evaluation and approval at least once every four years by appropriate academic authorities outside athletics who do not have day-to-day responsibilities in the academic support services area (e.g., faculty members, degree program advisors, academic administrators of the institution or noninstitutional academic support specialists). Please note, academic support services evaluations conducted by athletics conference office personnel generally will not meet this requirement. Finally, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

**1. Academic counseling/advising:** Course selection, class scheduling, priority registration.

- The specific academic support services offered to student-athletes (if any);

Each team is assigned an AS2 College Academic Counselor whose role is to provide academic advice and direction for assigned student-athletes. AS2 College Academic Counselors have expertise in the areas of program planning, academic-difficulty counseling, petitioning degree requirements and major selection. They are representatives of the university who serve as advocates for student-athletes and a voice of realism in discussing student expectations.

The goal of the Academic Counseling program is to help student-athletes develop their decision-making skills so that they can make appropriate academic choices and take responsibility for those choices. Through the academic counseling program, student-athletes also learn to interpret academic requirements and develop suitable educational plans that meet their needs, are consistent with the goals of the institution and take advantage of the many educational resources available to all students at UCLA.

Quarterly program planning meetings are mandatory for all student-athletes, including exhausted-eligibility and medically-retired student-athletes. These meetings are available either in an individual or group setting, depending on the student-athlete's academic situation and needs. Student-athletes are required to review their Degree Progress Report (DPR) prior to meeting with their assigned academic counselor to ensure that their course selection options follow their degree plan, satisfy graduation requirements and adhere to NCAA academic-eligibility rules. In addition, student-athletes are expected to come to program planning aware of their academic strengths and weaknesses; to be an active participant in their educational planning; to take ownership in the courses that they choose; to remove all holds prior to enrollment; to choose classes that do not interfere with their athletic schedule; and to enroll in classes they intend to keep and actively complete.

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After student-athletes initially enroll at UCLA, they may receive priority enrollment. Priority enrollment is granted to student-athletes so they may have the opportunity to select courses that best fit their academic and athletic responsibilities. It is extremely important for student-athletes to take advantage of priority enrollment because it is the university's main attempt to accommodate the time and day limitations of student-athletes because of practice and competition. Waiting to enroll in courses after the priority enrollment window may prohibit student-athletes from enrolling in their preferred courses and the AS2 staff does not have the authority to override class-size limitations, restrictions or enrollment.

Student-athletes are also encouraged to meet the departmental counselor in their desired major to discuss updates and changes to major requirements, as well as to officially declare their desired major. Oftentimes, declaring a major requires students to have completed a preparatory curriculum and other requirements; therefore, meeting with their departmental counselor is essential to make sure the students are on track to declare their desired major. Additionally, students must meet with their departmental counselor in order to receive clearance to enroll in certain preparatory and upper-division major courses, as well as to discuss possible course substitutions and waivers. Departmental counselors also verify completion of major requirements at the time of graduation.

The University Records System Access (URSA) via the MyUCLA website is the online course registration system that allows students to view, add and drop courses. Once students are ready to register, they log into their URSA portal and enter the class enrollment module. Student-athletes have the ability to add courses from the time the student-athlete's enrollment window opens through the end of the second week of the quarter.

Once student-athletes register for their courses, they are responsible for making sure their study list is accurate. Specifically, they need to check to make sure they do not have any time or exam conflicts. Study lists for student-athletes are locked five days after the second registration pass begins to prevent schedule changes that could affect a student-athlete's NCAA eligibility status. All drops must be made through their AS2 College Academic Counselor once schedules are locked.

**b. Any policies that govern which students can use these services; and**

AS2 provides academic counseling services to current student-athletes, exhausted-eligibility and medically-retired student-athletes, and former student-athletes returning to complete their undergraduate degree outside the six-year window. Additionally, per the approval of the team's sport supervisor, student managers and trainers may receive academic counseling services on occasion.

**c. The mechanisms by which student-athletes and staff are made aware of these services.**

Student-athletes are made aware of the academic and student services available to them via the various orientation programs offered by the university and AS2 (e.g., New Student Orientation, BRUIN Orientation, Midyear Enrollee Orientation, International Student-Athlete Orientation), Fall squad meetings, academic team meetings, monthly coaches meetings, digital signage in the learning center, team case management meetings (Weeks 4 & 8), Student-Athlete Handbook (hard copy & web version) and the DIA Procedures Manual. Student-athletes, coaches and staff are also made aware of services available via periodic emails sent to all student-athletes and/or all coaches and staff. Prospective student-athletes are made aware of services by the coaches during the recruiting process and during their unofficial and official visits to UCLA.

**2. Tutoring:** Availability; procedures and criteria for obtaining assistance; assignment, qualifications, training, experience, etc.; compensation, rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.

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

Peer learning (tutorial) services for student-athletes are provided by the Athletics Peer Learning Lab, which is housed within the College of Letters and Science. The goal of the Athletics Peer Learning Lab is to serve the unique needs of student-athletes with the mission of supporting effective and self-reliant learners. Peer learning facilitators (tutors) foster student independence, active learning, and motivation in the learning process by utilizing techniques that encourage student-athletes to analyze course content on their own. Moreover, peer learning facilitators aim to cultivate student-athletes' learning independence by helping them gain self-awareness of their learning habits, communicate their educational needs, set

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attainable goals and develop the skills necessary to meet their personal expectations.

Peer learning services are available either in individual or group settings, with group sessions typically ranging from two to 12 students per facilitator, though most groups are smaller than eight. Appointments are generally held once per week for 50 minutes, but some student-athletes may be approved for longer sessions or multiple appointments per week, depending on the course and on their academic needs. The Athletics Peer Learning Lab cannot guarantee that peer learning services will be available for every class, but every effort is made to attempt to find a peer learning facilitator for courses requested. In general, general education, lower-division, major preparatory and common upper-division courses are regularly available.

Peer learning appointments require 100-percent attendance, though students are excused from appointments for reasons such as illness or athletic competition. Any student-athlete who fails to attend his/her appointment for an unexcused reason will be held accountable through the Department of Intercollegiate Athletics' Academic Accountability program, which monitors the academic behaviors of student-athletes. Depending on the number of unexcused absences accumulated by a student-athlete, academic and/or athletic consequences may be imposed. Examples of consequences may include suspension from practice and/or competition, mandatory attendance at academic workshops, loss of academic support privileges and suspension of Learning Center access.

Student-athletes are expected to come fully prepared to each peer learning appointment. This includes completing assigned readings, bringing all relevant course materials (e.g., books, notes, etc.) and preparing questions for the peer learning facilitator. Peer learning is not intended as a substitute for regular class attendance. Instead, appointments are used as a time to review the week's concepts through discussion and practice problems, to clarify difficult topics, to expand on key ideas, to demonstrate important applications of the class material and to challenge student-athletes' thinking about course themes. Since appointments are based on concepts introduced in lecture, it is essential that student-athletes attend class to get the most out of peer learning. Moreover, peer learning is considered a supplement to other forms of academic support and positive student habits, such as consulting with professors and teaching assistants and forming study groups.

Peer learning facilitators are encouraged to promote collaborative learning, in which student-athletes and facilitators work together to maximize understanding. They are also encouraged to listen more than they talk, keep student-athletes actively involved in the session, and offer honest, practical encouragement and constructive criticism. Additionally, facilitators are instructed to admit when they cannot answer a question and to direct student-athletes to the proper resources, to establish specific goals for each session, to prepare activities that assist student-athletes in attaining these goals and to actively guide the session so that each meeting is a positive learning experience for each student-athlete.

Conversely, peer learning facilitators are prohibited from doing the work for student-athletes and/or imposing ideas or personal beliefs on student-athletes. They are also prohibited from assisting student-athletes with take-home exams in any way and from providing student-athletes with texts, summaries of class readings, class notes, extensive outlines or other class materials not otherwise distributed by the professor or teaching assistant. Facilitators are instructed not to predict student-athletes' grades, either for assignments or a class; not to provide answers to problems without discussion or explanation; and not to work with student-athletes outside of the peer learning lab, outside of peer learning lab hours or outside of the facilitator's scheduled work hours.

Depending on the student-athlete's academic profile, peer learning services may be mandatory or voluntary. Prior to the start of a student-athlete's first term at UCLA, the AS2 staff conducts a comprehensive assessment of the student-athlete's admissions data and data from scores on UCLA placement exams, as well as information shared on the Wellness Assessment for Educational Enhancement (WAE) questionnaire, which is an internal academic assessment tool administered by the learning specialists. Based on this evaluation process, a quarterly academic support plan is developed to meet the individual academic needs of the incoming student-athlete. Academic support plans may include mandatory participation in peer learning services for one or all of the student-athlete's classes and may include multiple appointments per week or individual sessions. Mandatory peer learning participation for continuing students is dependent on information shared on their learning assessments, past UCLA academic performance and course work in progress; however, the AS2 staff also assesses whether the student has gained the skills necessary to become a self-sufficient, independent learner. In general, all incoming freshman and transfer student-athletes are required to utilize peer learning during their entire first year at UCLA, while upperclassmen are evaluated on a quarterly basis after their initial year.

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The Athletics Peer Learning Lab employs approximately 120 peer learning facilitators. The coordinators of the Athletics Peer Learning Lab are responsible for the recruitment, hiring and training of the facilitators. Hiring for facilitators occurs once a year: Applications are usually made available in late February; recruitment occurs throughout March; applications are due in early April; interviews take place throughout the Spring quarter; and offers are sent in June. To be considered for a position, a candidate must be a currently enrolled undergraduate student with at least three quarters of residence at UCLA and a cumulative grade-point average of 3.25 or above. The candidate must also have strong interpersonal qualities, listening and speaking skills, an interest in working with a diverse population, demonstrated sensitivity to multiculturalism, and an openness to diverse points of view. To be hired, candidates' applications are first screened by a search committee composed of the Director of Peer Learning, the Lab Coordinator, current supervisors and incoming supervisors for the next academic year. Selected applicants must successfully pass a group interview before advancing to an individual interview, which includes a "mock peer learning session." Applicants with the top overall scores from both interviews are then sorted, and final decisions are made based on the projected course needs of the program in the next academic year.

Peer learning facilitators are represented by the United Autoworkers Union (UAW); therefore, their pay rate is determined by the collective-bargaining agreement between the University of California and the UAW. As of February 2011, the undergraduate facilitator pay rate is \$12.73 for individual sessions, training activities and preparation time, and \$17.07 for group sessions. In general, undergraduate facilitators are preferred; however, if a graduate student is employed as a facilitator, his/her pay rate is \$15.84 for individual sessions, training activities and preparation time, and \$19.48 for group sessions. Facilitators may also be allowed to continue working up to 12 months or 1,000 hours after graduating (whichever comes first), at a pay rate of \$15.42 for individual sessions, training activities and preparation time, and \$19.48 for group sessions.

The Athletics Peer Learning Lab also employs peer learning supervisors, who work closely with the Director of Peer Learning and the Lab Coordinator in observing and evaluating facilitators, planning and leading training activities, organizing leadership opportunities for staff, helping manage day-to-day lab operations, and representing the interests of their peer facilitators in various special projects. Supervisors must have worked at the Covell Peer Learning Labs as a facilitator for a minimum of one academic year. Nominations for supervisor positions are taken from facilitators annually each Winter quarter. A selection committee composed of the Director of Peer Learning, the Lab Coordinator and current supervisors reviews the nominations, interviews selected candidates and makes final hiring decisions. Unlike the facilitators, the supervisor position is not represented by the UAW. Supervisors are considered part-time contract employees of UCLA with a pay rate of \$17.60 for students and \$18.56 for non-students.

All new peer learning facilitators are required to attend two days of training held during Week 0 of each Fall quarter. Featured topics include introduction to collaborative learning and facilitator responsibilities, techniques for successfully beginning and ending an appointment, active listening and paraphrasing, promoting study skills, and compliance with the ethics and philosophy of the lab, university and NCAA. In addition to this training, facilitators are asked to film a few of their appointments throughout the year, which they then review with a supervisor or fellow facilitator. Recording appointments provides facilitators with the rare opportunity to see themselves in action from an outside perspective and allows the facilitator to observe which of his/her techniques work well and which need to be improved. Students are also asked to complete a formal evaluation at the middle and end of each quarter to assist the facilitators in understanding their own methodologies, limitations and strengths in order to further enhance their skills. Finally, facilitators are required to attend quarterly staff meetings, which are used as an opportunity for the facilitators, supervisors, administrative assistants and lab coordinators to talk collectively about peer learning policies and procedures, to address any concerns, and to share experiences and ideas to improve services.

**b. Any policies that govern which students can use these services; and**

AS2 provides peer learning services to current student-athletes, exhausted-eligibility and medically-retired student-athletes, and former student-athletes returning to complete their undergraduate degree outside the six-year window. Additionally, per the approval of the team's sport supervisor, student managers and trainers may receive services on occasion.

**c. The mechanisms by which student-athletes and staff are made aware of these services.**

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Student-athletes are made aware of the academic and student services available to them via the various orientation programs offered by the university and AS2 (e.g., New Student Orientation, BRUIN Orientation, Midyear Enrollee Orientation, International Student-Athlete Orientation), Fall squad meetings, academic team meetings, monthly coaches meetings, digital signage in the learning center, team case management meetings (Weeks 4 & 8), Student-Athlete Handbook (hard copy & web version) and the DIA Procedures Manual. Student-athletes, coaches and staff are also made aware of services available via periodic emails sent to all student-athletes and/or all coaches and staff. Prospective student-athletes are made aware of services by the coaches during the recruiting process and during their unofficial and official visits to UCLA.

### **3. Academic progress monitoring and reporting:** Individual's responsibility, frequency, procedures for periodic grade and attendance checks.

#### **a. The specific academic support services offered to student-athletes (if any);**

The academic progress of student-athletes is monitored through a variety of different methods. During Week 4 of each quarter, the Assistant Director of Student Services mails midterm progress reports to all faculty members who currently have student-athletes in their class. Faculty members are requested to provide comments regarding attendance, participation, exams, missing work and an estimated grade at the time of the progress report. Faculty members who choose to complete the progress report return the reports to the Assistant Director of Student Services. The assistant director prepares a midterm progress report for each coach and the AS2 staff, outlining the comments submitted by the faculty. When necessary, the appropriate AS2 staff member may follow up with a professor when a student-athlete is not succeeding so they may have a better understanding of the student-athlete's issues in the course. This conversation may lead to a different academic support plan being implemented for the student-athlete or a meeting with the coach regarding the student's issues in a particular class.

In addition to the midterm progress reports, the academic progress of student-athletes is monitored by the AS2 Academic Coordinators, Learning Specialists and Academic Mentors at each of their academic support sessions. The learning specialists and academic mentors keep a grade log for each of their assigned student-athletes. At the conclusion of each academic support session, the learning specialists and academic mentors are required to write a session report that outlines the student-athlete's progress in each course and addresses specific learning concerns. The session report is sent via email to the coaches and AS2 staff members specifically assigned to the team.

Similar to the process followed by the learning specialists and academic mentors, the peer learning facilitators are also required to submit an evaluation report at the conclusion of each peer learning appointment. But unlike the grade log kept by the learning specialists and academic mentors, the focus of the peer learning evaluation is to comment on the level of preparedness and engagement during the appointment, rather than specific grade information. These reports are then scanned by the Athletics Peer Learning Lab Coordinators and emailed to the AS2 staff the following morning. When necessary, these reports are also shared with the student-athletes and coaches and corrective action is taken.

Academic progress of student-athletes may also be monitored via Counselor Desktop and the MyUCLA Gradebook websites. In Counselor Desktop, the AS2 staff can review information regarding a student-athlete's study list, academic standing, petitions, holds, term, cumulative and projected grade-point average, academic advising records of interview and degree progress report. In the MyUCLA Gradebook, the AS2 staff can review course syllabi and current grade information when a professor has uploaded information to the website. In each website, reports are available outlining a variety of academic information and, when necessary, reports are shared with the student-athletes and coaches and corrective action is taken.

AS2 staff members may also make periodic contact with professors of student-athletes who have been identified as needing additional monitoring. Contact is made via email, phone calls and in person if needed. Additionally, AS2 staff members and/or coaches may require a student-athlete to submit a grade-check request form to their professor and have it signed and completed by a certain deadline. This is often done when other methods have provided limited information or when more frequent progress checks are necessary.

For football and men's basketball, classes are regularly monitored for attendance. For football, the Director of Player Development coordinates the class-checking process and reports all attendance to the AS2 Football Academic Coordinator. This information is entered into the AS2 database and a daily report is emailed to the football coaching staff outlining all attendance issues for the day as well as other pertinent

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academic information. For men's basketball, the AS2 Basketball Academic Coordinator coordinates the class-checking process for the team. Attendance information is immediately reported to the coaches in person, by phone or via email.

Finally, regular case management or academic update meetings occur with the various sports. For football and basketball, the academic coordinators for these teams meet regularly with the coaching staffs to provide information regarding the academic progress of their student-athletes. During Weeks 4 and 8 of each quarter, case management meetings for all Olympic sports are scheduled and facilitated by the AS2 Learning Specialist for the team. The purpose of the meetings is to evaluate the academic support plans of the student-athletes to ensure that they are receiving the necessary academic services and campus resources to help them achieve their academic goals. They are also used to discuss any anticipated academic-eligibility issues and NCAA Academic Progress Rate (APR) concerns. Attendees include the learning specialist, eligibility coordinator, academic counselor and academic mentor(s) for the team, as well as a member of the coaching staff. At the meeting, the learning specialist and academic mentor(s) provide an overview of how each student-athlete is progressing, academically and personally, as well as utilization of academic services and campus resources.

**b. Any policies that govern which students can use these services; and**

AS2 provides academic monitoring services to current student-athletes, exhausted-eligibility and medically-retired student-athletes, and former student-athletes returning to complete their undergraduate degree outside the six-year window.

**c. The mechanisms by which student-athletes and staff are made aware of these services.**

Student-athletes are made aware of the academic and student services available to them via the various orientation programs offered by the university and AS2 (e.g., New Student Orientation, BRUIN Orientation, Midyear Enrollee Orientation, International Student-Athlete Orientation), Fall squad meetings, academic team meetings, monthly coaches meetings, digital signage in the learning center, team case management meetings (Weeks 4 & 8), Student-Athlete Handbook (hard copy & web version) and the DIA Procedures Manual. Student-athletes, coaches and staff are also made aware of services available via periodic emails sent to all student-athletes and/or all coaches and staff. Prospective student-athletes are made aware of services by the coaches during the recruiting process and during their unofficial and official visits to UCLA.

**4. Assistance for special academic needs: Provisions for diagnosis and treatment of education-impacting disabilities (EID).**

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

The Office for Students with Disabilities (OSD) provides a wide range of academic support services to regularly enrolled students with documented permanent or temporary disabilities in compliance with federal and state laws and university policies. Academic support services are determined for each student according to specific disability-based requirements. Students with documented learning disabilities, Attention-Deficit/Hyperactivity Disorder, psychological disabilities, traumatic brain injury, mobility impairments (temporary or permanent), visual impairments, hearing impairments and other health conditions may be eligible for services.

The range of accommodations and services includes readers, note-takers, sign-language interpreters/captioning, proctor or test-taking arrangements, learning disability and ADHD assessment, on-campus transportation, registration assistance, priority enrollment, special parking assistance, peer learning session referral, housing assistance, processing of California Department of Rehabilitation authorizations, campus orientation, adaptive equipment, referral to the Disabilities and Computing Program, and support groups and workshops. OSD services are free to students and all contacts and assistance are handled confidentially.

Student-athletes with learning concerns or other documented disabilities are also provided additional support from the AS2 Learning Specialists, who serve as liaisons to OSD. The learning specialists help create a focused learning environment in which student-athletes develop an awareness of individual learning styles and strengths to foster independent and meaningful learning. Additionally, they screen incoming student-athletes for learning concerns and provide appropriate referrals. Learning specialists also educate student-athletes on how to improve university-level organization, time management, reading

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comprehension, test taking, critical thinking and problem-solving skills. Additionally, the learning specialists assist the student-athletes with the registration process for educational accommodations provided by OSD.

While a student-athlete's academic support plan is developed based on his/her individual learning style, student-athletes with learning concerns or other documented disabilities often participate in our directed learning or academic mentoring programs. The Directed Learning Program (DLP) is an intensive, one-on-one, strategic academic support program designed by the AS2 Learning Specialists to enhance learning. In the DLP sessions, the learning specialists often employ compensatory and learning strategies, such as preparing structured sessions with each unit divided into small parts; establishing study goals and setting learning objectives; and helping students develop ways to commit facts and information to memory. Student-athletes participating in DLP meet multiple times per week with their assigned learning specialist or DLP mentor.

Similar to DLP, the Academic Mentoring Program is a one-on-one academic support program where academic mentors meet regularly with assigned student-athletes for 15 minutes to an hour to teach study skills, time-management techniques, organizational skills and test-taking strategies. Academic mentors help to monitor academic progress and assist student-athletes in taking the initiative in their own academic affairs.

**b. Any policies that govern which students can use these services; and**

The Office for Students with Disabilities provides services to all regularly enrolled students with documented permanent or temporary disabilities in compliance with federal and state laws and university policies.

Student-athletes with special academic needs may also qualify for additional academic support offered by AS2, such as working with an AS2 Learning Specialist in DLP or participating in the academic mentoring program. Student-athletes are eligible to participate in DLP when they have a diagnosed learning disability or endorse a significant learning concern on one or more of our learning assessments. For example, a student-athlete may participate in DLP if she demonstrates a concern in two or more of the learning areas on the Wellness Assessment for Educational Enhancement (WAEE) questionnaire, which is an internal academic assessment tool administered by the learning specialists. A student-athlete may also participate in DLP if he has a demonstrated deficiency in writing or reading based on high school course work, high school grade-point average and/or standardized test scores for freshmen and UCLA academic performance for continuing students. Oftentimes, first-quarter international student-athletes are required to participate in DLP because English may not be their first language.

Similar to DLP, student-athletes may receive academic mentoring support depending on their level of academic preparedness as demonstrated in their high school course work and grade-point average, standardized test scores, learning assessments, UCLA placement exams and/or UCLA academic performance.

**c. The mechanisms by which student-athletes and staff are made aware of these services.**

Student-athletes are made aware of the academic and student services available to them via the various orientation programs offered by the university and AS2 (e.g., New Student Orientation, BRUIN Orientation, Midyear Enrollee Orientation, International Student-Athlete Orientation), Fall squad meetings, academic team meetings, monthly coaches meetings, digital signage in the learning center, team case management meetings (Weeks 4 & 8), Student-Athlete Handbook (hard copy & web version) and the DIA Procedures Manual. Student-athletes, coaches and staff are also made aware of services available via periodic emails sent to all student-athletes and/or all coaches and staff. Prospective student-athletes are made aware of services by the coaches during the recruiting process and during their unofficial and official visits to UCLA.

**5. Assistance for at-risk students: Availability including institution-wide assistance.**

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

Student-athletes who are underprepared or at-risk are supported by a number of academic support programs coordinated by AS2 and other campus resources. Prior to the start of a student-athlete's first term at UCLA, the AS2 staff conducts a comprehensive assessment of the student-athlete's admissions data and data from scores on UCLA placement exams, as well as information shared on internal learning

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assessments. Further psychological-educational testing may be necessary pending the results from the AS2 internal assessments as well as academic performance, time management and behavioral patterns in utilizing academic services and resources.

Based on the learning assessment process, an academic support plan is developed to meet the individual academic needs of the student-athlete. Academic support plans may include mandatory participation in one or more of the following academic support programs. Additionally, students, in conjunction with the learning specialists and academic mentors, are often encouraged to create individualized learning profiles that outline their learning style, areas of strengths and improvements, effective instructional methods and other relevant academic information that may facilitate learning. Students can then share their profile with their peer learning facilitators, professors and others to help facilitate and improve their academic support sessions.

### PEER LEARNING (TUTORIAL) SERVICES:

Peer learning services for student-athletes are provided by the Athletics Peer Learning Lab. The Athletics Peer Learning Lab is designed to help student-athletes discuss course topics, address concerns with course content, engage in collaborative peer interaction either in a group or individual setting, and practice academic interdependence for use outside of peer learning appointments.

### ACADEMIC MENTORING:

Academic mentors meet regularly with assigned student-athletes for 15 minutes to an hour to teach study skills, time-management techniques, organizational skills and test-taking strategies. They also help to monitor academic progress, provide ongoing encouragement and promote self-efficacious behavior so student-athletes take the initiative in their own academic affairs.

### DIRECTED LEARNING PROGRAM (DLP):

DLP is an intensive, one-on-one, strategic academic support program designed by the AS2 Learning Specialists to enhance learning. Through directed guidance, student-athletes learn how to set and monitor learning objectives, develop learning plans, and build academic skills in time management, close reading, critical thinking, note-taking and information literacy. Student-athletes participating in DLP meet multiple times per week with their assigned learning specialist or DLP mentor.

### COMMUNITY OF LEARNERS (COL):

Facilitated by the AS2 Football Academic Coordinator, COL is a yearlong academic support program for freshman scholarship football student-athletes whose primary goal is to support the student-athlete's academic, athletic and social transition to college. COL student-athletes collectively participate in structured study sessions two to three times per week. Student-athletes are introduced to a variety of topics, including goal-setting, the importance of faculty-student interactions, career exploration and leadership development. The program promotes academic autonomy, academic engagement between peers and mentors, and overall student-athlete development.

### PRODUCTION PROGRAM:

The Production Program is an academic support program with the primary goal of strengthening and supporting the academic self-sufficiency among football and basketball student-athletes. Student-athletes participating are required to attend weekly structured study sessions (once or twice per week), where they complete assignments, write papers and study for exams.

Within each of the academic support programs described above, academic progress monitoring and reporting is essential. Moreover, the learning specialists regularly work with the Writing Programs, Dean of Students Office, the Covell Peer Learning Program and the librarians on campus to collaborate on appropriate academic approaches as a way to ensure that AS2 academic support programs follow university academic integrity standards.

For some student-athletes who are underprepared or at-risk, attendance in summer school prior to their initial full-time enrollment at UCLA is required. This allows the student-athlete to be exposed to the rigor and demands of academic life and to academic programs, services and learning resources before having to deal with the pressures of their first full quarter of university academic work and athletic responsibilities.

In addition to the academic support programs provided by AS2, the university has a variety of programs and services to support student-athletes who are underprepared or at-risk. For example, the Office for Students with Disabilities (OSD) provides a wide range of academic support services for students with documented permanent and temporary disabilities. The Academic Advancement Program (AAP) is a comprehensive program whose mission is to ensure the academic success, retention and graduation of students from groups historically underserved by higher education. Additionally, Counseling and

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Psychological Services (CAPS) assists students as they face the challenges of the university experience. Each quarter, CAPS offers a variety of wellness classes and seminars regarding personal development and academic achievement. CAPS also offers individual and group counseling, psychotherapy and crisis intervention. Specifically for student-athletes, CAPS has psychologists who specialize in sport psychology who can help student-athletes identify ways to maximize their academic, athletic and personal performance.

**b. Any policies that govern which students can use these services; and**

In general, AS2 provides academic support services to current student-athletes, exhausted-eligibility and medically-retired student-athletes, and former student-athletes returning to complete their undergraduate degree outside the six-year window. Additionally, per the approval of the team's sport supervisor, student managers and trainers may receive peer learning services on occasion.

However, certain academic support programs are only available to qualifying student-athletes. DLP is reserved for student-athletes with a diagnosed learning disability, those who endorse a significant learning concern on one or more of our learning assessments, or those who have a demonstrated deficiency in writing or reading based on high school course work, high school grade-point average, standardized test scores and/or UCLA academic performance. The Academic Mentoring Program is reserved for student-athletes who may not have a significant learning concern, but who can benefit from academic skill building in time management, close reading, critical thinking, note-taking and information literacy. The COL program is reserved for freshman scholarship football student-athletes, and the Production Program is reserved for current football, men's basketball and women's basketball student-athletes.

The Office for Students with Disabilities (OSD) provides services to all regularly enrolled students with documented permanent or temporary disabilities in compliance with federal and state laws and university policies.

Counseling and Psychological Services (CAPS) provides services to all regularly enrolled students.

The Academic Advancement Program (AAP) provides services to students whose academic profile and personal background may impact their university experience and their retention and graduation from UCLA. Students are also eligible if they are part of any federally funded program that requires counseling, tutoring or mentoring.

**c. The mechanisms by which student-athletes and staff are made aware of these services.**

Student-athletes are made aware of the academic and student services available to them via the various orientation programs offered by the university and AS2 (e.g., New Student Orientation, BRUIN Orientation, Midyear Enrollee Orientation, International Student-Athlete Orientation), Fall squad meetings, academic team meetings, monthly coaches meetings, digital signage in the learning center, team case management meetings (Weeks 4 & 8), Student-Athlete Handbook (hard copy & web version) and the DIA Procedures Manual. Student-athletes, coaches and staff are also made aware of services available via periodic emails sent to all student-athletes and/or all coaches and staff. Prospective student-athletes are made aware of services by the coaches during the recruiting process and during their unofficial and official visits to UCLA.

**6. Academic support facilities: Availability of study rooms, computers and labs.**

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

Academic support for student-athletes is housed in two main facilities: George Kneller Academic Center and Covell Commons.

The George Kneller Academic Center (J.D. Morgan Center, Suites 121 & 127) houses the AS2 office and the Rose Gilbert Learning Center. The AS2 office is open Monday through Friday from 8am-6pm and houses the AS2 staff, which includes the academic counselors, academic coordinators, learning specialists, academic mentors and directors. The Rose Gilbert Learning Center is a computer lab exclusively open to student-athletes. The Learning Center includes 24 computer stations and a 56" flat-screen television to post important information pertaining to academic services, student services and life-skills programming. The Learning Center is open Monday through Thursday from 8am-8pm, Fridays from 8am-6pm and Sundays from 3-8pm.

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Located on the west side of the UCLA campus near the residential halls is Covell Commons, which houses the Athletics Peer Learning Lab. The Athletics Peer Learning Lab is located on the second floor of Covell Commons and features an office for the lab coordinator and office assistant and 11 individual peer learning rooms. Six rooms can accommodate up to four-six students, three rooms can accommodate up to 10 students and two rooms can accommodate up to 20-25 students.

**b. Any policies that govern which students can use these services; and**

Academic support facilities are available to current student-athletes, exhausted-eligibility and medically-retired student-athletes, and former student-athletes returning to complete their undergraduate degree outside the six-year window. Additionally, per the approval of the team's sport supervisor, student managers and trainers may receive access to the academic support facilities.

**c. The mechanisms by which student-athletes and staff are made aware of these services.**

Student-athletes are made aware of the academic and student services available to them via the various orientation programs offered by the university and AS2 (e.g., New Student Orientation, BRUIN Orientation, Midyear Enrollee Orientation, International Student-Athlete Orientation), Fall squad meetings, academic team meetings, monthly coaches meetings, digital signage in the learning center, team case management meetings (Weeks 4 & 8), Student-Athlete Handbook (hard copy & web version) and the DIA Procedures Manual. Student-athletes, coaches and staff are also made aware of services available via periodic emails sent to all student-athletes and/or all coaches and staff. Prospective student-athletes are made aware of services by the coaches during the recruiting process and during their unofficial and official visits to UCLA.

**7. Academic evaluation of prospective student-athletes: Review of academic profiles of prospective student-athletes.**

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

The academic evaluation of prospective student-athletes consists of a two-step process. First, all prospective student-athletes are thoroughly evaluated and vetted by the Department of Intercollegiate Athletics (DIA) Admissions Committee and sport supervisor. This committee is chaired by the Sr. Associate Athletic Director/Senior Woman Administrator (SWA) who oversees the compliance/admissions, recruiting and AS2 offices. Additional committee members include the Associate Director of Compliance & Admissions, Associate Athletic Director of Academic Admissions Services, Assistant Athletic Director of AS2, Director of Student-Athlete Counseling, AS2 Football Academic Coordinator and an AS2 College Academic Counselor. Prospective student-athletes who are interested in attending UCLA must provide a copy of their transcript, current class schedule and standardized-test scores to be initially evaluated by the Associate Director of Compliance & Admissions. The associate director evaluates each prospect's academic record against the NCAA and University of California eligibility requirements and prepares individual cases for all prospects so they can be reviewed by the DIA Admissions Committee at the weekly committee meeting. Each committee member has an opportunity to review the case and the chair has final approval on whether a coach can continue to recruit a prospect. For prospective freshmen, heavy emphasis is placed on the sophomore and junior years in high school, standardized-test scores, and English and math grades in high school. For prospective transfers, heavy emphasis is placed on the transfer grade-point average, pattern of courses and number of transferable units. When necessary, the prospective student-athlete must meet with the Assistant Athletic Director of AS2 or the Director of Student-Athlete Counseling to determine whether the prospect is a good academic fit for UCLA.

Second, once the chair of the DIA Admissions Committee agrees to have the prospect moved forward for admission review, the Sr. Associate Athletic Director/SWA, Associate Director of Compliance & Admissions and Assistant Athletic Director of AS2 meet with the Committee on Admission of Student-Athletes to present the academic records of the prospects. Per the committee's guiding principles and procedures, prospective student-athletes will only be admitted if, in the judgment of the committee, the student has a reasonable chance to succeed academically and graduate from UCLA. This judgment will be based on the committee's assessment of the student's level of academic preparation, knowledge of the academic support resources that will be available for the student, and UCLA's history with regard to the academic success of similarly prepared student-athletes.

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UCLA is committed to fielding competitive teams in Division IA and the Pac-10 Conference. This means that outstanding prospective student-athletes will be recruited and admitted from time to time even in cases where academic preparation is not ideal, including a small number of student-athletes who are likely to be at-risk academically, though still deemed capable of succeeding with proper effort and support.

The committee's primary focus in arriving at an admission decision is the academic preparation and likely success of the student-athlete being considered. However, the committee may be informed of the athletic capabilities of the student, and the likely athletic contributions of the student, as it considers a specific admission case.

Only prospective student-athletes certified as NCAA eligible will be admitted.

Coaches may express their views to the committee in writing regarding a prospective student-athlete. Otherwise, there should be no contact or discussion between coaches and members of the committee regarding admission cases, unless the committee requests such contact directly.

No prospective student-athlete will be offered admission, or given any verbal indication of likely admission, prior to review and admission approval by the committee.

From time to time, prospective student-athletes will be admitted with conditions that must be met prior to matriculation for the admission offer to be valid. The committee relies upon the DIA Admissions Committee to monitor and enforce these provisions for admission.

No individual program (e.g., women's soccer, men's track & field, etc.) will be built relying heavily on academically weak or risky student-athletes. While each program will have student-athletes with a range of academic preparation, the committee expects that each program will maintain a positive academic environment among its student-athletes. It is assumed that each coach is a consistent and vocal promoter of academic success in his or her program. A positive academic environment is promoted when some members of each team exhibit very strong academic preparation and, ideally, are UC-eligible at the time of admission.

The Committee on Admission of Student-Athletes and the Academic Senate Committee on Intercollegiate Athletics will monitor the academic performance of each individual program and provide feedback directly to the program or through the Sr. Associate Athletic Director/SWA. In instances where the overall academic performance of an individual program is below what can reasonably be expected - given the preparation profile of the student-athletes in that program - such unsatisfactory performance will be taken into account as the committee considers the admission of prospective student-athletes to that program.

**b. Any policies that govern which students can use these services; and**

Only prospective student-athletes who have been approved by the team's sport supervisor and have been evaluated by the DIA Admissions Committee may be presented to the university's Committee on Admission of Student-Athletes.

**c. The mechanisms by which student-athletes and staff are made aware of these services.**

Prospective student-athletes are made aware of the student-athlete admission policies and procedures by the coaches during the recruiting process and during their unofficial and official visits to UCLA.

**8. Student-athlete degree selection: Degree program assistance.**

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

A variety of support services are available to assist student-athletes in the degree selection process. First, the AS2 College Academic Counselors are readily available to meet with student-athletes to discuss various major options that meet their long-term career goals. Quarterly program planning meetings are mandatory for all student-athletes, including exhausted-eligibility and medically-retired student-athletes. These meetings allow for the academic counselor and student-athlete to delve into different major options and to address the student-athlete's academic interests and strengths while adhering to a thoughtful graduation plan. Student-athletes are also strongly encouraged to meet with their departmental counselor to seek further information about their desired major and degree requirements. Many major departments host open houses or information sessions that student-athletes can attend to learn more about the major requirements and declaration process.

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AS2 also encourages student-athletes to start their career development once they arrive on campus. Student-athletes are encouraged to visit the UCLA Career Center and take advantage of the many services and resources that are available on campus. The Career Center assigns a specific career counselor to each sport to help student-athletes work towards career plans after college. Career counselors introduce students to an array of career possibilities and help them explore the link between academic majors and employment options. Additionally, the Career Center offers an online career and education planning tool called FOCUS 2. This tool can help students identify their work interests, personality, skills, values and leisure interests, and will generate a list of occupations that match the student's assessment results.

**b. Any policies that govern which students can use these services; and**

AS2 provides degree selection services via our academic counseling program to current student-athletes, exhausted-eligibility and medically-retired student-athletes, and former student-athletes returning to complete their undergraduate degree outside the six-year window. Additionally, per the approval of the team's sport supervisor, student managers and trainers may receive degree selection services on occasion.

The Career Center provides services to all regularly enrolled students.

**c. The mechanisms by which student-athletes and staff are made aware of these services.**

Student-athletes are made aware of the academic and student services available to them via the various orientation programs offered by the university and AS2 (e.g., New Student Orientation, BRUIN Orientation, Midyear Enrollee Orientation, International Student-Athlete Orientation), Fall squad meetings, academic team meetings, monthly coaches meetings, digital signage in the learning center, team case management meetings (Weeks 4 & 8), Student-Athlete Handbook (hard copy & web version) and the DIA Procedures Manual. Student-athletes, coaches and staff are also made aware of services available via periodic emails sent to all student-athletes and/or all coaches and staff. Prospective student-athletes are made aware of services by the coaches during the recruiting process and during their unofficial and official visits to UCLA.

**9. Learning assessments: Provisions for testing and evaluation (e.g., placement testing).**

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

Learning disabilities and personal, medical, financial or family concerns can compromise a student's ability to perform well academically, athletically and personally. As such, all incoming freshman and transfer student-athletes are required to participate in a learning assessment process that provides the AS2 staff with information on how best to support their academic needs. First, the AS2 Learning Specialists review admissions data, such as grade-point average and standardized-test scores, to evaluate the academic readiness of a student-athlete. They also evaluate data from scores on UCLA placement exams and internal learning assessments, such as the Wellness Assessment for Educational Enhancement (WAE) questionnaire. Prior to the start of their first term at UCLA, incoming freshman and transfer student-athletes are required to complete the WAE. The WAE is used to gather information regarding family, medical, financial and educational history in order to identify academic strengths and weaknesses as well as to recognize potential problem areas that might hamper a student-athlete's ability to perform at the university level. The core areas of the WAE include education history, reading, math, expressive language, learning style, social information, and family, financial, language, substance, psychological and treatment history. Some of the questions do not directly relate to education, but the answers may indicate areas of concern that could affect a student-athlete's ability to learn. The more information a student-athlete shares, the more the AS2 staff can help guide them through a provision of academic support and campus-resource utilization.

After reviewing and scoring the WAE, the learning specialists assign a score to each WAE, including comments about potential resource referrals. If no significant learning concerns are identified, then the student-athlete is most likely assigned an academic support plan that includes academic mentoring and peer learning services, as well as referrals to academic, health and wellness resources on campus. If student-athletes endorse some areas of concern, the student-athletes are required to meet with their assigned learning specialist. In the meeting, the learning specialist reviews the WAE with the student, listens to his or her needs and concerns, and identifies the need for further assessment or determines that the existing information is sufficient.

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If the learning specialist determines that further assessment is needed, the learning specialist may administer one or more screening and evaluation tools. For example, if the student-athlete expresses issues with attention and focus, the ADHD Checklist may be administered. If the student-athlete expresses a learning concern, the Nelson Denny Reading Test may be administered, and if the student-athlete expresses a psychological concern, the Millon College Counseling Inventory may be administered. All screening and evaluation tools may include observation and/or an educational interview. If any or all of these tools endorse a concern, then the student-athlete is encouraged to go through a full battery of psychological-educational testing by a contracted, licensed psychologist. At a minimum, the full battery may include an achievement test, ability test, ADHD evaluation, clinical interview and observation.

If it is determined through the psychological-educational testing process that a student-athlete has a diagnosed learning disability, ADHD, depression or anxiety diagnosis, or if the student-athlete has provided appropriate documentation regarding a previous diagnosis, then the student-athlete is referred to the Office for Students with Disabilities (OSD) to register for appropriate accommodations and services. The student-athlete may also be referred to Counseling and Psychological Services (CAPS) for individual or group counseling. In all scenarios, student-athletes are asked to complete the appropriate confidentiality release forms that prevent or allow communication with campus constituents, parents, legal guardians and/or family members regarding the diagnosis. Additionally, per NCAA rules, student-athletes diagnosed with ADHD who take medication are mandated to provide medical documentation that must be on file with the UCLA Sports Medicine office prior to the first practice session. Failure to do so will prohibit the student-athlete from practicing and competing.

**b. Any policies that govern which students can use these services; and**

AS2 conducts preliminary learning assessments on all incoming freshman and transfer student-athletes. Further assessments are conducted as deemed necessary by the AS2 Learning Specialists. If psychological-educational testing is necessary, current student-athletes are eligible to receive such testing, but priority is given to those receiving athletics aid.

The Office for Students with Disabilities (OSD) provides services to all regularly enrolled students with documented permanent or temporary disabilities in compliance with federal and state laws and university policies.

Counseling and Psychological Services (CAPS) provides services to all regularly enrolled students.

**c. The mechanisms by which student-athletes and staff are made aware of these services.**

Student-athletes are made aware of the academic and student services available to them via the various orientation programs offered by the university and AS2 (e.g., New Student Orientation, BRUIN Orientation, Midyear Enrollee Orientation, International Student-Athlete Orientation), Fall squad meetings, academic team meetings, monthly coaches meetings, digital signage in the learning center, team case management meetings (Weeks 4 & 8), Student-Athlete Handbook (hard copy & web version) and the DIA Procedures Manual. Student-athletes, coaches and staff are also made aware of services available via periodic emails sent to all student-athletes and/or all coaches and staff. Prospective student-athletes are made aware of services by the coaches during the recruiting process and during their unofficial and official visits to UCLA.

**10. Success skills:** Study skills, note and test taking, writing and grammar skills, time-management skills.

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

In each academic support program offered by AS2, success skills, such as study skills, note- and test-taking, writing and grammar skills and time management are heavily emphasized. For example, within the Directed Learning, Community of Learners and Academic Mentoring programs, there is significant importance placed on the learning specialists and academic mentors helping student-athletes learn how to set and monitor learning objectives, develop learning plans and build academic skills in time management, close reading, critical thinking, note-taking and information literacy. Specifically, the academic mentors are trained by the learning specialists to follow a 10-week curriculum designed to present resources to student-athletes while emphasizing areas that will enhance academic success. The focus of week 1 is goal-setting and the benefits of professor office-hour visits. Week 2 focuses on learning styles, while weeks 3, 4 and 5 emphasize reading and writing, time management, procrastination, avoidance and note-

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taking skills. The second half of the quarter (weeks 6-10) focuses on midterm preparation, critical thinking and concept mapping, wellness and motivation, and memorization and final exam preparation.

**b. Any policies that govern which students can use these services; and**

In general, success skills are built into every academic support program offered by AS2; therefore, success skill services are available to current student-athletes, exhausted-eligibility and medically-retired student-athletes, and former student-athletes returning to complete their undergraduate degree outside the six-year window.

However, certain academic support programs are available only to qualifying student-athletes. DLP is reserved for student-athletes who have a diagnosed learning disability, who endorse a significant learning concern on one or more of our learning assessments, or who have a demonstrated deficiency in writing or reading based on high school course work, high school grade-point average, standardized-test scores and/or UCLA academic performance. The Academic Mentoring Program is reserved for student-athletes who may not endorse a significant learning concern, but who can benefit from academic skill building in time management, close reading, critical thinking, note-taking and information literacy. The COL program is reserved for freshman scholarship football student-athletes, and the Production Program is reserved for current football, men's basketball and women's basketball student-athletes.

**c. The mechanisms by which student-athletes and staff are made aware of these services.**

Student-athletes are made aware of the academic and student services available to them via the various orientation programs offered by the university and AS2 (e.g., New Student Orientation, BRUIN Orientation, Midyear Enrollee Orientation, International Student-Athlete Orientation), Fall squad meetings, academic team meetings, monthly coaches meetings, digital signage in the learning center, team case management meetings (Weeks 4 & 8), Student-Athlete Handbook (hard copy & web version) and the DIA Procedures Manual. Student-athletes, coaches and staff are also made aware of services available via periodic emails sent to all student-athletes and/or all coaches and staff. Prospective student-athletes are made aware of services by the coaches during the recruiting process and during their unofficial and official visits to UCLA.

**11. Study hall: Availability, facilities, attendance policies.**

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

Study hall is provided in a variety of forms, depending on the sport. For football, men's basketball and women's basketball, study hall, also known as the Production Program, is an academic support program with the primary goal of strengthening and supporting the academic self-sufficiency of football and basketball student-athletes. Student-athletes participating in production are required to attend weekly structured study sessions (once or twice per week), where they are provided with time and a productive environment to complete assignments, write papers and study for exams. All production sessions are supervised and facilitated by the academic coordinator and/or academic mentors for the sport.

For Olympic sports, study hall is coordinated and monitored by a member of the coaching staff. Each individual team is responsible for determining which students will be required to attend study hall, how many hours per week, rules and regulations, and the location of study hall.

**b. Any policies that govern which students can use these services; and**

AS2 provides study hall services to current football, men's basketball and women's basketball student-athletes. Coaches for Olympic sports provide study hall services to their current student-athletes.

**c. The mechanisms by which student-athletes and staff are made aware of these services.**

Student-athletes are made aware of the academic and student services available to them via the various orientation programs offered by the university and AS2 (e.g., New Student Orientation, BRUIN Orientation, Midyear Enrollee Orientation, International Student-Athlete Orientation), Fall squad meetings, academic team meetings, monthly coaches meetings, digital signage in the learning center, team case management meetings (Weeks 4 & 8), Student-Athlete Handbook (hard copy & web version) and the DIA Procedures Manual. Student-athletes, coaches and staff are also made aware of services available via periodic emails

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sent to all student-athletes and/or all coaches and staff. Prospective student-athletes are made aware of services by the coaches during the recruiting process and during their unofficial and official visits to UCLA.

### 12. First year/transfer orientation: Availability, attendance requirements.

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

First-year and transfer student-athletes have the opportunity to be introduced to UCLA via a variety of orientation programs offered both by the university and AS2. UCLA's Office for New Student & Transition Programs offers a three-day, general orientation program throughout the summer for all incoming freshman students. This orientation program is designed to promote academic achievement and personal development through individual counseling sessions, small-group discussions, workshops and presentations. A one-day orientation program is also offered throughout the summer for all incoming transfer students. Neither the freshman- nor the transfer-orientation program is mandatory by the university; however, student-athletes are strongly encouraged to attend, especially the designated freshman session designed for incoming freshman student-athletes.

New freshman and transfer student-athletes are required to attend a one-day Department of Intercollegiate Athletics (DIA) orientation session, known as BRUIN Orientation. This orientation session occurs the Wednesday before the start of Fall quarter classes; featured topics include alcohol awareness, nutrition, social networking, academic and student services, communication etiquette, importance of professor office hours, library services and NCAA academic-eligibility rules.

New freshman and transfer football student-athletes are required by NCAA rules to attend a six-hour orientation prior to the first day of Fall camp. Similar to the BRUIN Orientation, this orientation session covers topics such as time management, financial aid, NCAA academic-eligibility rules, communication etiquette and personal responsibility.

For our midyear enrollees, AS2 offers a condensed version of BRUIN Orientation to our new freshmen and transfers on the first day of Winter and Spring quarter classes. At this mandatory orientation session, student-athletes are presented with their Student-Athlete Handbook. Policies and procedures related to academic and student services, compliance and eligibility issues are reviewed with the new student-athletes.

Finally, during Week 0 of Fall quarter, all new and continuing international student-athletes are required to attend the International Student-Athlete Orientation. At this program, representatives from the Dashew Center for International Students and Scholars discuss F-1 visa regulations and important topics such as check-in requirements, registration, employment, withdrawals, leave of absence requests, and course drop petitions and their implications on visa maintenance.

#### b. Any policies that govern which students can use these services; and

The university and AS2 provide orientation programs to all incoming freshman and transfer student-athletes.

#### c. The mechanisms by which student-athletes and staff are made aware of these services.

Student-athletes are made aware of the academic and student services available to them via the various orientation programs offered by the university and AS2 (e.g., New Student Orientation, BRUIN Orientation, Midyear Enrollee Orientation, International Student-Athlete Orientation), Fall squad meetings, academic team meetings, monthly coaches meetings, digital signage in the learning center, team case management meetings (Weeks 4 & 8), Student-Athlete Handbook (hard copy & web version) and the DIA Procedures Manual. Student-athletes, coaches and staff are also made aware of services available via periodic emails sent to all student-athletes and/or all coaches and staff. Prospective student-athletes are made aware of services by the coaches during the recruiting process and during their unofficial and official visits to UCLA.

### 13. Mentoring: Availability of mentors, identification and assignment methods, frequency of interaction.

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

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The goal of the Academic Mentoring Program is to guide student-athletes in their learning process to gain the skills necessary to become self-sufficient, independent learners. The program emphasizes a student-center approach, where students learn to problem-solve and make key decisions on their own. All students learn at their own pace and each session is an opportunity for students to explore and identify best practices to improve their academic performance. Specifically, academic mentors use their mentoring sessions to teach study skills, time-management techniques, organizational skills and test-taking strategies. They also help to monitor academic progress and performance and provide ongoing motivation and encouragement.

Academic mentors meet weekly with their assigned student-athletes for 15 minutes to an hour. Like with all academic support programs, 100-percent attendance is required at all mentoring sessions. Any student-athlete who fails to attend his/her mentoring session will be held accountable for such unexcused absences. This is done through the Department of Intercollegiate Athletics' Academic Accountability program, which monitors the academic behaviors of the student-athletes. Depending on the number of unexcused absences accumulated by a student-athlete, academic and/or athletic consequences may be imposed.

When participating in the academic mentoring program, student-athletes are expected to show up on time and be fully prepared for each session. Evaluations are completed at the end of each session and are shared with the coaches and AS2 staff so they are aware of the student-athlete's attendance, preparation and level of academic engagement. Student-athletes are also expected to be focused, attentive and engaged throughout each session. Academic mentoring sessions are interactive and collaborative and are most effective when the student-athletes make active contributions to the mentoring session.

Depending on the student-athlete's academic profile, academic mentoring may be mandatory or voluntary. Prior to the start of a student-athlete's first term at UCLA, the AS2 staff conducts a comprehensive assessment of the student-athlete's admissions data, including data from scores on UCLA placement exams as well as information shared on internal learning assessments. Based on the evaluation process, a quarterly academic support plan is developed to meet the individual academic needs of the incoming student-athlete. Academic support plans may include mandatory academic mentoring participation. Mentoring participation for continuing students is dependent on information shared on their learning assessments, past UCLA academic performance and course work in progress; however, the AS2 staff also assesses whether the student has gained the skills necessary to become a self-sufficient, independent learner. In general, incoming freshman and transfer student-athletes are required to participate in the mentoring program during their entire first year at UCLA, while upperclassmen are evaluated on a quarterly basis after their initial year.

**b. Any policies that govern which students can use these services; and**

AS2 provides academic mentoring services to current student-athletes who may not endorse a significant learning concern, but who can benefit from academic skill building in time management, close reading, critical thinking, note-taking and information literacy. The mentoring program is primarily reserved for freshman, sophomore and transfer student-athletes.

**c. The mechanisms by which student-athletes and staff are made aware of these services.**

Student-athletes are made aware of the academic and student services available to them via the various orientation programs offered by the university and AS2 (e.g., New Student Orientation, BRUIN Orientation, Midyear Enrollee Orientation, International Student-Athlete Orientation), Fall squad meetings, academic team meetings, monthly coaches meetings, digital signage in the learning center, team case management meetings (Weeks 4 & 8), Student-Athlete Handbook (hard copy & web version) and the DIA Procedures Manual. Student-athletes, coaches and staff are also made aware of services available via periodic emails sent to all student-athletes and/or all coaches and staff. Prospective student-athletes are made aware of services by the coaches during the recruiting process and during their unofficial and official visits to UCLA.

**14. Posteligibility programs: Availability of scholarships, assistantships and academic support.**

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

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The Department of Intercollegiate Athletics (DIA) is strongly committed to supporting and assisting all student-athletes in obtaining their degree. As such, student-athletes who have exhausted their eligibility are eligible to continue to receive AS2 academic and student services throughout the remaining part of their academic career. This includes peer learning services, academic counseling, learning center access and priority enrollment. Additionally, student-athletes who have exhausted their eligibility are eligible to receive athletics aid, pending the approval of their team's sport supervisor and within NCAA rules and regulations.

**b. Any policies that govern which students can use these services; and**

Per DIA policy, scholarship student-athletes are eligible to receive up to a maximum of 15 segments of athletically related financial aid. Each quarter of the academic year (Fall, Winter & Spring) counts as one segment, while each summer session counts as one-half of a segment. Transfer student-athletes will be issued a prorated number of segments, dependent on the number of full-time terms completed prior to UCLA. The summer session prior to a student-athlete's initial full-time enrollment at UCLA will not count against the student-athlete's segment allocation. When reviewing an athletics-aid request from a student-athlete who has exhausted his/her eligibility, the sport supervisor takes the segment allocation into account in addition to the student-athlete's graduation plan and previous academic performance. Based on this information, the request may be approved on an annual or term-by-term basis, depending on the remaining quarters necessary for the student-athlete to finish his/her degree.

**c. The mechanisms by which student-athletes and staff are made aware of these services.**

Student-athletes are made aware of the academic and student services available to them via the various orientation programs offered by the university and AS2 (e.g., New Student Orientation, BRUIN Orientation, Midyear Enrollee Orientation, International Student-Athlete Orientation), Fall squad meetings, academic team meetings, monthly coaches meetings, digital signage in the learning center, team case management meetings (Weeks 4 & 8), Student-Athlete Handbook (hard copy & web version) and the DIA Procedures Manual. Student-athletes, coaches and staff are also made aware of services available via periodic emails sent to all student-athletes and/or all coaches and staff. Prospective student-athletes are made aware of services by the coaches during the recruiting process and during their unofficial and official visits to UCLA.

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7. Please submit a copy of the written report from the most recent academic support services evaluation. [Please use the file upload link contained within this question on the ACS to submit a copy of the institution's most recent academic support services evaluation.]

*The institution must demonstrate that all academic support services provided to student-athletes are subject to a comprehensive, written evaluation and approval at least once every four years by appropriate academic authorities outside athletics who do not have day-to-day responsibilities in the academic support services area (e.g., faculty members, degree program advisors, academic administrators of the institution or noninstitutional academic support specialists). Please note, academic support services evaluations conducted by athletics conference office personnel generally will not meet this requirement. Finally, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

*The comprehensive, written academic support services evaluation must include an evaluation of all services provided to student-athletes. [Note: The list below should provide institutions with a starting point for the evaluation but it is not an exhaustive list. Institutions are required to evaluate all relevant services provided.]*

- a. *Academic counseling/advising resources and services;*
- b. *Tutoring;*
- c. *Academic progress monitoring and reporting;*
- d. *Assistance for special academic needs;*
- e. *Assistance for at-risk students;*
- f. *Academic support facilities;*
- g. *Academic evaluation of prospective student-athletes;*
- h. *Student-athlete degree selection;*
- i. *Learning assessments;*
- j. *Success skills;*
- k. *Study hall;*
- l. *First year/transfer orientation;*
- m. *Mentoring;*
- n. *Post-eligibility programs; and*
- o. *Any other relevant service provided to student-athletes.*

*The institution must submit a copy of the written evaluation of the academic support services. Please note that institutions that do not have a separate academic support program for student-athletes are not required to ensure that its academic support program for students generally is subject to a comprehensive written evaluation at least once every four years by authorities external to athletics.*

*The institution must involve a broad group of on-campus personnel who are employed outside the department of intercollegiate athletics (e.g., academic board, undergraduate education office, provost office) as participants in the comprehensive, written evaluation and periodic approval of academic support services. Further, institutions must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.*

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Academic support services evaluation has been uploaded to the NCAA Athletics Certification System.

### List of attachments

1. External Evaluation Academic Support Services UCLA DIA 2-28-11.pdf

8. Identify the academic authorities outside the department of athletics responsible for conducting the institution's academic support services evaluation and explain the process used in selecting these individuals to ensure they do not have day-to-day responsibilities in the academic support services area. Also, provide the date of the institution's most recent academic support services evaluation.

*The institution must involve a broad group of on-campus personnel who are employed outside the department of intercollegiate athletics (e.g., academic board, undergraduate education office, provost office) as participants in the comprehensive, written evaluation and periodic approval of academic support services. Further, institutions must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.*

The most recent academic support services evaluation was finalized in March 2011 and the external evaluation committee charged with assessing the academic and student services provided to student-athletes included:

Julie Sina, Chief of Staff, College of Letters and Science, Office of the Deans

Dr. Michael Teitell, Professor and Chief, Division of Pediatric and Neonatal Pathology, David Geffen School of Medicine (Committee Chair) and former chair of the Academic Senate Committee on Intercollegiate Athletics (IAC)

Carol Yasutomi, Student Affairs Officer, Department of Atmospheric & Oceanic Sciences and Vice President, Special Programs for the Staff Assembly

Each of the committee members was chosen by the Assistant Vice Provost for Undergraduate Academic Support, the Sr. Associate Athletic Director/Senior Woman Administrator and the Assistant Athletic Director of Academic & Student Services. The rationale for choosing these committee members was that they do not have day-to-day responsibilities in the academic support services area within the Department of Intercollegiate Athletics, and because each has some level of experience, either at UCLA or at other institutions, with program evaluation and working with the student-athlete population.

9. If the institution used an outside individual or entity (e.g., conference office, peer colleagues) to assist in the coordination or facilitation of the academic support services evaluation, provide the name(s) and affiliation(s) of the individual(s). Further, describe the process used in selecting this authority outside the institution to ensure the individual(s) is knowledgeable of academic support services. Also, provide a description of the authority's involvement in the academic support services evaluation.

UCLA did not use an outside individual or entity to assist in the coordination or facilitation of the academic support services evaluation.

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- 10.** Describe the process used by the institution during development of the self-study to review the most recent academic support services evaluation to determine any necessary corrective actions. In addition, identify the individuals involved in this review.

*The institution must involve a broad group of on-campus personnel who are employed outside the department of intercollegiate athletics (e.g., academic board, undergraduate education office, provost office) as participants in the comprehensive, written evaluation and periodic approval of academic support services. Further, institutions must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.*

Upon the completion of the academic support services evaluation, the report was first reviewed by the Academic & Student Services (AS2) staff. These individuals included:

Tim Anderson - Football Academic Coordinator  
 Mike Casillas - Director of Student-Athlete Counseling  
 Kevin Chen - Staff Associate  
 Ric Coy - Assistant Director of Student Services  
 Ja'Nae Davis - Learning Specialist  
 Kenny Donaldson - Assistant Director of Academic Services  
 Aaron Giacosa - AS2 College Academic Counselor  
 Linda Lassiter - AS2 College Academic Counselor  
 Dr. Christina Rivera - Assistant Athletic Director of AS2  
 Joanne Suechika - AS2 College Academic Counselor  
 Nick Thornton - Eligibility Coordinator  
 Sabrina Youmans - Learning Specialist

Each staff member independently evaluated the report and then Dr. Rivera convened a meeting where each staff member was given the opportunity to provide feedback on any corrective actions they believe should be taken.

After the AS2 staff was able to review the report, Dr. Rivera and Mr. Casillas met with the Sr. Associate Athletic Director/Senior Woman Administrator, Petrina Long, and the Assistant Vice Provost for Undergraduate Academic Support, Penny Hein-Unruh, to review the report and the AS2 staff's recommendations for corrective action.

Additionally, the evaluation was provided to Tom Lifka, the chair of the Academic Integrity Subcommittee for the NCAA self-study process and the sport supervisors within the Department of Intercollegiate Athletics, Bob Field, Glenn Toth and Ken Weiner. They were instructed to review the report and provide their feedback to Dr. Rivera.

Finally, the Director of Athletics, Dan Guerrero, was provided a copy of the report as well as recommendations for corrective action supported by the AS2 staff and the other reviewers. Upon his review, Mr. Guerrero gave his approval of corrective actions that needed to be implemented as a result of the academic support services evaluation.

- 11.** Identify relevant corrective action(s) planned as a result of the process described in Self-Study Item No. 10 or actions previously planned or implemented from the most recent academic support services evaluation. Provide:

- a. The plan(s) or action(s) implemented; and
- b. The date(s) of actions taken or specific timetable(s) for completion of the plan(s).

As a result of the most recent academic support services evaluation, the following corrective actions have been or will be implemented within the Department of Intercollegiate Athletics and the Academic & Student Services (AS2) office:

#### CORRECTIVE ACTIONS RELATED TO TUTORING:

- 1) An external review of the current organizational/management structure of the Athletics Peer Learning Lab located within the Academics in the Commons.

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The Assistant Vice Provost for Undergraduate Academic Support has been charged with this evaluation. The evaluation began in March 2011 and is scheduled to be completed by June 2011.

2) Implement a brief annual report that includes: tutor evaluations inclusive of the hiring process; ongoing informal/formal evaluations; documented numbers of individual and group sessions; and challenges and opportunities for current and upcoming years. The annual report should be provided to the AS2 program administrators.

The Coordinator of the Athletics Peer Learning Lab will be charged with completing this annual report, which will begin after the 2011-'12 academic year.

3) Involve the AS2 staff in the hiring, training and evaluation of tutors.

Implemented as of April 2011.

4) Strengthen the engagement of the Coordinator of the Athletics Peer Learning Lab in the AS2 management of at-risk student-athletes.

The AS2 Learning Specialists and the Assistant Director of Academic Services will begin to regularly consult with the Coordinator of the Athletics Peer Learning Lab when developing the quarterly academic support plans for student-athletes. Consultation will consist of session type, session duration and learning strategies employed during the tutorial appointments.

5) Assess the current availability of educational technology including computers, media tools and Peer Learning Manager programs that are available to student-athletes and staff in the Athletics Peer Learning Lab.

Starting in the 2011-'12 academic year, the Assistant Athletic Director of AS2 will convene an ad hoc committee to assess the utilization of educational technology tools that may be implemented to improve the academic support services available to student-athletes.

6) Assess access to space, space utilization and management of the space (particularly in the evening hours) given the time requirements unique to student-athletes.

In the evaluation currently being conducted by the Assistant Vice Provost for Undergraduate Academic Support, access to space and space utilization is a significant priority and shall be addressed for the start of the Summer 2011 term.

### CORRECTIVE ACTIONS RELATED TO ACADEMIC PROGRESS MONITORING & REPORTING:

1) Faculty feedback for midterm progress reports could be enhanced by an updated, electronic information systems approach.

During the 2011-'12 academic year, the Assistant Director of Student Services will work with the Undergraduate Education Information Technology (UIT) office to assess the viability of moving to an electronic progress report system.

### CORRECTIVE ACTIONS RELATED TO STUDENT-ATHLETE DEGREE SELECTION:

1) Offer additional opportunities mainly for underclassmen, such as workshops and/or formal mentoring, focused on "finding a major" for undeclared student-athletes.

During the 2011-'12 academic year, the Director of Student-Athlete Counseling and the AS2 College Academic Counselors will partner with departmental counselors and the Career Center to offer workshops and programs specific to the major-declaration process.

### CORRECTIVE ACTIONS RELATED TO LEARNING ASSESSMENTS:

1) Maintain and improve, as appropriate, the custom Wellness Assessment for Educational Enhancement (WAE) assessment tool based on experience-related feedback to determine its strengths and weaknesses in assisting student-athletes.

In the Summer 2011 term, the AS2 Learning Specialists will assess the WAE and make any changes deemed necessary.

### CORRECTIVE ACTIONS RELATED TO SUCCESS SKILLS:

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1) Consider a yearly assessment/evaluation tool to determine the effectiveness of the success skill and academic mentoring programs.

In the Summer 2011 term, the AS2 Learning Specialists will develop a yearly assessment/evaluation tool to determine the effectiveness of the various academic support programs.

### CORRECTIVE ACTIONS RELATED TO POSTELIGIBILITY PROGRAMS:

1) Develop a more comprehensive posteligibility program to support exhausted and medically retired student-athletes in their transition to their career.

In the Summer 2011 term, the Assistant Director of Student Services will explore ideas on how to improve the services provided to exhausted and medically retired student-athletes with the potential of new services and/or programs being implemented for the 2011-'12 academic year.

**12. List all APR Improvement Plans developed and approved by the institution for any team if required by the Committee on Academic Performance. In each case, provide:**

- a. The original goal(s);
- b. The step(s) taken by the institution to achieve the goal(s);
- c. The date(s) the step(s) was completed; and
- d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

*The institution must provide evidence that the most recent APR Improvement Plans developed and approved by the institution during the previous self-study or as required by the Committee on Academic Performance have been implemented. If the plan(s) was modified or not fully implemented, the institution must provide a written explanation prepared and approved by appropriate institutional authorities.*

#### 1. Original Plan

##### Action

##### Action Date

##### Explanation for partial or non-completion

Since the implementation of the NCAA Academic Progress Rate (APR), UCLA has not had a team earn an APR score below 925; therefore, UCLA has not had to submit an APR Improvement Plan.

**13. If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 2.2, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.**

No plan for improvement for Operating Principle 2.2 was deemed necessary.

## Academic Integrity

### Special-Admissions

#### FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID

1. Indicate the numerical percentage of entering first-year students who were admitted through special exception provisions during the four most recent academic years. List the most recent academic year's data first and include all first-year students entering the institution during the year.

Column 1. Calculate this percentage by dividing the number of all entering first-year students who were admitted through special exception provisions by the total number of entering first-year students.

2. Indicate the numerical percentage of first-year student-athletes receiving athletics aid\* who were admitted through special exception provisions during the four most recent academic years. Include nonqualifiers who were ineligible for aid. List the most recent academic year's data first.

Column 2. Calculate this percentage by dividing the number of entering first-year student-athletes receiving athletics aid\* who were admitted through special exception provisions by the total number of entering first-year students.

		1	2
	Year	All First-Year Students	All First-Year Student-Athletes on Athletics Aid
Percent of Specially Admitted Students	2010	1.3%	1.3%
	2009	1.5%	1.5%
	2008	1.6%	1.3%
	2007	1.7%	1.3%

\*Institutions that do not award athletics aid should compile this data for first-year student-athletes who were recruited, in accordance with NCAA Division I Bylaw 13.02.12.1.

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

Name of person completing this chart: Nicholas Thornton

Title: Eligibility Coordinator

## Academic Integrity

### Special-Admissions by Sport

#### FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID BY SPORTS GROUP

1. Indicate the total number of entering first-year student-athletes receiving athletics aid \* by sport group who were admitted through special exception provisions during the four most recent academic years. List the most recent academic year's data first.
2. Indicate the total number of entering first-year student-athletes receiving athletics aid \*. List the most recent academic year's data first.

Year	All First Year Student-Athletes		Baseball		Men's Basketball		Football		Men's Track/ Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/ Cross Country		Women's Other Sports	
	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
2009-2010	56	113	1	6	3	5	17	20	2	6	7	24	2	2	3	5	21	45
2008-2009	69	119	2	6	5	5	20	24	2	6	14	25	2	2	3	8	21	43
2007-2008	61	120	1	8	2	2	11	11	6	13	13	20	5	6	4	10	19	50
2006-2007	62	122	1	9	3	3	16	21	9	19	9	20	2	5	2	8	20	37

\*Institutions that do not award athletics aid should compile this data for first-year student-athletes who were recruited, in accordance with NCAA Division I Bylaw 13.02.12.1.

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

Name of person completing this chart: Nicholas Thornton

Title: Eligibility Coordinator

## Academic Integrity

### Test Scores by Gender

FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR  
STUDENT-ATHLETES ON ATHLETICS-AID

		Gender							
		Male Students		Male Student Athletes		Female Students		Female Student Athletes	
Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2009-2010	1311	1866	1067	61	1241	2606	1086	52
	2008-2009	1305	1986	1003	66	1247	2749	1119	53
	2007-2008	1317	2030	1067	54	1254	2534	1092	66
	2006-2007	1318	1952	1066	71	1265	2858	1084	51

Name of person completing this chart: Nicholas Thornton

Title: Eligibility Coordinator

## Academic Integrity

### Test Scores by Racial or Ethnic Group - Old Race/Ethnicity Categories Chart (IPEDS)

FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR  
STUDENT-ATHLETES ON ATHLETICS-AID

		Racial or Ethnic Group - All Entering First-year Students														
		Am. Ind./AN		Asian/PI		Black		Hispanic		White		NR Alien		Other		
Year	Score	#	o f	Score	#	o f	Score	#	o f	Score	#	o f	Score	#	o f	
		Students			Students			Students			Students			Students		
Average Standardized Test Score	2009-2010	1235	23	1320	1793	1086	192	1121	766	1306	1436	1361	126	1273	136	
	2008-2009	1171	11	1321	1788	1069	225	1121	753	1312	1658	1317	128	1268	172	
	2007-2008	1252	14	1330	1906	1090	200	1127	645	1309	1538	1326	98	1300	163	
	2006-2007	1250	17	1313	2171	1103	96	1147	655	1316	1601	1315	129	1283	141	

		Racial or Ethnic Group - All Entering First-year Student Athletes on Aid														
		Am. Ind./AN		Asian/PI		Black		Hispanic		White		NR Alien		Other		
Year	Score	#	o f	Score	#	o f	Score	#	o f	Score	#	o f	Score	#	o f	
		Students			Students			Students			Students			Students		
Average Standardized Test Score	2009-2010	0	0	1090	8	958	28	1014	9	1146	58	900	8	1100	2	
	2008-2009	1010	1	1195	6	907	29	1056	9	1148	59	1025	7	955	8	
	2007-2008	950	1	1172	8	922	21	1032	10	1127	68	1094	5	1074	7	
	2006-2007	1010	2	1066	11	995	19	1080	5	1110	70	940	4	1064	11	

Name of person completing this chart: Nicholas Thornton

Title: Eligibility Coordinator

## Academic Integrity

### Test Scores and GPA by Sport

FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS-AID

		Sport Group															
		Football		M e n ' s Basketball		Baseball		Men's Track/ Cross Country		Men's Other Sports and Mixed Sports		W o m e n ' s Basketball		Women's Track/ Cross Country		Women's Other Sports	
Year		Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core- Course GPA	2009-2010	2.86	20	3.09	5	3.54	6	3.36	6	3.48	24	3.47	2	3.28	5	3.49	45
	2008-2009	2.92	24	2.78	5	3.54	6	3.56	6	3.25	25	3.08	2	3.5	8	3.39	43
	2007-2008	3.06	11	2.86	2	3.7	8	3.23	13	3.4	20	3.27	6	3.35	10	3.53	50
	2006-2007	3.1	21	3.33	3	3.7	9	3.45	18	3.4	20	3.52	5	3.47	9	3.44	37

		Sport Group															
		Football		M e n ' s Basketball		Baseball		Men's Track/ Cross Country		Men's Other Sports and Mixed Sports		W o m e n ' s Basketball		Women's Track/ Cross Country		Women's Other Sports	
Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
A v e r a g e Standardized Test Score	2009-2010	974	20	1064	5	1119	6	1083	6	1129	24	860	2	964	5	1110	45
	2008-2009	937	24	924	5	1105	6	1160	6	1021	25	910	2	1104	8	1131	43
	2007-2008	906	11	895	2	1204	8	1100	13	1096	20	905	6	1085	10	1115	50
	2006-2007	980	21	877	3	1108	9	1144	18	1096	20	1022	5	1110	9	1086	37

Name of person completing this chart: Nicholas Thornton

Title: Eligibility Coordinator

## Academic Integrity

### Federal Graduation Rates - Comparison Chart

Information obtained to complete this chart

- 2008-2009 NCAA Federal Graduation Rates Report

	FGR
All Students	89%
Student Athletes	70%

# Academic Integrity

## Federal Graduation Rates by Racial and Ethnic Group

Information obtained to complete this chart

- 2008-2009 NCAA Federal Graduation Rates Report

Men's Team	Team FGR by Racial and Ethnic Group									Team FGR	All SA's	All Male SA's	All Male Students	All Male Students FGR by Racial and Ethnic Group								
	Am. Ind. / AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown					Am. Ind. /AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown
Baseball	0%	0%	0%	0%	50%	65%	0%	0%	33%	56%	70%	60%	87%	83%	89%	0%	62%	78%	88%	89%	0%	87%
Basketball	0%	0%	0%	63%	0%	100%	0%	0%	0%	73%												
CC Track	0%	100%	0%	58%	100%	55%	0%	0%	100%	66%												
Football	0%	25%	0%	20%	33%	60%	0%	0%	100%	40%												
Others	0%	33%	0%	67%	75%	80%	100%	0%	80%	77%												

Women's Team	Team FGR by Racial and Ethnic Group									Team FGR	All SA's	All Female SA's	All Female Students	All Female Students FGR by Racial and Ethnic Group								
	Am. Ind. / AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown					Am. Ind. / AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown
Basketball	0%	0%	0%	78%	0%	67%	100%	0%	100%	73%	70%	82%	91%	93%	93%	0%	81%	85%	92%	85%	0%	89%
CC Track	0%	100%	0%	82%	67%	82%	100%	0%	100%	82%												
Others	0%	89%	0%	100%	75%	81%	100%	0%	0%	83%												

All Student's	All Students FGR by Racial and Ethnic Group								
	Am. Ind./AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown
89%	90%	92%	0%	75%	82%	90%	87%	0%	88%

## Academic Integrity

### Federal Graduation Rates by Sport

Information obtained to complete this chart

- 2008-2009 NCAA Graduation Success Rates Report(Columns 1-2 below)
- 2008-2009 NCAA Federal Graduation Rates Report(Columns 3-6 below)

1	2	3	4	5	6
Men's Team	Team FGR	All Students FGR	All Male Students FGR	All SA's FGR	All Male SA's FGR
Baseball	56%	89%	87%	70%	60%
Basketball	73%				
CC Track	66%				
Football	40%				
Golf	71%				
Soccer	65%				
Tennis	75%				
Volleyball	75%				
Water Polo	100%				

1	2	3	4	5	6
Women's Team	Team FGR	All Students FGR	All Female Students FGR	All SA's FGR	All Female SA's FGR

## Academic Integrity

Basketball	73%	89%	91%	70%	82%
CC Track	82%				
Golf	89%				
Gymnastics	79%				
Rowing	100%				
Soccer	81%				
Softball	85%				
Swimming	83%				
Tennis	75%				
Volleyball	78%				
Water Polo	80%				

## Academic Integrity

### Academic Progress Rates

Information obtained to complete this chart

- 2008-2009 NCAA Academic Progress Rate Report(Columns 1-2 below)
- 2008-2009 NCAA Projected Federal Graduation Rate Chart(Columns 3 below)
- 2008-2009 NCAA Federal Graduation Rates Report(Columns 4 below)

1	2	3	4
Men's Team	Team MultiYear APR	Team Projected FGR	All Students FGR
Baseball	960	%	89%
Basketball	968	%	
Cross Country	982	%	
Football	953	%	
Golf	938	45%	
Soccer	975	%	
Tennis	965	%	
Track, Indoor	969	%	
Track, Outdoor	948	%	
Volleyball	970	%	
Water Polo	958	%	

1	2	3	4
Women's Team	Team MultiYear APR	Team Projected FGR	All Students FGR

## Academic Integrity

Basketball	974	%	89%
Cross Country	1000	%	
Rowing	972	%	
Golf	1000	%	
Gymnastics	973	%	
Softball	994	%	
Soccer	961	%	
Swimming	982	%	
Tennis	985	%	
Track, Indoor	975	%	
Track, Outdoor	968	%	
Volleyball	968	%	
Water Polo	971	%	

## Academic Integrity

### Graduation Success Rates

Information obtained to complete this chart

- 2008-2009 NCAA Graduation Success Rates Report(Columns 1-2 below)
- 2008-2009 NCAA Federal Graduation Rates Report(Columns 3 below)

1	2	3
Men's Team	Team GSR	All SA's GSR
Baseball	74%	80%
Basketball	82%	
CC Track	75%	
Football	51%	
Golf	100%	
Soccer	71%	
Tennis	82%	
Volleyball	79%	
Water Polo	100%	

1	2	3
Women's Team	Team GSR	All SA's GSR

## Academic Integrity

Basketball	92%	80%
CC Track	92%	
Golf	90%	
Gymnastics	92%	
Rowing	100%	
Soccer	100%	
Softball	92%	
Swimming	91%	
Tennis	100%	
Volleyball	88%	
Water Polo	80%	

## Academic Integrity

### Retention Rates - Men's Sports

Information obtained to complete this chart

- 2008-2009 NCAA Academic Progress Rate Report
- 2008-2009 NCAA Retention Rate Report

Men's Team	Team Retention by Ethnicity									Team Rate
	Am. Ind./AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown	
Baseball		1000		1000	1000	946			1000	953
Basketball	929	1000		934	1000	956	917			940
Cross Country	889			1000	1000	1000			1000	988
Football	951	1000		879	1000	974			971	948
Golf		1000		1000	1000	936	333			943
Soccer	1000	1000		1000	1000	905	1000		872	940
Tennis	1000	800				940	1000		750	930
Track, Indoor	983			1000	1000	948	1000		1000	970
Track, Outdoor	984	**		957	1000	943	1000		958	957
Volleyball				1000	818	981	1000		875	973
Water Polo				1000	872	965	1000		**	953
ALL SA's	963	979		949	974	964	985		956	963
ALL Male SA's	959	965		930	977	957	963		946	955

## Academic Integrity

### Retention Rates - Women's Sports

Information obtained to complete this chart

- 2008-2009 NCAA Academic Progress Rate Report
- 2008-2009 NCAA Retention Rate Report

Women's Team	Team Retention by Ethnicity									Team Rate
	Am. Ind./AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown	
Basketball	1000	1000		943	900	862	1000		800	953
Cross Country	1000			1000	1000	980				986
Rowing	1000	1000		1000	1000	946	1000		1000	960
Golf		1000		1000	1000	1000	1000			1000
Gymnastics	951	1000		1000		985	1000		1000	983
Softball	1000	1000			944	1000			1000	991
Soccer	895	1000		1000	862	958	1000		943	948
Swimming	1000	1000		1000	1000	970	1000		833	975
Tennis				949		1000	1000		1000	985
Track, Indoor	981	1000		972	1000	1000	1000		1000	991
Track, Outdoor	953	1000		956	1000	992	1000		1000	979
Volleyball		875		1000	1000	969			875	957
Water Polo		1000		1000	1000	971			1000	977
ALL SA's	963	979		949	974	964	985		956	963
ALL Female SA's	969	985		977	969	972	1000		969	974

# Gender/Diversity Issues and Student-Athlete Well-Being

## Operating Principle

### 3.1 Gender Issues.

#### Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.1 (Gender Issues). For each condition, provide:
  - a. The original "condition" 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 opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

#### 1. Condition

**Action**

**Action Date**

**Explanation for partial or non-completion**

UCLA did not have conditions for certification imposed.

2. Report on the implementation of the plan for improvement to address gender issues developed by the institution during its Cycle 2 certification process. For each issue identified, provide:
  - a. The original goal(s);
  - b. The step(s) taken by the institution to achieve the goal(s);
  - c. The date(s) the step(s) was completed; and
  - d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

The committee will not accept the following explanations for partial or noncompletion:

1. The institution did not possess sufficient funds to implement the plan.
2. The institution has had personnel changes since the original development of the plan.
3. The institution does not have documentation of actions taken to implement the plan.

The committee will accept the following explanation for partial completion or noncompletion:

- The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 gender-issues plan.

## Gender/Diversity Issues and Student-Athlete Well-Being

*The institution must demonstrate that it has implemented its Cycle 2 gender-issues plan or provide an explanation for partial completion of the plan.*

- a. *The committee will not accept the following explanations for partial completion or noncompletion:*
1. *The institution did not possess sufficient funds to implement the plan.*
  2. *The institution has had personnel changes since the original development of the plan.*
  3. *The institution does not have documentation of actions taken to implement the plan.*
- b. *The committee will accept the following explanation for partial completion or noncompletion:*
- *The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress towards the same goal outlined in its Cycle 2 gender-issues plan.*

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. Institutions may develop plans that have broad, flexible non-numeric hiring goals. As it relates to the program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

### 1. Original Plan

#### ATHLETICS SCHOLARSHIPS

Award financial-aid dollars proportionate to men's and women's participation opportunities.

#### Action

On an annual basis, the DIA sport supervisors have evaluated and monitored the level of grant-in-aid provided to each sport. Based on this analysis, budgetary plans were set forth to increase financial-aid opportunities in women's sports. Currently, UCLA provides the NCAA maximum number of scholarships in all sponsored sports, with the exception of women's rowing.

#### Action Date

Ongoing since 2003.

#### Explanation for partial or non-completion

Fully completed.

### 2. Original Plan

#### ATHLETICS SCHOLARSHIPS

Offer financial aid in women's rowing to meet the requirements of Title IX.

#### Action

## Gender/Diversity Issues and Student-Athlete Well-Being

After the initial allocation of two full out-of-state scholarships were offered and accepted in 2002-'03, the women's rowing scholarship budget was evaluated and adjusted annually to reflect the increased participation opportunities in this sport. Currently, women's rowing is not provided with the NCAA maximum number of scholarships allowable in the sport; however, the team's scholarship budget does meet the requirements of Title IX.

**Action Date**

Ongoing since 2003.

**Explanation for partial or non-completion**

Fully completed.

**3. Original Plan**

ACCOMMODATION OF INTERESTS AND ABILITIES

Comply with one of the Three-Prong Tests.

**Action**

UCLA has been in Title IX compliance via Prong Three by fully and effectively accommodating the interests and abilities of both genders.

**Action Date**

October 22, 2004.

**Explanation for partial or non-completion**

Fully completed.

**4. Original Plan**

EQUIPMENT AND SUPPLIES

Develop a program that provides for equitable and efficient support for all teams through the utilization of student-managers.

**Action**

A comprehensive analysis of each team's managerial needs and utilization was conducted. This included a review of historical manager numbers and consultation with each head coach and assigned equipment manager. As a result, a student-manager policy was implemented. It established the appropriate number of managers per team, the suitable funding amount and standardized manager support for similar sports without regard to gender. While the specific role of student-manager varies from team to team as well as within the individual team sports, all managers are provided with equal benefits and services, such as priority enrollment privileges, equipment issuance, scholarship support, academic and support services, and travel opportunities.

**Action Date**

Ongoing since Spring 2003.

**Explanation for partial or non-completion**

Fully completed.

**5. Original Plan**

EQUIPMENT AND SUPPLIES

Continue to upgrade equipment inventory to meet the training needs of the women's rowing program.

**Action**

## Gender/Diversity Issues and Student-Athlete Well-Being

Women's rowing has been provided all necessary equipment to compete at the highest level. This includes shells, support vessels, shoes, apparel, uniforms and exercise machines. Additionally, women's rowing is on the exact same level as all other UCLA teams in regard to transportation to and from the practice facilities, maintenance of the team's facility and equipment, and access to all support services (e.g., sports medicine, weight rooms, academics).

### **Action Date**

Ongoing since Fall 2002.

### **Explanation for partial or non-completion**

Fully completed.

## **6. Original Plan**

### SCHEDULING OF COMPETITION AND PRACTICE TIMES

Ensure that practice and strength-and-conditioning sessions are scheduled equitably.

#### **Action**

Annual meetings occur between the Department of Intercollegiate Athletics (DIA) and the Cultural & Recreational Affairs Department to carefully plan and schedule practice and competition dates. Within the DIA, there is a designated contact person who is responsible for coordinating all requests for practice and games from the sport coaches. Quarterly meetings are held to review schedules and annual meetings are held to review any major events, construction impacts or the like. Practice and training schedules are made around academic-class needs within each sport and specific coach/sport requests and requirements. General parameters include: 1) When teams are competing in the same season and share one venue, practice times should be alternated from quarter to quarter; 2) In-season teams should have priority in scheduling practice and strength-and-conditioning sessions; and 3) If multiple competitions are held on the same date in the same venue, start times of competition should alternate between the men's and women's teams.

#### **Action Date**

Ongoing since Fall 2003.

#### **Explanation for partial or non-completion**

Fully completed.

## **7. Original Plan**

### SCHEDULING OF COMPETITION AND PRACTICE TIMES

Develop a schedule that meets Division I sponsorship criteria for women's rowing.

#### **Action**

Following the announcement in February 2001 that women's rowing would be added starting with the 2002-'03 season, a head coach was hired and was part of the planning and implementation process for the team's start-up. An appropriate schedule and budget was developed to support the practice and competition schedule.

#### **Action Date**

Full implementation of the women's rowing program was finalized in June 2002. The first practice and competition season started in Fall 2002.

#### **Explanation for partial or non-completion**

Fully completed.

## Gender/Diversity Issues and Student-Athlete Well-Being

### 8. Original Plan

#### TRAVEL AND PER DIEM ALLOWANCE

Ensure an equitable allocation of per diem for NCAA-permissible snacks.

##### Action

A comprehensive evaluation of the per diem distribution process was conducted by the DIA sport supervisors to identify the number of female and male student-athletes who were being provided per diem for snacks. This evaluation led to the establishment of departmental guidelines regarding per diem and ensured equitable allocation across all teams.

##### Action Date

Ongoing since 2007.

##### Explanation for partial or non-completion

Fully completed.

### 9. Original Plan

#### TUTORS

Ensure the equitable delivery of counseling services and academic support to student-athletes in the rowing program.

##### Action

Since the start of the program, women's rowing has had full access to all of the support services offered by the Academic & Student Services (AS2) office. Originally, they were assigned to the Director of Academic Services, but since then, academic counseling services are provided by two AS2 College Academic Counselors. Normally one counselor is assigned to each team; however, due to the size of the team, two counselors were needed to provide comprehensive support. Additionally, similar to all other sports, the women's rowing program has an AS2 Learning Specialist assigned to the team.

##### Action Date

Ongoing since Fall 2002.

##### Explanation for partial or non-completion

Fully completed.

### 10. Original Plan

#### COACHING VACANCIES

Fill coaching vacancies with qualified candidates.

##### Action

In accordance with federal law, UCLA has proven its commitment to undertake effective steps to assure equal-opportunity employment for underrepresented women and minorities, for individuals with disabilities and for covered veterans. The DIA mirrors the university's commitment to such practices. Under the guidance of the Sr. Associate Athletic Director/Chief Financial Officer, the Director of Human Resources takes steps to enrich the applicant pool for any open position with applicants from the underutilized or underrepresented group or groups. While following university hiring practices and when applicable, jobs may be posted and advertised on multiple websites in order to increase the diversity of the applicant pool (e.g., NCAA, NACDA, NACWAA, NACMA, Black Coaches Association, Women in Sports, Sports Diversity Recruiting, etc.). All applicants must be chosen without regard to race, ethnicity, national origin, sex or color based on federal law.

## Gender/Diversity Issues and Student-Athlete Well-Being

During the period of the self-study, nine of the 20 full-time head coaches were women and nine of 42 full-time assistant coaches were women. There were no women coaching any men's teams either as a head or as an assistant.

Within the DIA, hiring practices are generally consistent at all levels of employment. However, at times, search firms may be employed to assure a broad applicant pool for certain vacancies, such as coaches for high-profile men's and women's sports.

### Action Date

Ongoing since 2008.

### Explanation for partial or non-completion

Fully completed.

## 11. Original Plan

### COACHING VACANCIES

Employ a full complement of NCAA-allowable coaches.

### Action

Currently, women's rowing employs a full complement of NCAA-allowable coaches, which includes three full-time coaches and a volunteer coach.

### Action Date

Hiring of the full complement of NCAA-allowable coaches was completed on July 1, 2005.

### Explanation for partial or non-completion

Fully completed.

## 12. Original Plan

### ADMINISTRATIVE VACANCIES

Ensure that selections are made from a diverse and qualified applicant pool.

### Action

In accordance with federal law, UCLA has proven its commitment to undertake effective steps to assure equal-opportunity employment for underrepresented women and minorities, for individuals with disabilities and for covered veterans. The DIA mirrors the university's commitment to such practices. Under the guidance of the Sr. Associate Athletic Director/Chief Financial Officer, the Director of Human Resources takes steps to enrich the applicant pool for any open position with applicants from the underutilized or underrepresented group or groups. While following university hiring practices and when applicable, jobs may be posted and advertised on multiple websites in order to increase the diversity of the applicant pool (e.g., NCAA, NACDA, NACWAA, NACMA, Black Coaches Association, Women in Sports, Sports Diversity Recruiting, etc.). All applicants must be chosen without regard to race, ethnicity, national origin, sex or color based on federal law.

Within the DIA, hiring practices are generally consistent at all levels of employment. However, at times, search firms may be employed to assure a broad applicant pool for certain vacancies, such as senior management staff.

### Action Date

Ongoing since 2008.

### Explanation for partial or non-completion

Fully completed.

## Gender/Diversity Issues and Student-Athlete Well-Being

### 13. Original Plan

LOCKER ROOMS, PRACTICE AND COMPETITIVE FACILITIES

Add lights to Easton Stadium (softball).

#### Action

Lights were installed at Easton Stadium.

#### Action Date

The installation was completed in May 2005.

#### Explanation for partial or non-completion

Fully completed.

### 14. Original Plan

LOCKER ROOMS, PRACTICE AND COMPETITIVE FACILITIES

Renovate locker room in John Wooden Center (women's gymnastics).

#### Action

The original locker room for women's gymnastics was built in 2000 in the John Wooden Center. In 2005, the locker room underwent significant renovation. The renovation included restructuring the shower and restroom area in a more functional manner. It also allowed for a larger locker room and lounge area for the team. New wood lockers, carpet, wall treatments and lighting were included in this renovation.

#### Action Date

The renovation was completed in 2005.

#### Explanation for partial or non-completion

Fully completed.

### 15. Original Plan

LOCKER ROOMS, PRACTICE AND COMPETITIVE FACILITIES

Add field lighting to Drake Stadium (men's and women's soccer).

#### Action

In 1999, Drake Stadium was converted from a venue with a conventional 440-yard track to a 400-meter flatback-style track. This full renovation of the track-and-field surface allowed the infield of the track to be enlarged so that it could be utilized for soccer competitions. In 2002, high-intensity pole lighting was added to illuminate the infield to accommodate expanded training and competition opportunities for men's and women's soccer.

#### Action Date

The field lighting was added in 2002.

#### Explanation for partial or non-completion

Fully completed.

### 16. Original Plan

LOCKER ROOMS, PRACTICE AND COMPETITIVE FACILITIES

Provide adequate training space.

#### Action

## Gender/Diversity Issues and Student-Athlete Well-Being

The addition of women's rowing required additional space to be identified to accommodate ergometers used in conditioning for this sport. As such, the concourse on the north end of Drake Stadium, UCLA's track-and-field facility, was identified as an ideal location for the large, metal storage units that would securely house the newly acquired ergometers for rowing. The concourse was chosen because it provides wide, level concrete with shade and offers an expansive view looking east toward the main part of campus.

To use the machines, the student-athletes and coaches simply raise the storage-unit doors and move the ergometers a few feet to the concourse, where exercise and training are held in a serene atmosphere. In the event of inclement weather, the overhang of the stadium's concourse offers protection from rain, permitting year-round use.

### Action Date

The expansion was completed in February 2004.

### Explanation for partial or non-completion

Fully completed.

### 17. Original Plan

#### MEDICAL TRAINING FACILITIES AND SERVICES

Renovate the Acosta Training Center (all sports).

#### Action

The Acosta Training Center was renovated to increase the size of the athletic-training room and the strength-and-conditioning area. Upgrades and enhancements were specifically made to the sports medicine's medical-training facility and services, as well as to the fitness area (weight room).

The renovated Acosta Training Center is now an 8,000-square-foot, athletic-training and rehabilitation facility with private offices for all certified athletic trainers. This was a fourfold increase in size from the previous sports medicine area. The facility includes three hydrotherapy pools, a large rehab area, a physician's suite containing private examination areas and a meeting room for approximately 25 people. Upgraded and enhanced equipment includes:

- 1) A Bod-Pod body composition chamber allowing the assessment of body composition by plethysmography.
- 2) An Alter-G anti-gravity treadmill allowing for low-impact training to maintain optimal range of motion in running without the impact on the athlete's joints and bones.
- 3) A New Leaf metabolic cart, which accurately measures resting and active metabolic rates via indirect calorimetry.
- 4) An ultrasound diagnostic unit designed to scan soft-tissue injuries.
- 5) A fluoroscan machine allowing for on-site evaluation of bone trauma.
- 6) A Pilates reformer designed to promote optimal symmetry in muscular rehab.
- 7) A Cryopress boot designed to decrease pain and inflammation with cold therapy.
- 8) Multiple bone stimulators engineered to improve the speed and efficacy of bone healing.
- 9) Numerous new bicycles, elliptical trainers and treadmills.
- 10) An expanded number of treatment and taping tables and modalities.
- 11) NormaTec pneumatic system utilized for recovery after exercise.

## Gender/Diversity Issues and Student-Athlete Well-Being

It must also be noted that the size of the Sports Medicine staff has increased commensurately with the expansion of the facility. In 2004, there were approximately 7.5 full-time certified athletic trainers (ATC). There are now 14. The budget for ATC continuing education was also expanded.

Also in 2004, one floor below the training center, a new weight-training facility was opened featuring 29 Olympic weight platforms, new weight-lifting equipment and a dedicated artificial-turf area for stretching, plyometrics and non-weight instruction. The square footage approximately doubled the previous space.

Additionally, the completion of the renovation prompted the need to increase the number of sports dietitian hours from 20 to 30 hours per week. This expansion of hours allowed the dietitian to provide more educational opportunities for optimizing performance in addition to treatment of high-risk eating behaviors. Student-athletes are now able to receive individualized nutrition programs and counseling from a board-certified specialist in sports dietetics. With the addition of the Bod-Pod and metabolic carts, UCLA sports nutrition has been able to be on the cutting edge in terms of helping student-athletes meet the increasing energy demands of their sport.

Finally, a few years after the completion of the renovation, new Power Lift platforms were installed in the weight room, along with new lighting and other aesthetic changes designed to improve the fitness-training capability.

### Action Date

The Acosta Training Center renovation was completed in February 2004.

The sports dietitian's hours were increased in 2007.

The new Power Lift platforms were installed in December 2010.

### Explanation for partial or non-completion

Fully completed.

## 18. Original Plan

### HOUSING AND DINING

Offer year-round training table to an equivalent number of male and female student-athletes.

### Action

All men's and women's teams are afforded the opportunity to provide training table to their student-athletes. It is up to each head coach to determine whether or not his/her team will partake in the program. Currently, only men's basketball and football have elected to participate.

### Action Date

Ongoing since 2006.

### Explanation for partial or non-completion

Fully completed.

## 19. Original Plan

### SUPPORT SERVICES

Provide administrative assistant support to Olympic sport coaches.

### Action

Two full-time administrative assistant positions were added to provide support to the Olympic sport coaches. This does not include assistance for men's basketball, women's basketball or football.

## Gender/Diversity Issues and Student-Athlete Well-Being

### **Action Date**

The positions were added in 2003.

### **Explanation for partial or non-completion**

Fully completed.

### **20. Original Plan**

#### **SUPPORT STAFFING**

Ensure that adequate staff is available and assigned to meet the needs of the rowing student-athletes at the same level as the needs of student-athletes in other sports.

### **Action**

As the squad size for women's rowing has increased, the support staff for the team has grown in order to meet the needs of the rowing student-athletes at the same level that it meets the needs of student-athletes in other sports. This includes increasing the number of academic counselors working with the team from one to two and increasing the number of strength-and-conditioning coaches assigned to the program.

### **Action Date**

Ongoing since 2004.

### **Explanation for partial or non-completion**

Fully completed.

### **21. Original Plan**

#### **SUPPORT STAFFING**

Ensure that laundry services are provided equitably to all teams.

### **Action**

The DIA built and staffed an on-campus laundry service to which all teams have full access.

### **Action Date**

The laundry facility was built in 2008.

### **Explanation for partial or non-completion**

Fully completed.

### **22. Original Plan**

#### **RECRUITMENT OF STUDENT-ATHLETES**

Provide the necessary funding for recruiting elite-level student-athletes.

### **Action**

The DIA evaluated and monitored the coaches' budget requests for recruiting. Based on this analysis, recruiting budgets were revised to adequately reflect the needs of each team.

### **Action Date**

Ongoing since 2004.

### **Explanation for partial or non-completion**

Fully completed.

## Gender/Diversity Issues and Student-Athlete Well-Being

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.1 (Gender Issues). For each additional plan, provide:

- a. The additional goal(s);
- b. The step(s) taken by the institution to achieve the goal(s); and
- c. The date(s) the steps(s) was completed.

In addition to the goals set forth by the Department of Intercollegiate Athletics (DIA) in the Cycle 2 gender-issues plan for improvement, the DIA has accomplished the following:

a. GOAL

To provide new locker rooms for track and field/cross country, volleyball, soccer, golf, rowing and football.

b. STEPS TAKEN TO ACHIEVE THIS GOAL

During the renovation of the Acosta Training Center's athletic-training room and the strength-and-conditioning area (required by the Cycle 2 gender-issues plan for improvement), the DIA also expanded the training center to include a new locker room facility for several Olympic Sports and the Bud Knapp Football Center. The locker rooms for the Olympic Sports included new lockers, showers and restrooms, as well as a lounge area with couches and a flat-screen television. The Bud Knapp Football Center included a new football locker room, several small meeting rooms and a large team meeting room. The meeting rooms in the football center are not exclusive to football and are often used for a variety of life-skills and academic support programs.

c. STEPS COMPLETED

The new locker room facility and the Bud Knapp Football Center were completed in February 2004.

a. GOAL

To establish a position to oversee student-athlete development and the Bruin Life Skills Program.

b. STEPS TAKEN TO ACHIEVE THIS GOAL

The Sr. Associate Athletic Director/Senior Woman Administrator (SWA) and the Assistant Athletic Director of Academic & Student Services (AS2) gathered input from student-athletes, coaches and staff on programming needs. Based on this information, a full-time position, Director of Student-Athlete Development, was created to oversee life-skills programming and to serve as a point of contact for student-athlete well-being issues. The director is also charged with overseeing the Bruin Life Skills Program, which strives to enhance the student-athlete experience within the university setting by coordinating educational programs that address personal growth, leadership, professional development and community outreach.

c. STEPS COMPLETED

The Director of Student-Athlete Development position was added in December 2004.

a. GOAL

To add enhanced educational support for student-athletes with learning concerns.

b. STEPS TAKEN TO ACHIEVE THIS GOAL

While the university offers academic support services to students with learning concerns, the AS2 staff felt it was necessary to dedicate more individualized attention to student-athletes with diagnosed learning disabilities and to those with significant learning deficiencies. As such, UCLA's Faculty Athletics Representative and the Academic Senate's Intercollegiate Athletics Committee (IAC) took the lead in advocating the need to enhance academic support services for student-athletes through a learning specialist. The DIA also recognized the benefit of additional support and resources for student-athletes with learning concerns and worked with the Chancellor's Office to establish the new position. The first learning specialist position was a welcome addition, so after five years of success, it was deemed necessary to add a second position in 2009.

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### c. STEPS COMPLETED

The DIA hired its first learning specialist in 2004 and added another learning specialist position in 2009.

### a. GOAL

To increase the hours of the sports dietitian from 20 to 30 hours per week to increase the number of student-athletes who could benefit from nutrition education.

### b. STEPS TAKEN TO ACHIEVE THIS GOAL

The Director of Sports Nutrition position was posted in May of 2007. The minimum qualifications for this position were increased from being a Registered Dietitian (RD) to being a Registered Dietitian, Board-Certified in Sports Dietetics (RD, CSSD). This distinction ensured that student-athletes would be educated by a professional with practical experience and advanced knowledge in the area of sports nutrition.

### c. STEPS COMPLETED

The Director of Sports Nutrition was hired in August 2007.

### a. GOAL

To enhance the Athlete Care Committee (ACC) to include the team physicians, athletic trainers, sport psychologist, psychologist for eating-disorder treatment and Director of Sports Nutrition.

### b. STEPS TAKEN TO ACHIEVE THIS GOAL

To achieve this goal, a monthly time and place was set and an Associate Head Athletic Trainer was charged with chairing the committee, which focused on evaluating the issues and concerns of high-risk student-athletes and establishing a plan of care that includes action items. Notes were taken at each meeting and recorded for follow-up at the next meeting.

### c. STEPS COMPLETED

This committee was originally established prior to UCLA's Cycle 2 self-study; however, it has been expanded over the past four years to include the Director of Sports Nutrition in 2007 and the Sport Psychology Program Director in 2009.

### a. GOAL

To reestablish the strong collaboration between Counseling and Psychological Services (CAPS) and the DIA.

To lower barriers to CAPS services for student-athletes and to allow for the creation of new programs that enhance student-athlete well-being.

### b. STEPS TAKEN TO ACHIEVE THIS GOAL

A grant made available through the NCAA Student-Athlete Opportunity Fund was provided to CAPS to support the sport psychology program. The Sr. Associate Athletic Director/SWA worked closely with CAPS to create the program and the job description for the program director.

### c. STEPS COMPLETED

The Sport Psychology Program Director was hired in November 2008.

### a. GOAL

To provide basic training on peer-to-peer education, suicide prevention, bystander awareness and other topics determined by the Student-Athlete Mentors (SAMs).

To identify and recruit student-athletes who could assist in the development of a self-sustaining, student-led program with representation from every sport sponsored by the institution.

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### b. STEPS TAKEN TO ACHIEVE THIS GOAL

A steering committee composed of the Sport Psychology Program Director, an Athletic Trainer and the Director of Student-Athlete Development met to generate plans for recruitment and training of potential SAMs. Presentations were made at coaches meetings, Bruin Athletic Council, student-athlete orientation and team meetings. Applications were reviewed and 17 student-athletes were identified to participate in the inaugural class of SAMs. Training included the Bacchus Certified Peer Educator Program, QPR Gatekeeper training and the Step-Up Program.

### c. STEPS COMPLETED

Seventeen student-athletes were certified as SAMs in Spring 2010. The second group of 14 student-athletes began the certification process in January 2011.

### a. GOAL

To create a committee whose purpose was to: 1) streamline communication between student-athlete support units and campus resources; 2) discuss current DIA policies/procedures and make recommendations on program updates to sport supervisors; and 3) identify hot topics/issues and implement educational programming that gives student-athletes, coaches and staff the tools to support healthy life styles.

### b. STEPS TAKEN TO ACHIEVE THIS GOAL

The Director of Student-Athlete Development (chair) worked with the Sr. Associate Athletic Director/SWA to create the Health & Wellness Committee (HWC) and to identify staff, coaches and campus colleagues to serve on the committee. Subcommittees were created to address student-athlete well-being issues. These subcommittees include Sport Psychology, Alcohol and Drugs, Performance Nutrition, Wellness and Learning Enhancements, Research, Hazing and Diversity. Monthly HWC meetings occur throughout the year and annual reports are distributed to coaches and staff.

### c. STEPS COMPLETED

The HWC began monthly meetings in Fall 2008.

### a. GOAL

To upgrade and enhance the learning environment for the student-athletes by renovating the computer-lab area.

### b. STEPS TAKEN TO ACHIEVE THIS GOAL

After receiving a donation, plans were created to renovate the computer lab in the George Kneller Academic Center housed in the J.D. Morgan Center. The new Rose Gilbert Computer Lab includes 24 computer stations with new computers, a computer-lab monitor station with two printers, and a 56" flat-screen television to post important information pertaining to academic and student support services and life-skills programming. In addition, part-time work-study students were hired to monitor the computer lab during operating hours and to assist student-athletes with computer and printing needs.

### c. STEPS COMPLETED

The renovation was completed in August 2008.

## 4. Explain how the institution is organized to further its efforts related to the gender-issues operating principle for both department of athletics staff, coaches and student-athletes.

UCLA has established a Gender Equity in Athletics Committee, jointly appointed by the Chancellor and by the Director of Athletics. The purpose of the committee is to review and assess Title IX compliance in athletics and to make recommendations for improvements, as appropriate. The committee is chaired by the campus' Title IX Officer and includes representatives from the Department of Intercollegiate Athletics (DIA), faculty, student and legal affairs, and campus recreation. Committee members include:

Mick DeLuca - Director, UCLA Cultural and Recreational Affairs  
Patricia Jasper - Senior Campus Counsel, Office of the Campus Counsel

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Valorie Kondos Field - Head Coach, Women's Gymnastics  
 Petrina Long - Sr. Associate Athletic Director/Senior Woman Administrator  
 Antoinette Mongelli - Executive Director, UCLA Volunteer Center  
 Dr. Sherie Morrison - Professor, Department of Microbiology, Immunology & Molecular Genetics  
 Robert Naples - Associate Vice Chancellor, UCLA Student and Campus Life  
 Pamela Thomason - Title IX Officer/Sexual Harassment Coordinator (Chair)

The committee has participated in training programs facilitated by leading Title IX experts, such as Valerie Bonnette, owner and president of Good Sports, Inc., and Janet Judge, president of Sports Law Associates LLC. Additionally, the committee has employed these consultants to conduct periodic external gender-equity reviews. The last external review was completed in March 2009 by Good Sports, Inc.

The Sr. Associate Athletic Director also serves as the Senior Woman Administrator (SWA) for the DIA. The SWA and the Title IX Officer are in constant communication and have participated in additional trainings and conferences outside the committee to review and assess the campus' gender-equity compliance.

### 5. Describe how matters concerning gender equity for department of athletics staff, coaches and student-athletes are monitored, evaluated and addressed on a continuing basis.

At the annual Fall squad meetings, student-athletes are introduced to the fundamentals of gender equity and Title IX. Specifically, sport supervisors meet with each team and provide an overview of gender equity, highlighting the section on Title IX in the Student-Athlete Handbook. The policy directs student-athletes to contact their coaches, the Sr. Associate Athletic Director/Senior Woman Administrator (SWA) and/or UCLA's Title IX Officer if they have any questions or concerns regarding gender equity. Additionally, student-athletes have the opportunity to complete an anonymous student-athlete evaluation at the conclusion of their competitive season. This evaluation addresses a variety of topics, including concerns or issues regarding gender equity. Student-athletes who have exhausted their eligibility also have the opportunity to complete the senior exit survey, which captures equity data. Both of these serve as insightful tools to help the Department of Intercollegiate Athletics (DIA) senior management staff identify areas for improvement with regard to gender equity.

Coaches are regularly updated on current gender-equity issues and trends in the monthly coaches development workshops. Information is also included in the DIA Procedures Manual for both coaches and staff. Similar to the student-athletes, coaches and staff are directed to contact the Sr. Associate Athletic Director/SWA and/or UCLA's Title IX Officer if they have any questions or concerns regarding gender equity.

As part of the Cycle 3 self-study process, a comprehensive gender-equity survey was developed by the gender-issues work group and was disseminated to student-athletes and coaches. Issues raised in the survey were further explored by the gender-issues work group and corrective actions were included in the gender-issues plan for improvement. Furthermore, because the survey was successful in gaining meaningful feedback, the DIA will be surveying the student-athletes and coaches every four years to ensure that gender equity is being monitored and evaluated on a continuing basis. Results will be provided to the DIA senior management staff and to the Gender Equity in Athletics Committee.

Since the last NCAA certification self-study, the DIA has had three separate gender-equity reviews with two outside consultants. Valerie Bonnette, owner and president of Good Sports, Inc., completed a gender-equity review following the Office of Civil Rights' complaint resolution in 2004 and again in 2009. Additionally, UCLA's Title IX Officer and the Sr. Associate Athletic Director/SWA attended the NCAA Gender Equity Workshop in 2007, which was facilitated by Janet Judge, president of Sports Law Associates LLC. Part of this workshop included a private consultation and review of UCLA's compliance to Title IX through full and effective accommodation of the interests and abilities of both genders.

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6. Describe the programs and activities that the institution has in place for coaches, department of athletics staff and student-athletes that address gender issues, including programs and activities designed to address the needs of the underrepresented gender within the athletics program.

*The institution must demonstrate that it provides programs and activities for coaches, department of athletics staff and student-athletes that address gender issues, including programs and activities designed to address the needs of the underrepresented gender within the athletics program.*

UCLA and its Department of Intercollegiate Athletics (DIA) are strongly committed to fair and equitable treatment of both male and female student-athletes as well as coaches and staff. As such, there are a variety of programs and activities available to student-athletes, coaches and staff that address gender issues.

### GENDER-ISSUES TRAININGS:

The Gender Equity in Athletics Committee has participated in training programs facilitated by leading Title IX experts, such as Valerie Bonnette, owner and president of Good Sports, Inc., and Janet Judge, president of Sports Law Associates LLC. Additionally, the committee has employed these consultants to conduct periodic external gender-equity reviews. The last external review was completed in March 2009 by Good Sports, Inc. UCLA's Title IX Officer and the Sr. Associate Athletic Director/Senior Woman Administrator (SWA) also attended the NCAA Gender Equity Workshop in 2007, which was facilitated by Ms. Judge. Part of this workshop included a private consultation and review of UCLA's compliance to Title IX through full and effective accommodation of the interests and abilities of both genders.

In 2009, Ms. Judge was also hired to come on campus to provide comprehensive gender-equity training for the student-athletes, coaches and staff. Ms. Judge first met with the coaches and staff in a joint training session and then met with the student-athletes separately in order to tailor the training sessions to the needs and concerns of the different groups.

### SEXUAL HARASSMENT PREVENTION TRAINING AND EDUCATION:

The university is subject to California's AB1825 requirement that sexual harassment prevention (SHP) training take place on a two-year retraining cycle. This training is offered online or through an instructor-led course.

At the annual Fall squad meetings, the Student-Athlete Code of Conduct outlined in the Student-Athlete Handbook is reviewed with the student-athletes. In the code of conduct, there is a section on discrimination and harassment and student-athletes are directed to the Sr. Associate Athletic Director/ SWA or Dean of Students Office if they have any questions or concerns regarding discrimination or harassment.

### HEALTH & WELLNESS COMMITTEE (HWC):

In Fall 2008, the HWC was assembled to support the academic, social, emotional, athletic and personal development of student-athletes. More specifically, it was created to streamline communication between different units within the DIA, to provide a venue to discuss current department policies/procedures, and to make recommendations on training and educational seminars for student-athletes, coaches and staff. After convening for a year, it became very apparent to the HWC that a diversity subcommittee was needed in order to address issues more specific to diversity and inclusion. Therefore, this subcommittee was charged with assessing the needs of student-athletes from underrepresented groups and establishing relationships with campus organizations that provide programs and services to such groups.

### LESBIAN GAY BISEXUAL TRANSGENDER CAMPUS RESOURCE CENTER (LGBT CENTER):

Based on a recommendation from the Diversity Subcommittee of the HWC, DIA coaches and staff were given the opportunity to participate in ally training facilitated by the Director of the UCLA LGBT Center in Winter 2010. In this training, coaches and staff discussed trends and topics affecting student-athletes who identify as LGBT. The training also focused on educating coaches and staff on appropriate ways to discuss LGBT topics with student-athletes. Additionally, participants were educated on the various programs and services offered through the LGBT Center

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and appropriate methods to refer student-athletes to the LGBT Center and other campus resources, such as CAPS. The chair of the Diversity Subcommittee of the HWC serves as the liaison to the LGBT Center.

### COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS):

In Fall 2008, a grant was made available through the NCAA Student-Athlete Opportunity Fund that provided CAPS with the means to establish a sport psychology program. Developing the program helped to reestablish the strong collaboration between CAPS and the DIA. It also was needed in order to lower the barriers to CAPS services for student-athletes and to allow for the creation of new programs that would enhance the student-athlete experience. The Sr. Associate Athletic Director/SWA worked closely with CAPS to create the program and the job description for the program director. The program director accepts both drop-in and scheduled appointments and serves as a significant resource, particularly for student-athletes, coaches and staff, when gender issues arise.

### EXPANSION OF ACADEMIC & STUDENT SERVICES (AS2):

Over the last few years, the AS2 office has gone through a significant expansion that increased its staff from five full-time staff members to 13 full-time staff members. With the expansion of the staff, all teams have equitable access to academic support services without regard to gender or sport. It also allowed for new academic and student support services and programs to be implemented and for existing services and programs to be enhanced. These include the Community of Learners, Directed Learning, Academic Mentoring, Peer Learning (tutorial) and Production programs. More information about these and other services and programs is outlined in Operating Principle 2.2.

### EDUCATIONAL WORKSHOPS:

Student-athletes have various opportunities to attend life-skills workshops on topics such as interpersonal communication (DiSC Behavioral Assessments), leadership, team-building, substance use and misuse, nutrition, etiquette, social networking, time and stress management, sexual assault, marijuana and chewing tobacco, and dealing with agents. In addition, coaches can coordinate team-specific workshops throughout the year. These workshops are conducted by DIA staff, UCLA staff and faculty, or community professionals.

### PERFORMANCE NUTRITION PROGRAM:

The DIA has worked to create a nutrition program that prevents disordered-eating behaviors and educates student-athletes on ways to help them achieve their full athletic potential. Assessment technology such as the Bod-Pod and New Leaf Metabolic Carts help to create effective meal plans that are individualized to each student-athlete. Group education for timing and optimizing energy intake on a team-by-team basis is provided at the transition of each sport's training season. Seminars include, but are not limited to, grocery store tours, cooking demonstrations, purposeful eating, nutrient timing, macronutrients and supplement education. Educational materials such as [fuelingbruins.blogspot.com](http://fuelingbruins.blogspot.com) and [fuelingbruins.vitabot.com](http://fuelingbruins.vitabot.com) are available from any computer or hand-held device that is equipped with Internet access. Student-athletes are given the Director of Sports Nutrition's cell number and email address at the beginning of each year for scheduling individual appointments. Coaches and staff can also arrange group-education meetings with the director.

### ATHLETE FOR LIFE MANUAL:

The Athletic Performance Staff, Director of Sports Nutrition and the Sport Psychologist combined efforts to create a manual to give to student-athletes who have exhausted their eligibility. This manual was created to aid in the transition from collegiate student-athlete to college graduate. Chapters include, but are not limited to: How to Deal with this Perceived Loss of Identity, How to Remain Fit and Healthy as a Career Professional, and How to Fuel for the Challenges that Life May Bring. All training programs and meal plans are based on the goal of the reader. Whether it is to be a healthy person, a marathon runner or a fireman, this manual helps the reader determine what foods and type of training will best help them meet their personal goals.

### BRUIN ATHLETIC COUNCIL (BAC):

The BAC serves as an important resource for assessing the chemistry and climate of student-athletes and their teams, as well as evaluating the department's success in achieving its gender-equity objectives.

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### STUDENT-ATHLETE MENTORS (SAMs):

SAMs is a peer-to-peer education group that is composed of student-athletes who are trained and able to serve as a role model and resource to their teammates, as well as to other student-athletes. SAMs deal with a variety of gender and well-being issues, including but not limited to: alcohol and drug abuse, nutrition and eating disorders, basic counseling and referral skills, suicide prevention, stress, sexual harassment and misconduct, and others as determined by the student-athlete mentors as a group. By having student-athletes involved in these efforts, the DIA hopes to develop and support healthier student-athletes, which leads to healthier teams and a healthier department.

SAMs receive training in peer-education skills using the Bacchus Certified Peer Educator training program; suicide prevention using the nationally recognized QPR Gatekeeper training model; and bystander-awareness training using the Step-Up Program. Future training will include such topics as recognizing and addressing disordered-eating behavior, alcohol, tobacco and other drug (ATOD) abuse, and additional topics as identified by the SAMs themselves. The leaders of SAMs have identified ATOD abuse as a primary focus and are planning their first educational program specifically targeting the student-athlete population. SAMs are actively involved in the student-athlete orientation and various Health & Wellness Committee initiatives. Currently, there are 17 SAMs representing nine different sports and an additional 14 student-athletes who are participating in training.

### SENIOR EXIT SURVEYS AND STUDENT-ATHLETE EVALUATIONS:

The senior exit survey includes specific questions to allow the student-athletes to provide meaningful feedback on whether the needs of underrepresented student-athletes are being met, as well as other questions that might elicit any concerns related to gender equity. The DIA reviews these responses carefully to determine whether any gender issues exist. The senior exit surveys also provide student-athletes an opportunity to raise any concerns without fear of repercussion, because their experiences as a student-athlete are concluded by the time the surveys are completed.

The Director of Student-Athlete Development also coordinates the annual student-athlete evaluation process to gain meaningful feedback from the student-athletes on their academic and athletic experience. From these, issues such as gender equity, campus climate and adjustment are discussed and are disseminated to senior management staff to evaluate and make changes as deemed necessary.

7. For the three most recent academic years in which information is available, analyze the institution's EADA report (i.e., participation, head coaches and assistant coaches). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its analysis]. If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender-issues plan for improvement.

*The institution must analyze its EADA report (i.e., participation, head coaches and assistant coaches) and NCAA financial report (specified expense categories) for the three most recent academic years, explain (using supporting data) any differences, address any deficiencies and comment on any trends.*

The Equity in Athletics Disclosure (EADA) reports for the academic years 2007-'08, 2008-'09, and 2009-'10 were reviewed and analyzed to determine if any differences exist with regard to gender. No deficiencies were identified, but several areas are worthy of comment.

Currently, UCLA is in compliance with Title IX via Prong Three by fully and effectively accommodating the interests and abilities of the underrepresented sex. Since the last NCAA certification self-study, the Department of Intercollegiate Athletics (DIA) has had three separate gender-equity reviews with two outside consultants that confirmed UCLA's compliance through Prong Three. Valerie Bonnette, owner and president of Good Sports, Inc., completed a gender-equity review following the Office of Civil Rights' complaint resolution in 2004 and again in 2009. Additionally, UCLA's Title IX Officer and the Sr. Associate Athletic Director/SWA attended the NCAA Gender Equity Workshop in 2007, which was facilitated by Janet Judge, president of Sports Law Associates LLC. Part of this workshop included a private consultation and review of UCLA's compliance to Title IX through full and effective accommodation of the interests and abilities of both genders.

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An analysis of the EADA reports revealed a shift in the participation rates for men and women during the three most recent academic years. In 2007-'08, the men's participation rate was 49 percent, while the women were at 51 percent. In 2008-'09, the men's participation rate surpassed the women at 50.1 percent and 49.9 percent, respectively. In 2009-'10, the men's participation rate increased a little more to 51.3 percent, whereas the women were at 48.7 percent. This shift occurred mainly because of an increase in the number of student-athletes participating on the men's track and field team during the 2008-'09 and 2009-'10 reports. During these two years, the men's track and field program was undergoing a transition that ultimately led to a new person being named as head coach. A departmental decision was made not to cut the scholarships of the continuing student-athletes who no longer fit the profile of the new coach. However, starting in the 2010-'11 academic year, the coaches for the men's track and field program cut their squad size to the traditional squad size the DIA has maintained in the past.

With the exception of women's rowing, which currently has the equivalent of 14 full scholarships (a total of five out-of-state and nine in-state), all other sponsored sports are provided the NCAA maximum number of scholarships without regard to in-state or out-of-state dollar allocations. The DIA believes that this has been instrumental in the department's ability to win national championships in a number of different sports. During the three most recent academic years, scholarship aid awarded to women has exceeded their proportionate participation. Men were awarded 50.7 percent, while women were awarded 49.3 percent of the athletic scholarship funds. For this reason, there are no current plans to increase the funding for women's rowing.

One of the strengths of UCLA is the number of women who serve as head coaches. During the period of the self-study, UCLA had 11 men's sports with nine different men serving as head coach (one head coach for cross country, indoor track and field, and outdoor track and field). On the women's side, there were 13 women's sports with 11 different individuals serving as head coach, of which nine were women. Because of UCLA's rich tradition of winning national championships across a broad spectrum of sports, many coaches at both the head and assistant positions have been developed within the department. For example, nine of the coaches won national championships while student-athletes at UCLA. Even more have won while serving as an assistant. Additionally, the DIA has created an environment that is supportive of women who wish to coach at an elite level. Seven of the female head coaches also have children, and the DIA has made significant accommodations to ensure they were able to successfully support their families as well as their head-coaching duties. Another strength of UCLA is the longevity of the average head coach. In the DIA, there are several coaches who have been on the staff for many years (e.g., 46 years, 22 years and 15 years), and this continuity also serves as one of the foundations of the department's many championships. Within many assistant coach positions, there also has been long-term stability, which once again reinforces the broad-based success of the department.

Differences were noted in overall recruiting expenses, which favored men over women; however, the DIA's philosophy is that coaches are not to be limited in their recruiting efforts. Head coaches are responsible for developing their annual budget in coordination with their sport supervisor and with the Sr. Associate Athletic Director/Chief Financial Officer, as well as in congruence with their own coaching and recruiting philosophy. Accommodations are regularly made without regard to gender for coaches who need to travel out-of-state or internationally to recruit elite student-athletes in order to maintain championship-caliber teams. Additionally, budget adjustments are made for specific situations, such as a coaching change or unexpected attrition in a given program.

8. For the three most recent academic years in which information is available, analyze the institution's NCAA financial report (specified expense categories). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its analysis]. If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender-issues plan for improvement.

*The institution must analyze its EADA report (i.e., participation, head coaches and assistant coaches) and NCAA financial report (specified expense categories) for the three most recent academic years, explain (using supporting data) any differences, address any deficiencies and comment on any trends.*

NCAA financial reports for the academic years 2006-'07, 2007-'08, and 2008-'09 were reviewed and analyzed to determine if any differences exist with regard to gender. The analysis concluded there are some financial differentials between men's and women's teams.

Marketing efforts and opportunities favor men's revenue-generating teams. Specifically for men's basketball and football, marketing budgets are significantly higher than the rest of the teams. As such, the Department of Intercollegiate Athletics (DIA) acknowledges that it must develop new strategies to provide equitable marketing

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opportunities to women's teams. This will be accomplished through evaluating the current marketing philosophy for all sports and determining where changes need to be made. This goal is reflected in the Cycle 3 gender-issues plan for improvement.

Additional financial differences were found, but in some cases, they favored the women's teams. When they did favor the men's teams, the differences were attributed to the specific circumstances of that team.

Total travel expenses favored women's soccer over men's soccer because the women's team reached the NCAA College Cup each of the years analyzed. The opposite situation existed for men's and women's basketball, with the men's team attending the NCAA Final Four for two of the three years analyzed.

Between 2006-'09, recruiting support for women's tennis was higher than for the men's team due to a greater reliance on in-person, out-of-state and international recruiting visits. Conversely, men's golf recruited internationally, which resulted in higher expenses for the same three-year period. Women's basketball enjoyed greater success in earlier commitments from in-state recruits; therefore, they did not travel as extensively out-of-state. This resulted in women's basketball spending less than men's basketball related to recruiting travel expenses. Overall, the department's philosophy is to develop and maintain championship-caliber teams across both genders; therefore, coaches are not limited in their pursuits of out-of-state or international student-athletes by budget constraints. All sports have the choice to recruit nationally and internationally and often when financial disparities exist, it is because of the coach's recruiting philosophy and not financial constraints.

### 9. Using the program areas for gender issues:

- a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;
- b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;
- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and
- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

[Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook as a guide in responding to Item No. 9 of the program area checklist.]

*The institution must conduct a thorough and written review of each of the 15-program areas for gender issues. Please see program area definitions located in the Gender, Diversity and Student-Athlete Well-Being attachment of the self-study instrument. If the institution identifies any deficiencies during this review, the deficiencies must be incorporated into the institution's gender-issues plan for improvement. If no deficiency exists, the institution must include a maintenance plan for each program area and action steps the institution will take if the program area(s) becomes inequitable in the future.*

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*The review must:*

*Describe how the institution has ensured a complete study of each of the 15-program areas for gender issues. This study should be conducted as part of the self-study process. Please note that for the program area of accommodations of interests and abilities, the use of surveys alone does not constitute a complete study. If an institution chooses to use an interest survey (e.g., a web survey or hard-copy survey) as one of its sources of data, the committee will require an explanation regarding the survey content, populations surveyed, the survey response rate, method used to interpret the data, and written evidence demonstrating the institution's Title IX coordinator has approved the survey. In addition, the institution must describe other methods of measuring interest and ability.*

- a. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the areas;*
- b. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program. Please note, any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and*
- c. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15-program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.*

**1. Accommodation of Interests and Abilities.** Participation proportionate to enrollment; and/or, history and continuing practice of program expansion for the under represented gender within the athletics program; and/or, full and effective accommodation for the under represented gender within the athletics program; and equivalent levels of competition. Institutions must clearly identify methods (e.g., proportionality, history of program expansion, etc.) for addressing accommodation of interests and abilities when presenting gender-issues plans for the future.

- a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

UCLA and the Department of Intercollegiate Athletics (DIA) conducted a comprehensive, broad-based review of this program area as part of the NCAA Athletics Certification Cycle 3 Self-Study process. The Gender/Diversity-Issues and Student-Athlete Well-Being Subcommittee was chaired by the Assistant Vice Provost for Undergraduate Academic Support, Penny Hein-Unruh.

At the start of the self-study process, an advisory group known as the "Certification Kitchen Cabinet" was formed to assist the Steering Committee in monitoring the progress of each of the subcommittees; to provide assistance to the subcommittee chairs; and to develop a timeline by which the Steering Committee was to review and approve responses to the self-study items and plans for improvement. The kitchen cabinet consisted of the following individuals:

Ashley Armstrong - Director of Student-Athlete Development  
 Kenny Donaldson - Assistant Director of Academic Services  
 Dan Goldberg - Associate Director of Compliance; Athletics Certification Liaison  
 Penny Hein-Unruh - Assistant Vice Provost for Undergraduate Academic Support  
 Martha Jameson - Staff Associate  
 Petrina Long - Sr. Associate Athletic Director/Senior Woman Administrator (SWA)  
 Dr. Christina Rivera - Assistant Athletic Director of Academic & Student Services (AS2)  
 Amy Schlueck - Associate Director of Compliance & Admissions

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Nicholas Thornton - Eligibility Coordinator; NCAA Self-Study Report Coordinator

Due to the scope of the Gender/Diversity-Issues and Student-Athlete Well-Being Subcommittee, the kitchen cabinet recommended that Operating Principles 3.1, 3.2 and 3.3 be divided into three work groups to ensure that a complete study of each operating principle was conducted. This idea was approved by the Steering Committee and by the NCAA. With the assistance of the kitchen cabinet, the chair of the Gender/Diversity-Issues and Student-Athlete Well-Being Subcommittee selected work-group chairs for the three operating principles and the full subcommittee members were divided into one of the three work groups. At that time, it was determined that additional support was needed for each of the work groups; therefore, with the approval of the Steering Committee, the kitchen cabinet selected additional work-group members who were not originally included in the full subcommittee but who offered broad-based campus participation.

In preparation for the first work-group meetings, the full subcommittee chair and the chairs of the three work groups met to discuss each operating principle; to assemble materials needed for dissemination to each work group; and to develop an overall plan for managing the review of each operating principle.

UCLA's Title IX Officer/Sexual Harassment Coordinator, Pamela Thomason, was assigned to chair the gender-issues work group. Other members of this work group included:

Mick DeLuca - Director, UCLA Cultural and Recreational Affairs  
 Kelly Inouye-Perez - Head Coach, Softball  
 Patricia Jasper - Senior Campus Counsel, Office of the Campus Counsel  
 Petrina Long - Sr. Associate Athletic Director/Senior Woman Administrator  
 Antoinette Mongelli - Executive Director, UCLA Volunteer Center  
 Dr. Sherie Morrison - Professor, Department of Microbiology, Immunology & Molecular Genetics  
 Robert Naples - Associate Vice Chancellor, UCLA Student and Campus Life  
 Ken Weiner - Sr. Associate Athletic Director

The chair of the full subcommittee, Pamela Thomason; the Athletics Certification Liaison, Dan Goldberg, and the NCAA Self-Study Report Coordinator, Nicholas Thornton, attended all of the work-group meetings and the report coordinator was responsible for writing and disseminating meeting minutes after each work-group meeting.

Before addressing each of the self-study items and developing the plan for improvement, work-group members were given a tour of the athletic facilities and participated in a presentation conducted by the Sr. Associate Athletic Director/Chief Financial Officer regarding DIA's financial records. The committee also had access to the EADA reports and the results from the 2009 external gender-equity review conducted by Valerie Bonnette of Good Sports, Inc. Additionally, the work group disseminated a survey to both coaches and student-athletes and the results were presented to the work group. All of these helped the group identify areas for improvement; determine who the self-study items would be assigned to; and inform the development of the plan. Drafts of both the self-study items and plan for improvement were distributed to the work-group members, DIA senior management and kitchen cabinet members for feedback. This review-and-feedback process resulted in multiple drafts and ensured that a complete study of gender issues was conducted.

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

A review by the Office of Civil Rights (OCR) completed in October 2004 states: "OCR has determined that the University has demonstrated compliance with its voluntary resolution plan by fully and effectively accommodating the interests and abilities of the underrepresented sex, female athletes, under Prong 3 of the Policy Interpretation."

The campus also commissioned a review by Valerie Bonnette, owner and president of Good Sports, Inc., to review and advise on gender equity. Her review was completed in March 2009 and concluded that UCLA continues to be in compliance under Prong Three. Minor disparities in some program areas were noted and have been addressed in the Cycle 3 gender-issues plan for improvement.

Additionally, UCLA's Title IX Officer and the Sr. Associate Athletic Director/SWA attended the NCAA Gender Equity Workshop in 2007, which was facilitated by Janet Judge, president of Sports Law Associates LLC. Part of this workshop included a private consultation and review of UCLA's compliance to Title IX through full and effective accommodation of the interests and abilities of both genders.

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- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Although UCLA is fully and effectively accommodating the interests and abilities of both genders, UCLA plans to develop a long-term strategy to demonstrate compliance through substantial proportionality, Prong One. In order to effectively transition to substantial proportionality, the DIA, Gender Equity in Athletics Committee and UCLA's Title IX Coordinator will conduct a comprehensive analysis of the internal and external gender-equity compliance reviews completed over the last several years. This will then lead to an evaluation of the DIA's roster-management philosophy to determine if changes need to be made and will also lead to the department setting forth roster size goals. This goal is reflected in the Cycle 3 gender-issues plan for improvement.

- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

As outlined in the gender-issues plan for improvement that was developed in response to Operating Principle 3.1, Self-Study Item No. 10, UCLA and the DIA are fully committed to: 1) developing a strategy to demonstrate compliance through substantial proportionality; 2) continuing to provide equitable access and services related to athletic scholarships, equipment and supplies, scheduling of practice and competition, academic support services, facilities, medical and training services, housing and dining, and participation in governance and decision-making; 3) addressing issues related to travel allowance, support services and recruitment (e.g., per diem distribution policy, snack guidelines, hotel accommodations and staff size); 4) evaluating compensation plans for assistant coaches; and 5) developing new strategies to provide equitable marketing opportunities for women's teams.

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

- a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

UCLA and its Department of Intercollegiate Athletics (DIA) conducted a comprehensive, broad-based review of this program area as part of the NCAA Athletics Certification Cycle 3 Self-Study process. This process is more fully described above in response to Self-Study Item No. 9(a).

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

A comprehensive analysis of the NCAA financial reports and the EADA reports revealed that during the three most recent academic years, scholarships awarded to women's teams have exceeded those awarded to men's teams (50.7 percent for women to 49.3 percent for men).

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

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With the exception of women's rowing, which currently has the equivalent of 14 full scholarships (a total of five out-of-state and nine in-state), all other sponsored sports are provided the NCAA maximum number of scholarships without regard to in-state or out-of-state dollar allocations. Given that scholarship allocation does favor women, there are no current plans to increase the funding for women's rowing; however, athletic scholarships are evaluated and monitored annually, so budgetary plans may adjust pending the recommendation of the Gender Equity in Athletics Committee and external gender-equity compliance reviews.

Fifth-year aid is made available to all scholarship student-athletes, while summer athletics aid is available to all female student-athletes, all head count male student-athletes and selected equivalency-sport male student-athletes. These scholarship programs are monitored very carefully and require the approval of the Assistant Athletic Director of Academic & Student Services, the sport supervisor and the Sr. Associate Athletic Director/SWA.

**d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

As outlined in the gender-issues plan for improvement that was developed in response to Operating Principle 3.1, Self-Study Item No. 10, UCLA and the DIA are fully committed to: 1) developing a strategy to demonstrate compliance through substantial proportionality; 2) continuing to provide equitable access and services related to athletic scholarships, equipment and supplies, scheduling of practice and competition, academic support services, facilities, medical and training services, housing and dining, and participation in governance and decision-making; 3) addressing issues related to travel allowance, support services and recruitment (e.g., per diem distribution policy, snack guidelines, hotel accommodations and staff size); 4) evaluating compensation plans for assistant coaches; and 5) developing new strategies to provide equitable marketing opportunities for women's teams.

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

**a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

UCLA and its Department of Intercollegiate Athletics (DIA) conducted a comprehensive, broad-based review of this program area as part of the NCAA Athletics Certification Cycle 3 Self-Study process. This process is more fully described above in response to Self-Study Item No. 9(a).

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

A comprehensive analysis of the NCAA financial reports, EADA reports, internal reviews by the Gender Equity in Athletics Committee, updates by external Title IX consultants and data from the 2011 survey of head coaches and student-athletes from all sports revealed that the amount, quality and maintenance of equipment and supplies is equitable with a few sport-related, non-gender differences.

**c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Student-athletes at UCLA are provided with all necessary equipment and supplies without regard to gender. The DIA equipment room is centralized under a single director and all department, university and NCAA policies are applied to teams of both genders. Additionally, during the annual budget approval

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process, coaches and sport supervisors identify immediate needs for the upcoming year and plan strategically for more expensive needs without regard to gender.

Annually, student-athletes are given the opportunity to complete student-athlete evaluations at the conclusion of their competitive season. These surveys give student-athletes the chance to provide anonymous feedback on a variety of topics, including equipment and supplies. Additionally, exhausted-eligibility student-athletes have the opportunity to complete the senior exit survey, which provides these student-athletes the opportunity to identify issues with equipment and supplies. Sport supervisors use this data to address issues of concern and as an evaluation tool on policies, practices and personnel.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

As outlined in the gender-issues plan for improvement that was developed in response to Operating Principle 3.1, Self-Study Item No. 10, UCLA and the DIA are fully committed to: 1) developing a strategy to demonstrate compliance through substantial proportionality; 2) continuing to provide equitable access and services related to athletic scholarships, equipment and supplies, scheduling of practice and competition, academic support services, facilities, medical and training services, housing and dining, and participation in governance and decision-making; 3) addressing issues related to travel allowance, support services and recruitment (e.g., per diem distribution policy, snack guidelines, hotel accommodations and staff size); 4) evaluating compensation plans for assistant coaches; and 5) developing new strategies to provide equitable marketing opportunities for women's teams.

**4. Scheduling of Games and Practice Time.** Number of contests; number, length and time of day of practices; time of day of contests; preseason and postseason opportunities, including foreign tours.

- a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

UCLA and its Department of Intercollegiate Athletics (DIA) conducted a comprehensive, broad-based review of this program area as part of the NCAA Athletics Certification Cycle 3 Self-Study process. This process is more fully described above in response to Self-Study Item No. 9(a).

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

A comprehensive analysis of practice and competition schedules for all sports indicated that each team scheduled at least the NCAA minimum number of contests, with the majority of the teams scheduling at or near the maximum number of contests allowed. The data also revealed that no significant differences existed in the number of practice opportunities or in the time of day competitions were scheduled.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Due to limited space on campus, UCLA shares a considerable number of facilities with the campus at-large, including intramural and club sports, recreation courses and rentals. As such, extensive collaboration and partnership between the DIA and the Cultural and Recreational Affairs Department is needed in order to carefully plan and schedule practice and competition dates. Within the DIA, there is a designated contact person who is responsible for coordinating all requests for practice and games from the sport coaches. Quarterly meetings are held to review schedules and annual meetings are held to

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review any major events, construction impacts or the like. Practice and training schedules are made around academic class needs within each sport and specific coach/sport requests and requirements. General parameters include: 1) When teams are competing in the same season and share one venue, practice times should be alternated from quarter to quarter; 2) In-season teams should have priority in scheduling practice and strength-and-conditioning sessions; and 3) If multiple competitions are held on the same date in the same venue, start times of competition should be alternated between the men's and women's teams. All teams are also provided with the opportunity to host postseason competitions if there is not a conflict with an existing schedule that cannot be adjusted.

**d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

As outlined in the gender-issues plan for improvement that was developed in response to Operating Principle 3.1, Self-Study Item No. 10, UCLA and the DIA are fully committed to: 1) developing a strategy to demonstrate compliance through substantial proportionality; 2) continuing to provide equitable access and services related to athletic scholarships, equipment and supplies, scheduling of practice and competition, academic support services, facilities, medical and training services, housing and dining, and participation in governance and decision-making; 3) addressing issues related to travel allowance, support services and recruitment (e.g., per diem distribution policy, snack guidelines, hotel accommodations and staff size); 4) evaluating compensation plans for assistant coaches; and 5) developing new strategies to provide equitable marketing opportunities for women's teams.

**5. Travel Allowance.** Modes of transportation; housing furnished during travel; length of stay before and after competitive events; dining arrangements and per diem for institutional competition and other competitive opportunities (e.g., under NCAA Bylaw 16.8.1.3).

**a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

UCLA and its Department of Intercollegiate Athletics (DIA) conducted a comprehensive, broad-based review of this program area as part of the NCAA Athletics Certification Cycle 3 Self-Study process. This process is more fully described above in response to Self-Study Item No. 9(a).

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

A comprehensive analysis of the NCAA financial reports and EADA reports as well as data from the 2011 survey of head coaches and student-athletes from all sports revealed that there are slight differences in the modes of transportation, housing and dining during travel, and length of stay before and after events. However, these differences were primarily due to sport, not gender.

Women's rowing is the only sport where more than two student-athletes are assigned to one hotel room. While this is common practice in this sport, the DIA plans to address this issue.

Football consistently charts airline flights due to the size of the travel party and for easier access to some smaller road-game airports. No other teams require this form of regular-season transportation. In postseason, men's and women's teams have comparable travel arrangements, including additional administrative support such as travel coordinators, charter flights, police escorts, etc.

Results of the recent student-athlete survey showed that some student-athletes are confused regarding the per diem distribution policy. Upon investigation, it is clear that departmental policy is being followed and properly monitored. An increased educational effort to inform the student-athletes of the distribution policy will be implemented.

On rare occasions, UCLA teams have traveled internationally for competition. These trips are infrequent, funded by the team's foundation account and not subject to any gender influence or bias. In recent years, trips have been taken by women's volleyball, women's basketball and men's volleyball.

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- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Athletic teams travel in accordance with DIA and university policy. Items such as per diem, hotel costs and modes of transportation are generally standardized for all sports, with some sport-related exceptions. Postseason travel is dictated by the success of a given team each year. All teams have access to funding to support outside competition for eligible student-athletes. Additionally, travel budgets are developed on an annual basis and are established without regard to gender. The emphasis is on providing each team with an appropriate mix of non-conference and conference competition.

However, the DIA acknowledges that student-athletes need to be better educated on the per diem distribution policies and procedures. This will be done by disseminating information at the annual Fall squad meetings. The DIA also acknowledges that a departmental policy on snack distribution to student-athletes is necessary. The department plans to create snack-distribution policies and procedures that provide equitable access to snacks without regard to gender or sport. Finally, the department recognizes that hotel accommodations for women's rowing student-athletes need to change. As such, the DIA plans to reduce the number of student-athletes assigned to each hotel room from three to two for away competitions. These goals are reflected in the Cycle 3 gender-issues plan for improvement.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

As outlined in the gender-issues plan for improvement that was developed in response to Operating Principle 3.1, Self-Study Item No. 10, UCLA and the DIA are fully committed to: 1) developing a strategy to demonstrate compliance through substantial proportionality; 2) continuing to provide equitable access and services related to athletic scholarships, equipment and supplies, scheduling of practice and competition, academic support services, facilities, medical and training services, housing and dining, and participation in governance and decision-making; 3) addressing issues related to travel allowance, support services and recruitment (e.g., per diem distribution policy, snack guidelines, hotel accommodations and staff size); 4) evaluating compensation plans for assistant coaches; and 5) developing new strategies to provide equitable marketing opportunities for women's teams.

**6. Academic Support Services.** Availability of, and equitable access to, academic support services that meet the needs of student-athletes based on individual student-athlete academic profiles and/or performance, and equitable criteria for obtaining assistance.

- a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

UCLA and its Department of Intercollegiate Athletics (DIA) conducted a comprehensive, broad-based review of this program area as part of the NCAA Athletics Certification Cycle 3 Self-Study process. This process is more fully described above in response to Self-Study Item No. 9(a).

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

A comprehensive external review of the academic support services for student-athletes was conducted as part of the NCAA Athletics Certification Cycle 3 Self-Study process and as mandated by NCAA rules every four years. The report concluded that equitable access to academic support services, such as academic counseling, tutoring and mentoring, is being provided without regard to gender. The availability, quality and compensation for support personnel (e.g., counselors, coordinators, tutors and mentors) are

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standard. Academic support services are housed in one unit for all sports and each team is assigned an academic counselor and a learning specialist with a few exceptions. Due to the size of the women's rowing program, the team is assigned a second academic counselor. Additionally, due to the size of the football team and the scope of their academic needs, the team is also supported by a Football Academic Coordinator and a second learning specialist. Men's and women's basketball are also supported by a Basketball Academic Coordinator due to the specific academic needs of the basketball student-athletes.

**c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Over the last few years, the AS2 office has gone through a significant expansion that increased its staff from five full-time staff members to 13 full-time staff members. With the expansion of the staff, all teams have equitable access to academic support services without regard to gender or sport. It also allowed for new academic and student support services and programs to be implemented and for existing services and programs to be enhanced. These include the Community of Learners, Directed Learning, Academic Mentoring, Peer Learning (tutorial) and Production programs. More information about these and other services and programs is outlined in Operating Principle 2.2.

**d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

As outlined in the gender-issues plan for improvement that was developed in response to Operating Principle 3.1, Self-Study Item No. 10, UCLA and the DIA are fully committed to: 1) developing a strategy to demonstrate compliance through substantial proportionality; 2) continuing to provide equitable access and services related to athletic scholarships, equipment and supplies, scheduling of practice and competition, academic support services, facilities, medical and training services, housing and dining, and participation in governance and decision-making; 3) addressing issues related to travel allowance, support services and recruitment (e.g., per diem distribution policy, snack guidelines, hotel accommodations and staff size); 4) evaluating compensation plans for assistant coaches; and 5) developing new strategies to provide equitable marketing opportunities for women's teams.

**7. Coaches.** Availability of full-time, part-time, assistant and graduate assistants. Training, experience, professional standing, and other professional qualifications. Total rate of compensation package, duration of contracts, conditions relating to contract renewal, experience, nature of coaching duties, working conditions and other terms and conditions of employment.

**a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

UCLA and its Department of Intercollegiate Athletics (DIA) conducted a comprehensive, broad-based review of this program area as part of the NCAA Athletics Certification Cycle 3 Self-Study process. This process is more fully described above in response to Self-Study Item No. 9(a).

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

All sponsored sports employ a full complement of NCAA-allowable coaches and the qualifications for the various coaching positions are equitable. On the other hand, a thorough review of the NCAA financial reports demonstrated that there are discrepancies in the salaries of head and assistant coaches for all

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sports; however, these discrepancies are not based on gender, but rather are a result of many factors, such as qualifications, experience and success, history and performance of the specific team and market value. Five coaches of men's teams and three coaches of women's teams are on multiyear contracts. All contracts begin as a similar boilerplate template. Adjustments are made, but only as a function of individual circumstances, not gender.

Coaches are hired through various processes according to department, university and other policies. Recent head coach hires include internal promotions of assistant coaches (softball and women's soccer), national searches (women's volleyball) and the use of an outside search firm (women's basketball).

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

One of the strengths of UCLA is the number of women who serve as head coaches. During the period of the self-study, UCLA had 11 men's sports with nine different men serving as head coach (one head coach for cross country, indoor track and field, and outdoor track and field). On the women's side, there were 13 women's sports with 11 different individuals serving as head coach, of which nine were women. Because of UCLA's rich tradition of winning national championships across a broad spectrum of sports, many coaches at both the head and assistant positions have been developed within the department. For example, nine of the coaches won national championships while student-athletes at UCLA. Even more have won while serving as an assistant. Additionally, the DIA has created an environment that is supportive of women who wish to coach at an elite level. Seven of the female head coaches also have children, and the DIA has made significant accommodations to ensure they were able to successfully support their families as well as their head-coaching duties. Another strength of UCLA is the longevity of the average head coach. In the DIA, there are several coaches who have been on the staff for many years (e.g., 46 years, 22 years and 15 years), and this continuity also serves as one of the foundations of the department's many championships. Within many assistant coach positions, there also has been long-term stability, which once again reinforces the broad-based success of the department.

However, the DIA acknowledges that inequities do exist in the courtesy-car benefits for assistant coaches of men's and women's teams. Therefore, the DIA senior management staff will conduct a comprehensive evaluation of the courtesy-car program and will implement compensation plans to provide assistant coaches of all teams with equitable benefits. This goal is reflected in the Cycle 3 gender-issues plan for improvement.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

As outlined in the gender-issues plan for improvement that was developed in response to Operating Principle 3.1, Self-Study Item No. 10, UCLA and the DIA are fully committed to: 1) developing a strategy to demonstrate compliance through substantial proportionality; 2) continuing to provide equitable access and services related to athletic scholarships, equipment and supplies, scheduling of practice and competition, academic support services, facilities, medical and training services, housing and dining, and participation in governance and decision-making; 3) addressing issues related to travel allowance, support services and recruitment (e.g., per diem distribution policy, snack guidelines, hotel accommodations and staff size); 4) evaluating compensation plans for assistant coaches; and 5) developing new strategies to provide equitable marketing opportunities for women's teams.

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

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- a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

UCLA and its Department of Intercollegiate Athletics (DIA) conducted a comprehensive, broad-based review of this program area as part of the NCAA Athletics Certification Cycle 3 Self-Study process. This process is more fully described above in response to Self-Study Item No. 9(a).

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

A thorough review of locker rooms and practice and competition facilities revealed comparable opportunities for men's and women's teams. For example, many teams, such as tennis, soccer, basketball, volleyball, track and field, swimming and diving, water polo, golf and gymnastics, share their facilities. However, there are some slight variations in facilities budgets (e.g., men's basketball), but these are due to increased staffing and other needs because of the attendance at the men's games.

Many of the athletic facilities used are not under the direct jurisdiction of the DIA. A large number of the venues are shared with intramural and club sports, recreation courses and rentals and are managed by UCLA's Cultural and Recreational Affairs Department. For shared-use facilities, the DIA gets a high priority for use relative to other campus needs/uses.

Pauley Pavilion is currently undergoing a \$136-million renovation, which will include new, comparable locker rooms for both men's and women's basketball.

The Acosta Training Center was completed in 2004 and houses new locker rooms for most of the teams: track and field, volleyball, soccer, golf, rowing and football. The tennis, gymnastics, baseball and softball teams have locker rooms in their respective facilities.

Spieker Aquatics Center opened in 2009 and includes new locker rooms for men's water polo and women's water polo and swimming and diving.

A renovation of the gymnastics practice facility is currently under way which will include a new locker room, team meeting space and lounge, and a renovation of the practice floor.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

As the data reveals above, the DIA provides locker room and practice and competition facilities in an equitable manner without regard to gender. The opportunity to enhance these facilities for all sports is an ongoing effort and when opportunities arise for enhancements, the DIA will pursue these without regard to gender.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

As outlined in the gender-issues plan for improvement that was developed in response to Operating Principle 3.1, Self-Study Item No. 10, UCLA and the DIA are fully committed to: 1) developing a strategy to demonstrate compliance through substantial proportionality; 2) continuing to provide equitable access and services related to athletic scholarships, equipment and supplies, scheduling of practice and competition, academic support services, facilities, medical and training services, housing and dining, and participation in governance and decision-making; 3) addressing issues related to travel allowance, support services and recruitment (e.g., per diem distribution policy, snack guidelines, hotel accommodations and staff size); 4) evaluating compensation plans for assistant coaches; and 5) developing new strategies to provide equitable marketing opportunities for women's teams.

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

**a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

UCLA and its Department of Intercollegiate Athletics (DIA) conducted a comprehensive, broad-based review of this program area as part of the NCAA Athletics Certification Cycle 3 Self-Study process. This process is more fully described above in response to Self-Study Item No. 9(a).

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

UCLA has one sports-medicine facility that is shared by both men's and women's teams and centralized under a single director. Student-athletes are provided with all necessary first-aid, injury treatment, testing, access to physicians and rehabilitation services without regard to gender.

The UCLA strength-and-conditioning room is also a shared facility and centralized under a single director. All teams are assigned at least one full-time athletics performance coach. Some teams may be assigned additional coaches, dependent on the size of the team (e.g., football). Training schedules are determined without regard to gender and follow the general, departmental parameter: In-season teams should have priority in scheduling strength and conditioning.

**c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Given that medical and training facilities and services are housed in a single facility and managed by one director for each respective area, the DIA is able to ensure that equitable facilities and services are provided to all sports. The opportunity to enhance these facilities or services for all sports is an ongoing effort, and when opportunities arise for enhancements, the DIA will pursue these without regard to gender.

**d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

As outlined in the gender-issues plan for improvement that was developed in response to Operating Principle 3.1, Self-Study Item No. 10, UCLA and the DIA are fully committed to: 1) developing a strategy to demonstrate compliance through substantial proportionality; 2) continuing to provide equitable access and services related to athletic scholarships, equipment and supplies, scheduling of practice and competition, academic support services, facilities, medical and training services, housing and dining, and participation in governance and decision-making; 3) addressing issues related to travel allowance, support services and recruitment (e.g., per diem distribution policy, snack guidelines, hotel accommodations and staff size); 4) evaluating compensation plans for assistant coaches; and 5) developing new strategies to provide equitable marketing opportunities for women's teams.

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

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- a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

UCLA and its Department of Intercollegiate Athletics (DIA) conducted a comprehensive, broad-based review of this program area as part of the NCAA Athletics Certification Cycle 3 Self-Study process. This process is more fully described above in response to Self-Study Item No. 9(a).

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

A comprehensive analysis of the NCAA financial reports and EADA reports revealed that regular and term-break housing, dining and postgame meals are provided equitably across the teams. However, there are some differences for special housing and pregame meals. For instance, men's basketball spends the night at an off-campus hotel before most home games. Football spends the night at an off-campus hotel prior to each home game; however, the football competition facility, the Rose Bowl, is 28 miles from campus and utilizing an off-campus hotel prior to home competitions is a condition of the facility lease with the Rose Bowl.

Given that the DIA does not have a dedicated training-table facility, each team is afforded the opportunity to provide training table to its student-athletes, but it is not required and is determined by the head coach in consultation with his/her sport supervisor. For those teams that choose to participate, the program consists of one meal a day, as designed by our Director of Sports Nutrition, and all athletics-aid recipients on the participating team are required to use the program. Individual students may not opt-in or out, although walk-ons may opt to pay for the meal if they wish to participate.

Training table is currently available in the UCLA campus dining facilities and, as of now, only football and men's basketball have chosen to participate. In the past, women's volleyball and women's gymnastics have participated, but they have chosen to opt-out, as their student-athletes preferred to have greater dining options both on- and off-campus.

UCLA does not have dedicated athletic dormitories or on-campus housing. Student-athletes live in the same housing facilities as the general student body.

Individual coaches manage their home-game budgets and choose to provide pregame meals on a regular or periodic basis in consultation with their sport supervisor. Any differences are not related to gender.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

In coordination with the Compliance Office, the sport supervisors monitor and approve all housing and dining services on an annual and ongoing basis. Costs related to housing and pre and postgame meals are established by campus and/or department limits and are comparable without regard to gender. Training table will continue to be offered and available to all teams, but until an athlete-dedicated dining facility is made available, it is anticipated that broad athletic participation will not transpire.

While the data analysis demonstrated that most housing, dining and postgame meals are provided equitably across the teams, the DIA acknowledges that it must investigate the use of off-campus hotel accommodations for men's and women's teams prior to home competitions. Specifically, the sport supervisors need to educate coaches about the option of providing off-campus hotel accommodations, and they must monitor and evaluate the costs, benefits and limitations of these opportunities. This goal is reflected in the Cycle 3 gender-issues plan for improvement.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

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As outlined in the gender-issues plan for improvement that was developed in response to Operating Principle 3.1, Self-Study Item No. 10, UCLA and the DIA are fully committed to: 1) developing a strategy to demonstrate compliance through substantial proportionality; 2) continuing to provide equitable access and services related to athletic scholarships, equipment and supplies, scheduling of practice and competition, academic support services, facilities, medical and training services, housing and dining, and participation in governance and decision-making; 3) addressing issues related to travel allowance, support services and recruitment (e.g., per diem distribution policy, snack guidelines, hotel accommodations and staff size); 4) evaluating compensation plans for assistant coaches; and 5) developing new strategies to provide equitable marketing opportunities for women's teams.

**11. Publicity and Awards.** Availability and quality of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices; availability and quality of institutional awards; opportunity for application and/or nomination for other outside awards (e.g., NCAA, national or conference awards).

**a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

UCLA and its Department of Intercollegiate Athletics (DIA) conducted a comprehensive, broad-based review of this program area as part of the NCAA Athletics Certification Cycle 3 Self-Study process. This process is more fully described above in response to Self-Study Item No. 9(a).

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

A thorough review of the Sports Information Department revealed that the availability and qualifications of sports information personnel as well as publications and website content are comparable for men's and women's teams. There is one sports information department serving all sports, under the direction of a single director who is a member of the DIA senior management staff. Additionally, assistant sports information directors work with both men's and women's teams in any given year.

The letter-winner and postseason awards policy applies to all student-athletes and is not gender-specific.

A comprehensive review of the last three years of expenditures demonstrated that the marketing department utilizes a "tier" budgetary philosophy. Under this philosophy, football, men's and women's basketball, women's gymnastics, softball and women's volleyball are provided with the most support; the other sports have marketing support to a slightly lesser degree. Yet even among the sports that receive the most marketing support, there are notable differences in the marketing support and opportunities for men's basketball and football relative to all other sports.

**c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

In the areas of media relations managed by the Sports Information Department and letter-winner and postseason awards, there are no discrepancies based on gender. Marketing budgets, however, are noticeably different for the revenue-generating sports. These differences are significantly driven by the marketplace; however, the DIA acknowledges marketing efforts and opportunities favor men's revenue-generating teams. As such, the DIA plans to develop new strategies to provide equitable marketing opportunities to women's teams. To accomplish this, the DIA senior management staff will evaluate the current marketing philosophy and plans for all sports to determine where and how new strategies can evolve. This goal is reflected in the Cycle 3 gender-issues plan for improvement.

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- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

As outlined in the gender-issues plan for improvement that was developed in response to Operating Principle 3.1, Self-Study Item No. 10, UCLA and the DIA are fully committed to: 1) developing a strategy to demonstrate compliance through substantial proportionality; 2) continuing to provide equitable access and services related to athletic scholarships, equipment and supplies, scheduling of practice and competition, academic support services, facilities, medical and training services, housing and dining, and participation in governance and decision-making; 3) addressing issues related to travel allowance, support services and recruitment (e.g., per diem distribution policy, snack guidelines, hotel accommodations and staff size); 4) evaluating compensation plans for assistant coaches; and 5) developing new strategies to provide equitable marketing opportunities for women's teams.

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

- a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

UCLA and its Department of Intercollegiate Athletics (DIA) conducted a comprehensive, broad-based review of this program area as part of the NCAA Athletics Certification Cycle 3 Self-Study process. This process is more fully described above in response to Self-Study Item No. 9(a).

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

A thorough review of the support services provided to men's and women's teams indicated that administrative support, office space and equipment are generally comparable for all sports. Administrative assistants for Olympic sports are shared equitably by both the men's and women's teams and offices for the Olympic sports are consolidated together in suites. On the other hand, men's and women's basketball and football have individual suites and do not share administrative-support personnel with other teams. Men's and women's tennis have offices in their practice and competition facility on campus, while softball and baseball have offices on campus and in their stadiums.

Men's basketball currently has a full-time administrative assistant, as well as a full-time video coordinator. Women's basketball has one individual handling both of these responsibilities.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Overall support services and office space are provided in an equitable manner. The men's programs have a higher degree of support services, in large part due to the number of support staff needed for the football program. However, the DIA acknowledges that there are inequities in support services provided to men's and women's basketball. To address this issue, the DIA plans to expand the women's basketball support staff by one full-time employee in order to separate video services and administrative support. This goal is reflected in the Cycle 3 gender-issues plan for improvement.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

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As outlined in the gender-issues plan for improvement that was developed in response to Operating Principle 3.1, Self-Study Item No. 10, UCLA and the DIA are fully committed to: 1) developing a strategy to demonstrate compliance through substantial proportionality; 2) continuing to provide equitable access and services related to athletic scholarships, equipment and supplies, scheduling of practice and competition, academic support services, facilities, medical and training services, housing and dining, and participation in governance and decision-making; 3) addressing issues related to travel allowance, support services and recruitment (e.g., per diem distribution policy, snack guidelines, hotel accommodations and staff size); 4) evaluating compensation plans for assistant coaches; and 5) developing new strategies to provide equitable marketing opportunities for women's teams.

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

**a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

UCLA and its Department of Intercollegiate Athletics (DIA) conducted a comprehensive, broad-based review of this program area as part of the NCAA Athletics Certification Cycle 3 Self-Study process. This process is more fully described above in response to Self-Study Item No. 9(a).

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

A comprehensive analysis of the NCAA financial reports and EADA reports revealed that the opportunity to recruit and the treatment of prospective student-athletes is equitable, though there are financial disparities in the recruiting budgets for men's and women's teams. For example, between 2006-'09, recruiting expenses for women's tennis were higher than for the men's team due to a greater reliance on in-person, out-of-state and international recruiting visits. Conversely, men's golf recruited internationally, which resulted in higher expenses for the same three-year period. Women's basketball enjoyed greater success in earlier commitments from in-state recruits; therefore, they did not travel as extensively out-of-state. This resulted in women's basketball spending less than men's basketball related to recruiting travel expenses.

Overall, the department's philosophy is to develop and maintain championship-caliber teams across both genders; therefore, coaches are not limited in their pursuit of out-of-state or international student-athletes by budget constraints. All sports recruit nationally and have the opportunity to pursue international student-athletes. The one exception to this is women's rowing, which is limited to five out-of-state and nine in-state scholarships. This commitment to equitable recruitment of student-athletes is clearly demonstrated in the number of NCAA championship titles won by women's teams. Since the 2000-'01 academic year, UCLA has won 24 NCAA championship titles. Of these, 18 were won by women's teams and six were won by men's teams.

**c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Coaches have general budget autonomy in consultation with their sport supervisor. While efforts to recruit local talent are encouraged, all sports have the opportunity to recruit nationally and more broadly as needed or desired.

However, the DIA acknowledges that it needs to investigate the use of off-campus hotel accommodations for prospective student-athletes during official visits. Specifically, the sport supervisors need to educate coaches about the option of providing off-campus hotel accommodations to prospects on official visits and

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they must monitor and evaluate the costs, benefits and limitations of these opportunities. This goal is reflected in the Cycle 3 gender-issues plan for improvement.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

As outlined in the gender-issues plan for improvement that was developed in response to Operating Principle 3.1, Self-Study Item No. 10, UCLA and the DIA are fully committed to: 1) developing a strategy to demonstrate compliance through substantial proportionality; 2) continuing to provide equitable access and services related to athletic scholarships, equipment and supplies, scheduling of practice and competition, academic support services, facilities, medical and training services, housing and dining, and participation in governance and decision-making; 3) addressing issues related to travel allowance, support services and recruitment (e.g., per diem distribution policy, snack guidelines, hotel accommodations and staff size); 4) evaluating compensation plans for assistant coaches; and 5) developing new strategies to provide equitable marketing opportunities for women's teams.

**14. Retention.** Programs and services to address retention of staff, coaches and student-athletes from the under-represented gender within the athletics program; review of retention and promotion of staff and coaches from the under-represented gender within the athletics program, including professional development opportunities (e.g., mentoring programs), rate of compensation, duration of contracts, conditions relating to contract renewal; programs and services to address retention of student-athletes who are members of the under-represented gender within the athletics program.

- a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

UCLA and its Department of Intercollegiate Athletics (DIA) conducted a comprehensive, broad-based review of this program area as part of the NCAA Athletics Certification Cycle 3 Self-Study process. This process is more fully described above in response to Self-Study Item No. 9(a).

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

For coaches and staff, DIA retention strategies include:

- 1) Promotion of a welcoming and inclusive environment in which all employees can bring concerns - including concerns based on gender - to the senior management staff, direct supervisors, the Health & Wellness Committee (HWC) and the Diversity Subcommittee of the HWC.
- 2) A departmental, open-door policy to encourage frequent interaction and the opportunity to informally raise matters of concern regarding gender equity.
- 3) Availability of confidential services for employees to address personal and work-place problems instead of, or in addition to, speaking with a member of the DIA or university administration, DIA Human Resources and/or Campus Human Resources.

For student-athletes, DIA retention strategies include:

- 1) Comprehensive academic and student support services provided by the Academic & Student Services (AS2) office.
- 2) Numerous partnerships with campus organizations that promote diversity and gender equity. Significant partnerships include those with Counseling and Psychological Services and with the Lesbian Gay Bisexual Transgender Campus Resource Center.
- 3) An intensive, summer academic support program for incoming student-athletes.

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4) An extensive student-athlete development program that provides student-athletes with opportunities to enhance their educational and career skills in ways that make them feel more strongly connected to the campus and local communities.

5) A comprehensive nutrition program that prevents disordered-eating behaviors and educates student-athletes on ways to help them achieve their full athletic potential.

**c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

The DIA is able to successfully meet the needs of its student-athletes, coaches and staff from both genders because of the wide variety of resources, services and opportunities the department and university offer and by continuously monitoring the needs of all members of the community to ensure those needs are being met. It is imperative that the DIA continue to monitor and evaluate retention strategies annually as well as to regularly disseminate information to female coaches and staff regarding professional-development opportunities at the institutional, conference, regional and national levels.

**d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

As outlined in the gender-issues plan for improvement that was developed in response to Operating Principle 3.1, Self-Study Item No. 10, UCLA and the DIA are fully committed to: 1) developing a strategy to demonstrate compliance through substantial proportionality; 2) continuing to provide equitable access and services related to athletic scholarships, equipment and supplies, scheduling of practice and competition, academic support services, facilities, medical and training services, housing and dining, and participation in governance and decision-making; 3) addressing issues related to travel allowance, support services and recruitment (e.g., per diem distribution policy, snack guidelines, hotel accommodations and staff size); 4) evaluating compensation plans for assistant coaches; and 5) developing new strategies to provide equitable marketing opportunities for women's teams.

**15. Participation in Governance and Decision Making.** Involvement of athletics department staff, coaches and student-athletes from the under-represented gender within the athletics program in the governance and decision-making processes of the athletics department; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and athletics department staff and coaches (e.g., participation at the conference and/or national level).

**a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

UCLA and its Department of Intercollegiate Athletics (DIA) conducted a comprehensive, broad-based review of this program area as part of the NCAA Athletics Certification Cycle 3 Self-Study process. This process is more fully described above in response to Self-Study Item No. 9(a).

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

The DIA is committed to providing participation opportunities in governance and decision-making to female student-athletes. This is done by actively recruiting female student-athletes to serve on the Bruin Athletic Council (BAC) on an annual basis. Currently, there are 29 female student-athletes and 15 male

## Gender/Diversity Issues and Student-Athlete Well-Being

student-athletes representing their respective teams on the BAC.

The DIA also strongly encourages female coaches and staff members to participate in governance and decision-making. As such, several female coaches and staff members are designated as departmental liaisons to various on-campus and off-campus organizations as well as to national and conference committees.

**c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

The opportunities and resources discussed in (b) above are extended and available to all student-athletes, coaches and staff without regard to gender.

**d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

As outlined in the gender-issues plan for improvement that was developed in response to Operating Principle 3.1, Self-Study Item No. 10, UCLA and the DIA are fully committed to: 1) developing a strategy to demonstrate compliance through substantial proportionality; 2) continuing to provide equitable access and services related to athletic scholarships, equipment and supplies, scheduling of practice and competition, academic support services, facilities, medical and training services, housing and dining, and participation in governance and decision-making; 3) addressing issues related to travel allowance, support services and recruitment (e.g., per diem distribution policy, snack guidelines, hotel accommodations and staff size); 4) evaluating compensation plans for assistant coaches; and 5) developing new strategies to provide equitable marketing opportunities for women's teams.

## Gender/Diversity Issues and Student-Athlete Well-Being

- 10.** Using the plan for improvement section, provide an institutional gender-issues plan that addresses all 15 aforementioned program areas for the department of athletics. The plan must include all required elements of a plan as noted by the committee. If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to maintain the institution's status in that program area (s) and action steps the institution will take if the program area(s) becomes inequitable in the future. Finally, the institution must describe how it will review its plan on an annual basis and include this information in the institution's gender-issues plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non-numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

*The institution must develop a five-year written, stand-alone plan addressing gender issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.*

*The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis, including a comparison with its EADA report and NCAA financial report, to determine if the course of action is still appropriate and this information must be included in the institution's gender-issues plan.*

- 11.** Describe how the institution will annually compare its gender-issues plan with its EADA reports and NCAA financial reports to determine if the course of action is still appropriate. Further, please provide the names and titles of the individuals who will be responsible for this review.

*The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis, including a comparison with its EADA report and NCAA financial report, to determine if the course of action is still appropriate and this information must be included in the institution's gender-issues plan.*

UCLA's Gender Equity in Athletics Committee will be charged with annually monitoring and evaluating the gender-issues plan for improvement. This process will not only ensure that the measurable goals and steps to achieve the goals are still appropriate, but it will also ensure that the timeline indicated in the plan is being followed. The committee will also be responsible for comparing the plan for improvement with its EADA and NCAA financial reports. An annual report will be produced assessing the 15 program areas and the status of the implementation. If needed, progress on the plan's goals may lead to additional actions in order to continue to move forward in the implementation of the plan. This report will be shared with the Department of Intercollegiate Athletics (DIA) senior management staff, coaches, Bruin Athletic Council, DIA Committee on Diversity, Student-Athlete Mentors and other student-athlete representatives for review and comment.

Members of the Gender Equity in Athletics Committee include:

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Mick DeLuca - Director, UCLA Cultural and Recreational Affairs  
 Patricia Jasper - Senior Campus Counsel, Office of the Campus Counsel  
 Valorie Kondos Field - Head Coach, Women's Gymnastics  
 Petrina Long - Sr. Associate Athletic Director/Senior Woman Administrator  
 Dr. Sherie Morrison - Professor, Department of Microbiology, Immunology & Molecular Genetics  
 Robert Naples - Associate Vice Chancellor, UCLA Student and Campus Life  
 Pamela Thomason - Title IX Officer/Sexual Harassment Coordinator (Chair)

12. Describe the institution's efforts to ensure the gender-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

*If a plan concludes before the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan were ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle. Please note that all institutional plans must contain all of the committee's required elements.*

*The institution's gender-issues plan must include the following requirements:*

- a. *Include identification of issues or problems confronting the institution.*
- b. *Include measurable goals the institution intends to achieve to address issues or problems.*
- c. *Include specific steps the institution will take to achieve its goals.*
- d. *Include a specific timetable(s) for completing the work.*
- e. *Identify the individuals and/or offices responsible for carrying out the actions identified by the institution.*

*Further, the institution's gender-issues plan must meet the following requirements:*

- a. *Be committed to paper and be a stand-alone document.*
- b. *Be developed with opportunities for significant input from appropriate constituent groups inside and outside athletics.*
- c. *Must be adopted formally by the institution's final authority in such matters (i.e., chancellor/president or board of trustees) to ensure that it carries the commitment and support of the entire institution.*

UCLA and its Department of Intercollegiate Athletics (DIA) are strongly committed to fair and equitable treatment of both male and female student-athletes as well as coaches and staff. As such, broad-based campus participation was paramount to the development of a comprehensive gender-issues plan for improvement that sought to address issues related to athletic scholarships, equipment, practice and competition, travel allowance, support services, coaches, facilities, medical and training services, housing and dining, recruitment opportunities, retention and participation in governance and decision-making.

To ensure that a comprehensive, broad-based review of gender issues was conducted, the Chancellor directed Steering Committee Chair Rhea Turteltaub to carefully select steering-committee members from numerous departments within UCLA. These included not only the Director of Athletics and members of the DIA senior management staff, but also members from academic, student, external and legal-affairs areas as well as faculty from different schools/departments. Subcommittee chairs and members were also selected based upon their respective areas of expertise and leadership within the university. To lead the Gender/Diversity-Issues and Student-Athlete Well-Being Subcommittee, Assistant Vice Provost for Undergraduate Academic Support Penny Hein-Unruh was selected to oversee the direction of Operating Principles 3.1, 3.2 and 3.3.

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At the start of the self-study process, an advisory group known as the "Certification Kitchen Cabinet" was formed to assist the Steering Committee in monitoring the progress of each of the subcommittees; to provide assistance to the subcommittee chairs; and to develop a timeline by which the Steering Committee was to review and approve responses to the self-study items and plans for improvement. The kitchen cabinet consisted of the following individuals:

Ashley Armstrong - Director of Student-Athlete Development  
 Kenny Donaldson - Assistant Director of Academic Services  
 Dan Goldberg - Associate Director of Compliance; Athletics Certification Liaison  
 Penny Hein-Unruh - Assistant Vice Provost for Undergraduate Academic Support  
 Martha Jameson - Staff Associate  
 Petrina Long - Sr. Associate Athletic Director/Senior Woman Administrator (SWA)  
 Dr. Christina Rivera - Assistant Athletic Director of Academic & Student Services (AS2)  
 Amy Schluack - Associate Director of Compliance & Admissions  
 Nicholas Thornton - Eligibility Coordinator; NCAA Self-Study Report Coordinator

Due to the scope of the Gender/Diversity-Issues and Student-Athlete Well-Being Subcommittee, the kitchen cabinet recommended that Operating Principles 3.1, 3.2 and 3.3 be divided into three work groups to ensure that a complete study of each operating principle was conducted. This idea was approved by the Steering Committee and by the NCAA. With the assistance of the kitchen cabinet, the chair of the Gender/Diversity-Issues and Student-Athlete Well-Being Subcommittee selected work-group chairs for the three operating principles and the full subcommittee members were divided into one of the three work groups. At that time, it was determined that additional support was needed for each of the work groups; therefore, with the approval of the Steering Committee, the kitchen cabinet selected additional work-group members who were not originally included in the full subcommittee but who offered broad-based campus participation.

In preparation for the first work-group meetings, the full subcommittee chair and the chairs of the three work groups met to discuss each operating principle; to assemble materials needed for dissemination to each work group; and to develop an overall plan for managing the review of each operating principle.

UCLA's Title IX Officer/Sexual Harassment Coordinator, Pamela Thomason, was assigned to chair the gender-issues work group. Other members of this work group included:

Mick DeLuca - Director, UCLA Cultural and Recreational Affairs  
 Kelly Inouye-Perez - Head Coach, Softball  
 Patricia Jasper - Senior Campus Counsel, Office of the Campus Counsel  
 Petrina Long - Sr. Associate Athletic Director/Senior Woman Administrator  
 Antoinette Mongelli - Executive Director, UCLA Volunteer Center  
 Dr. Sherie Morrison - Professor, Department of Microbiology, Immunology & Molecular Genetics  
 Robert Naples - Associate Vice Chancellor, UCLA Student and Campus Life  
 Ken Weiner - Sr. Associate Athletic Director

The chair of the full subcommittee, Pamela Thomason; the Athletics Certification Liaison, Dan Goldberg; and the NCAA Self-Study Report Coordinator, Nicholas Thornton, attended all of the work-group meetings and the report coordinator was responsible for writing and disseminating meeting minutes after each work-group meeting.

Before addressing each of the self-study items and developing the plan for improvement, work-group members were given a tour of the athletic facilities and participated in a presentation conducted by the Sr. Associate Athletic Director/Chief Financial Officer regarding DIA's financial records. The committee also had access to the EADA reports and the results from the 2009 external gender-equity review conducted by Valerie Bonnette of Good Sports, Inc. Additionally, the work group disseminated a survey to both coaches and student-athletes, and the results were presented to the work group. All of these helped the group identify areas for improvement, determine who the self-study items would be assigned to, and inform the development of the plan. Drafts of both the self-study items and the plan for improvement were distributed to the work-group members, DIA senior management and kitchen cabinet members for feedback. This review-and-feedback process resulted in multiple drafts and ensured that a complete study of gender issues was conducted.

Similar to the self-study items, the plan for improvement was disseminated to the kitchen cabinet members and to DIA senior management staff for feedback. Upon the completion of the review-and-feedback process, a final draft of the gender-issues plan for improvement was provided to the Chancellor and to the steering committee members for their final approval. Formal institutional approval was given by Chancellor Gene Block and by the Steering Committee on Tuesday, May 10, 2011.

## Gender/Diversity Issues and Student-Athlete Well-Being

The gender-issues plan for improvement is a five-year plan starting in June 2011 and extending through June 2016. During this time, the plan will be active and evaluated annually to determine if additional actions are necessary in order to continue to move forward in the implementation of the plan. Upon full implementation of this plan for improvement, a new five-year plan will be developed and implemented prior to the next cycle of the NCAA Athletics Certification process.

## Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Accommodation of Interests and Abilities.	Currently, fully and effectively accommodating the interests and abilities of both genders; however, long-term strategy is to provide athletic participation opportunities that are substantially proportionate to student enrollment.	Develop a strategy to demonstrate compliance through substantial proportionality.	Analyze internal and external gender-equity compliance reviews.	Director of Athletics, Sr. Associate Athletic Director/Senior Woman Administrator (SWA), Gender Equity in Athletics Committee, UCLA Title IX Coordinator.	2012-'13 academic year.  Monitor and evaluate annually.
			Evaluate roster-management philosophy to determine if changes need to be made in order to transition to substantial proportionality.	Director of Athletics, Sr. Associate Athletic Director/SWA, Gender Equity in Athletics Committee, UCLA Title IX Coordinator.	2013-'14 academic year.  Monitor and evaluate annually.
			Set forth roster size goals.	Director of Athletics, Sr. Associate Athletic Director/SWA, Gender Equity in Athletics Committee, UCLA Title IX Coordinator.	2014-'15 academic year.  Monitor and evaluate annually.
Athletic Scholarships.	Scholarship allocation favoring women.	Continue to provide the NCAA maximum number of scholarships allowable in all sponsored sports, with the exception of women's rowing.	Set forth budgetary plans that continue to fully fund all sponsored sports, with the exception of women's rowing.	Director of Athletics, Sr. Associate Athletic Director/SWA, Gender Equity in Athletics Committee, UCLA Title IX Coordinator.	Goal being achieved.  Monitor and evaluate annually.
Equipment and Supplies.	No issues identified.	Continue to provide equitable equipment and supplies without regard to gender or sport.	Monitor and evaluate EADA and NCAA financial reports annually.	Sport Supervisors, Gender Equity in Athletics Committee, UCLA Title IX Coordinator.	Goal being achieved.  Monitor and evaluate annually.

## Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Scheduling of Games and Practice Time.	No issues identified.	Continue to provide equitable access to practice and game facilities without regard to gender or sport.	Monitor and evaluate the scheduling process for practice and competitions annually.	Sport Supervisors, Gender Equity in Athletics Committee, UCLA Title IX Coordinator.	Goal being achieved.  Monitor and evaluate annually.
		Continue to offer the opportunity for all sports to schedule up to the NCAA maximum number of contests allowed.	Monitor and evaluate the number of contests scheduled per sport annually.	Sport Supervisors, Gender Equity in Athletics Committee, UCLA Title IX Coordinator.	Goal being achieved.  Monitor and evaluate annually.
Travel Allowance.	<p>Student-athletes are confused about the per diem distribution policies and procedures.</p> <p>Need departmental policy on snack distribution to student-athletes.</p> <p>For away competitions, three women's rowing student-athletes are assigned to each hotel room.</p>	Educate student-athletes on the per diem distribution policies and procedures.	Disseminate information at the Fall squad meetings regarding per diem distribution policies and procedures.	Sport Supervisors, Gender Equity in Athletics Committee, UCLA Title IX Coordinator.	<p>2011-'12 academic year.</p> <p>Monitor and evaluate annually.</p>

## Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
		Create snack-distribution policies and procedures that provide equitable access to snacks without regard to gender or sport.	<p>Research snack-distribution policies and procedures at comparable institutions (conference and nationwide).</p> <p>Add snack-distribution policies and procedures to the Department of Intercollegiate Athletics (DIA) Procedures Manual.</p> <p>Educate student-athletes, coaches and staff about the snack-distribution policies and procedures at the Fall squad meetings and Coaches meetings.</p>	Sport Supervisors, Gender Equity in Athletics Committee, UCLA Title IX Coordinator.	<p>2011-'12 academic year.</p> <p>Monitor and evaluate annually.</p>
		Reduce from three to two the number of women's rowing student-athletes assigned to each hotel room for away competitions.	Increase travel budget for women's rowing to accommodate two student-athletes per room.	Director of Athletics, Sr. Associate Athletic Director/Chief Financial Officer (CFO), Sport Supervisor for women's rowing.	<p>2012-'13 academic year.</p> <p>Monitor and evaluate annually.</p>
Academic Support Services.	No issues identified.	Continue to provide equitable access to academic support services without regard to gender or sport.	Monitor and evaluate utilization and access to academic support services annually.	Sport Supervisors, Gender Equity in Athletics Committee, UCLA Title IX Coordinator, Academic Senate Committee on Intercollegiate Athletics.	<p>Goal being achieved.</p> <p>Monitor and evaluate annually.</p>

## Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Coaches.	Inequities in the courtesy-car benefits for assistant coaches of men's and women's teams.	Evaluate the courtesy-car program to determine ways to provide assistant coaches of women's teams with equitable benefits.	Implement compensation plans to provide assistant coaches of women's teams with equitable benefits.	Sr. Associate Athletic Director/SWA, Sr. Associate Athletic Director/CFO, Director of Human Resources, Gender Equity in Athletics Committee, UCLA Title IX Coordinator.	2013 fiscal year.  Monitor and evaluate annually.
		Continue to provide equitable coaching opportunities and salaries without regard to gender or sport.	Monitor and evaluate hiring practices and coaches' salaries annually.		Sport Supervisors, Gender Equity in Athletics Committee, UCLA Title IX Coordinator.
Locker Rooms, Practice and Competitive Facilities.	No issues identified.	Continue to provide equitable locker rooms and practice and competition facilities without regard to gender or sport.	Monitor and evaluate locker rooms and practice and competition facilities annually.	Sport Supervisors, Gender Equity in Athletics Committee, UCLA Title IX Coordinator.	Goal being achieved.  Monitor and evaluate annually.
Medical and Training Facilities and Services.	No issues identified.	Continue to provide equitable medical and training facilities and services without regard to gender or sport.	Monitor and evaluate senior exit surveys, student-athlete evaluations and coaches evaluations annually.  Monitor and evaluate annual reports submitted by the Director of Sports Medicine and Head Athletic Performance Coach.	Sport Supervisors, Gender Equity in Athletics Committee, UCLA Title IX Coordinator.	Goal being achieved.  Monitor and evaluate annually.
Housing and Dining Facilities and Services.	Investigate the use of off-campus hotel accommodations for men's and women's teams prior to home competitions.	Educate coaches about the option of providing off-campus hotel accommodations prior to home competitions and make changes as necessary.	Monitor and evaluate the costs, benefits and limitations of off-campus hotel accommodations prior to home competitions.	Sport Supervisors, Gender Equity in Athletics Committee, UCLA Title IX Coordinator.	2013-'14 academic year.  Monitor and evaluate annually.

## Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Publicity and Awards.	Marketing efforts and opportunities favor men's revenue-generating teams.	Develop new strategies to provide equitable marketing opportunities to women's teams.	Evaluate current marketing philosophy and plans for all sports.  Recognize other teams at football and men's basketball games to maximize exposure for all sports.	Sport Supervisors, Sr. Associate Athletic Director for External Relations, Gender Equity in Athletics Committee, UCLA Title IX Coordinator.	2012-'13 academic year.  Monitor and evaluate annually.
S u p p o r t Services.	Inequities in support services provided to men's and women's basketball teams.	Expand women's basketball support staff by one full-time employee in order to separate video services and administrative support.	Create two job descriptions that differentiate the video coordinator from the administrative assistant.	Sr. Associate Athletic Director/SWA, Sr. Associate Athletic Director/CFO, Director of Human Resources.	Summer 2011.  Monitor and evaluate annually.
Recruitment of S t u d e n t - Athletes.	Investigate the use of off-campus hotel accommodations for prospective student-athletes during official visits.	Educate coaches about the option of providing off-campus hotel accommodations to prospective student-athletes during official visits and make changes as deemed necessary.	Monitor and evaluate the costs, benefits and limitations of off-campus hotel accommodations for prospective student-athletes during official visits.	Sport Supervisors, Gender Equity in Athletics Committee, UCLA Title IX Coordinator.	2013-'14 academic year.  Monitor and evaluate annually.
Retention.	No issues identified.	Continue to focus on retaining female student-athletes, coaches and staff.	Monitor and evaluate retention of female student-athletes, coaches and staff annually.	Senior Management Staff, Gender Equity in Athletics Committee, UCLA Title IX Coordinator.	Goal being achieved.  Monitor and evaluate annually.
		Continue to provide professional opportunities for female coaches and staff.	Regularly disseminate information to female coaches and staff regarding professional-development opportunities at the institutional, conference, regional and national levels.	Senior Management Staff, Gender Equity in Athletics Committee, UCLA Title IX Coordinator.	Goal being achieved.  Monitor and evaluate annually.

## Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Participation in Governance and Decision-Making.	No issues identified.	Continue to provide female student-athletes, coaches and staff with opportunities to participate in governance and decision-making.	Regularly disseminate information to female student-athletes, coaches and staff regarding leadership opportunities at the institutional, conference, regional and national levels.	Senior Management Staff, Gender Equity in Athletics Committee, UCLA Title IX Coordinator.	Goal being achieved.  Monitor and evaluate annually.

## Gender/Diversity Issues and Student-Athlete Well-Being

### Operating Principle

#### 3.2 Diversity issues.

#### Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.2 (Minority Issues). For each condition, provide:
  - a. The original "condition" 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 opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

##### 1. Condition

**Action**

**Action Date**

**Explanation for partial or non-completion**

UCLA did not have conditions for certification imposed.

2. Report on the implementation of the plan for improvement to address minority issues developed by the institution during its Cycle 2 certification process. For each issue identified, provide:
  - a. The original goal(s);
  - b. The step(s) taken by the institution to achieve the goal(s);
  - c. The date(s) the step(s) was completed; and
  - d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

The committee will not accept the following explanations for partial or noncompletion:

1. The institution did not possess sufficient funds to implement the plan.
2. The institution has had personnel changes since the original development of the plan.
3. The institution does not have documentation of actions taken to implement the plan.

The committee will accept the following explanation for partial completion or noncompletion:

- The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 minority-issues plan.

## Gender/Diversity Issues and Student-Athlete Well-Being

*The institution must demonstrate that it has implemented its Cycle 2 minority-issues plan or provide an explanation for partial completion of the plan.*

- a. *The committee will not accept the following explanations for partial completion or noncompletion:*
  1. *The institution did not possess sufficient funds to implement the plan.*
  2. *The institution has had personnel changes since the original development of the plan.*
  3. *The institution does not have documentation of actions taken to implement the plan.*
- b. *The committee will accept the following explanation for partial completion or noncompletion:*
  - *The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress towards the same goal outlined in its Cycle 2 minority-issues plan.*

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. Institutions may develop plans that have broad, flexible non-numeric hiring goals. As it relates to the program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

### 1. Original Plan

#### COMMITMENT - INSTITUTIONAL

The adoption of Proposition 209 eliminated consideration of race, ethnicity, national origin, color and gender in admissions. In an effort to respond to the impact this decision would have on diversity in future enrollment, the University of California (UC) Regents established the Outreach Task Force to identify ways in which outreach programs could be employed to assure that the UC remains accessible to students of diverse backgrounds. The Task Force's charge is to develop proposals for new directions and increased funding so that the Board of Regents might increase the eligibility rates of those who are disadvantaged economically or in terms of their social environment. The two central goals for outreach are:

- 1) Contribute to the academic enrichment of UC campuses through a diverse student body.
- 2) Improve opportunities for California students in disadvantaged circumstances to achieve eligibility and to enroll at UC campuses.

#### Action

The University of California is committed to achieving excellence through diversity in the classroom, research lab and work place. It also strives to establish a climate that welcomes, celebrates and promotes respect for the contributions of all students and employees. As such, in September 2007 the UC Regents adopted the UC Diversity Statement to demonstrate its compelling interest in making sure that people from all backgrounds perceive that access to the university is possible for talented students, staff and faculty from all groups.

## Gender/Diversity Issues and Student-Athlete Well-Being

At UCLA, the Chancellor's Advisory Group on Diversity developed the UCLA Principles of Community, which outline the principles all faculty, staff and students are expected to follow in order to ensure a welcoming and inclusive environment for all members of the campus community. They also serve as a guide for the personal and collective behavior of the community.

Additionally, UCLA created both a UCLA Diversity Plan and a UCLA Campus Strategic Plan for Diversity in Fall 2009. The purpose of the UCLA Diversity Plan is to provide administrators, managers, deans, chairs and faculty with tools to develop, prioritize and implement action plans that can be used to achieve a more diverse faculty and staff workforce and student body. The plan is intended to be a work-in-progress and the expectation is that it will evolve over time with input from campus leadership, faculty, students and staff. The UCLA Diversity Plan presents five unifying themes: 1) communicating the commitment to diversity; 2) promoting an inclusive campus climate; 3) facilitating diversity in education and research; 4) building the academic pipeline; and 5) fostering assessment and accountability.

The purpose of the UCLA Campus Strategic Plan for Diversity is to outline the five overarching goals that were formed from the UCLA Principles of Community:

- 1) Increase the recruitment, retention and representation of racial and ethnic minorities, women, and other underrepresented faculty, students and staff to a level that at least reflects the appropriate relevant pool of availability for the target population.
- 2) Foster a campus climate that respects differences and encourages inclusiveness.
- 3) Enhance and increase academic and research programs that address issues of diversity.
- 4) Build and strengthen partnerships with diverse communities and community organizations to support diversity in the university and external communities.
- 5) Develop and expand a diversity communication plan.

### Action Date

Ongoing since 2007.

### Explanation for partial or non-completion

Fully completed.

## 2. Original Plan

### EVALUATION

Utilize student-athlete interviews to determine services and programs that might not be meeting the needs of ethnically diverse student-athletes.

### Action

The senior exit survey distributed to exhausted-eligibility student-athletes was revised by the Director of Student-Athlete Development to reflect questions that allow student-athletes to provide meaningful feedback on any issues or concerns regarding diversity.

Black/African-American student-athlete focus groups were periodically convened in an effort to assess whether services and programs need to be enhanced to address diversity-related issues.

### Action Date

The senior exit survey was revised in Summer 2010 and individual exit interviews are conducted as necessary.

Student-athlete focus groups began in Fall 2008 and are held annually.

### Explanation for partial or non-completion

## Gender/Diversity Issues and Student-Athlete Well-Being

Partial completion.

In Cycle 2, it was outlined that a questionnaire was to be distributed to all student-athletes that would give them an opportunity to provide feedback on services and programs that need to be enhanced to address diversity-issues. With the revision of the senior exit survey and from the feedback received from the Black/African-American student-athlete focus groups, the Diversity Subcommittee of the Health & Wellness Committee determined it was more appropriate to disseminate the questionnaire online starting in Fall 2011. This deficiency has been carried over into the diversity-issues plan for improvement for Cycle 3.

### 3. Original Plan

#### EVALUATION

Evaluate the effectiveness of outreach efforts in the areas of financial-aid education and financial management.

#### Action

In evaluating the effectiveness of outreach efforts in the areas of financial-aid education and financial management, the Department of Intercollegiate Athletics (DIA) determined that it needed to partner more closely with the Financial Aid Office to provide more comprehensive support to student-athletes. As such, the Financial Aid Office assigned a financial-aid counselor to work directly with student-athletes and coaches who may have questions about grants, loans and other financial-aid opportunities. The Assistant Director of Student Services also began coordinating annual financial-aid workshops to assist student-athletes in completing the Free Application for Federal Student Aid (FAFSA). Additionally, the assistant director included more comprehensive information in the Student-Athlete Handbook regarding opportunities to utilize the NCAA Special Assistance Fund and the NCAA Student-Athlete Opportunity Fund. This information is also discussed in detail at each of the Fall squad meetings.

#### Action Date

Ongoing since Spring 2003.

#### Explanation for partial or non-completion

Fully completed.

### 4. Original Plan

#### EVALUATION

Raise awareness among DIA staff related to diversity-issues.

#### Action

In 2006, the Department of Intercollegiate Athletics (DIA) offered a diversity-training seminar for coaches and staff. The interactive seminar was facilitated by representatives from the NCAA/National Consortium for Academics in Sports. The first phase involved effectively equipping individuals with the knowledge, awareness and cultural competence needed to manage working relationships with student-athletes, coaches and staff. The second phase placed an emphasis on two areas: 1) Race - recognizing and breaking down stereotypes, creating interracial relationships based on trust, and managing interracial conflict and becoming a diversity-change agent; and 2) Sexual Orientation - separating behavior from beliefs, understanding how to address the issue of a student-athlete or coach "coming out of the closet," and becoming a diversity-change agent.

## Gender/Diversity Issues and Student-Athlete Well-Being

In Winter 2010, DIA coaches and staff also participated in ally training facilitated by the Director of the UCLA Lesbian Gay Bisexual Transgender Campus Resource Center (LGBT Center). In this training, coaches and staff were afforded the opportunity to discuss trends and topics affecting student-athletes who identify as LGBT. The training also focused on educating coaches and staff on the appropriate ways to discuss LGBT topics with student-athletes. Additionally, participants were educated on the various programs and services offered through the LGBT Center and on appropriate methods to refer student-athletes to the LGBT Center and to other campus resources, such as Counseling and Psychological Services (CAPS).

Information on the University of California (UC) and UCLA's commitment to diversity, as well as on the university's diversity plan and campus strategic plan for diversity, has also been added to the DIA intranet portal and to the DIA Procedures Manual to make it more easily accessible to coaches and staff.

### **Action Date**

Ongoing since 2006.

### **Explanation for partial or non-completion**

Fully completed.

## **5. Original Plan**

### ENROLLMENT

While maintaining academic and athletic recruiting standards, continue UCLA's practice of recruiting a diverse student-athlete population in all sports.

### **Action**

On an annual basis, sport supervisors confer with the head coaches of their respective teams to discuss their recruiting practices and how these practices are implemented to attract prospective student-athletes from underrepresented groups or diverse backgrounds.

### **Action Date**

Ongoing since 2002.

### **Explanation for partial or non-completion**

Fully completed.

## **6. Original Plan**

### COMPARISON OF POPULATIONS

Compare data reported in NCAA Ethnicity Report with UCLA student-athlete demographics.

### **Action**

Data from the NCAA Ethnicity Report, as well as UCLA student-athlete demographic information, is reported annually to the sport supervisors and is reviewed with the head coaches from their respective teams.

### **Action Date**

Ongoing since 2010.

### **Explanation for partial or non-completion**

Fully completed.

## **7. Original Plan**

### COMPARISON OF POPULATIONS

## Gender/Diversity Issues and Student-Athlete Well-Being

Compare demographic enrollment data of the general student population with the same type of data for student-athletes.

### Action

Demographic enrollment data is annually reviewed by the Associate Athletic Director of On-Campus Recruiting and is shared with all coaches at the Fall All-Staff and Coaches meeting.

### Action Date

Ongoing since 2005.

### Explanation for partial or non-completion

Fully completed.

## 8. Original Plan

### GRADUATION RATES

Reduce the disparity between student-athlete graduation rates and the general student body.

### Action

To accomplish this goal, the Academic & Student Services (AS2) office expanded its staff from five full-time staff members to 13 full-time staff members. This expansion included the addition of an academic counselor in order to lower the counselor-student-athlete ratio and to dedicate more time to the program planning process for student-athletes. The expansion also included the addition of two learning specialists who are charged with providing more individualized attention to student-athletes with diagnosed learning disabilities and to those with significant learning concerns. They help identify educational concerns proactively and work one-on-one with student-athletes to identify their academic strengths and weaknesses and to develop their skills to improve academic performance. Specifically for football and men's and women's basketball, full-time academic coordinator positions were developed to coordinate the daily academic operations of these teams. This includes constructing quarterly academic support plans, monitoring and reporting on the students' academic progress in their courses, and coordinating and facilitating the academic support programs dedicated to these teams.

The expansion of the staff allowed for the new academic and student support services and programs to be implemented and the existing services and programs to be enhanced. These include the community of learners, directed learning, academic mentoring, peer learning (tutorial) and production programs. More information about these and other services and programs is outlined in Operating Principle 2.2.

Finally, AS2 enhanced its partnerships with a variety of university programs and services to support student-athletes who are underprepared or at-risk. For example, the Office for Students with Disabilities (OSD) provides a wide range of academic support services for students with documented permanent and temporary disabilities. The Academic Advancement Program (AAP) is a comprehensive program whose mission is to ensure the academic success, retention and graduation of students from groups historically underserved by higher education. Additionally, Counseling and Psychological Services (CAPS) assists students as they face the challenges of the university experience. Each quarter, CAPS offers a variety of wellness classes and seminars regarding personal development and academic achievement. CAPS also offers individual and group counseling, psychotherapy and crisis intervention. Specifically for student-athletes, CAPS has psychologists who specialize in sport psychology and can help student-athletes identify ways to maximize their academic, athletic and personal performance.

### Action Date

Ongoing since 2003.

### Explanation for partial or non-completion

## Gender/Diversity Issues and Student-Athlete Well-Being

Fully completed.

### 9. Original Plan

#### PARTICIPATION IN GOVERNANCE AND DECISION MAKING

Bruin Athletic Council should reflect to the extent practicably the diversity of the student-athlete population.

##### **Action**

Annually, the Bruin Athletic Council actively recruits student-athletes from diverse backgrounds. Current members identify themselves from various racial/ethnic groups, such as Asian, Black/African-American, Non-Resident (international), and White/Non-Hispanic.

##### **Action Date**

Ongoing since 2003.

##### **Explanation for partial or non-completion**

Fully completed.

### 10. Original Plan

#### EMPLOYMENT OPPORTUNITIES

Good faith efforts should be taken toward achieving equal opportunity given the percentages of underrepresented minorities and women in the relevant external labor pools.

##### **Action**

When applicable, job openings are posted in several areas, including BruinView, the UCLA job website, the Sports Diversity Recruiting website, the Women in Sports website and the websites for the following professional-development organizations: NACDA (National Association of Collegiate Directors of Athletics), NACWAA (National Association of Collegiate Women Athletic Administrators), NACMA (National Association of Collegiate Marketing Administrators) and the Black Coaches Association.

##### **Action Date**

Ongoing since 2008.

##### **Explanation for partial or non-completion**

Fully completed.

### 11. Original Plan

#### EMPLOYMENT OPPORTUNITIES

Under federal law, the university undertakes affirmative action to assure equal employment opportunity for underrepresented minorities and women, for individuals with disabilities and for covered veterans.

##### **Action**

## Gender/Diversity Issues and Student-Athlete Well-Being

In accordance with federal law, UCLA has proven its commitment to undertake effective steps to assure equal-opportunity employment for underrepresented women and minorities, for individuals with disabilities and for covered veterans. The DIA mirrors the university's commitment to such practices. Under the guidance of the Sr. Associate Athletic Director/Chief Financial Officer, the Director of Human Resources takes steps to enrich the applicant pool for any open position with applicants from the underutilized or underrepresented group or groups. While following university hiring practices and when applicable, jobs may be posted and advertised on multiple websites in order to increase the diversity of the applicant pool (e.g., NCAA, NACDA, NACWAA, NACMA, Black Coaches Association, Women in Sports, Sports Diversity Recruiting, etc.). All applicants must be chosen without regard to race, ethnicity, national origin, sex or color based on federal law.

Within the DIA, hiring practices are generally consistent at all levels of employment. However, at times, search firms may be employed to assure a broad applicant pool for certain vacancies, such as senior management staff.

### Action Date

Ongoing since 2008.

### Explanation for partial or non-completion

Fully completed.

## 12. Original Plan

### EMPLOYMENT OPPORTUNITIES

Enhance affirmative-action efforts to fill staff and administrative positions.

### Action

When applicable, job openings are posted in several areas, including BruinView, the UCLA job website, the Sports Diversity Recruiting website, the Women in Sports website and the websites for the following professional-development organizations: NACDA (National Association of Collegiate Directors of Athletics), NACWAA (National Association of Collegiate Women Athletic Administrators), NACMA (National Association of Collegiate Marketing Administrators) and the Black Coaches Association.

### Action Date

Ongoing since 2008.

### Explanation for partial or non-completion

Fully completed.

## 13. Original Plan

### EMPLOYMENT OPPORTUNITIES

Enhance affirmative-action efforts to fill vacant coaching positions.

### Action

When applicable, job openings have been posted in several areas, including BruinView, the UCLA job website, the Sports Diversity Recruiting website, the Women in Sports website and the websites for the following professional-development organizations: NACDA (National Association of Collegiate Directors of Athletics), NACWAA (National Association of Collegiate Women Athletic Administrators), NACMA (National Association of Collegiate Marketing Administrators) and the Black Coaches Association.

In addition, sport supervisors regularly maintain a list of prospective candidates for head coaching positions, including qualified individuals from underrepresented groups whose background and experience might qualify them for consideration.

## Gender/Diversity Issues and Student-Athlete Well-Being

**Action Date**

Ongoing since 2008.

**Explanation for partial or non-completion**

Fully completed.

**14. Original Plan**

EMPLOYMENT OPPORTUNITIES

Enhance affirmative-action efforts to fill vacant intern and student positions.

**Action**

When applicable, job openings have been posted in several areas, including BruinView, the UCLA job website, the Sports Diversity Recruiting website, the Women in Sports website and the websites for the following professional-development organizations: NACDA (National Association of Collegiate Directors of Athletics), NACWAA (National Association of Collegiate Women Athletic Administrators), NACMA (National Association of Collegiate Marketing Administrators) and the Black Coaches Association.

**Action Date**

Ongoing since 2008.

**Explanation for partial or non-completion**

Fully completed.

**15. Original Plan**

EMPLOYMENT OPPORTUNITIES

Assess whether the athletics department staff (administrative and coaching) reflect the student-athlete population.

**Action**

The Human Resources Office within the Department of Intercollegiate Athletics (DIA) periodically monitors and evaluates demographic information regarding coaches and staff to assess its reflection of the student-athlete population. This information is reported to sport supervisors and unit supervisors as needed. When applicable, the applicant pool for any open position will be enriched with applicants from the underutilized group or groups.

**Action Date**

Ongoing since 2010.

**Explanation for partial or non-completion**

Fully completed.

**16. Original Plan**

PROGRAM AND ACTIVITIES

Provide a broad range of programs and services that could encompass specific issues and concerns that face individuals from different ethnic groups.

**Action**

## Gender/Diversity Issues and Student-Athlete Well-Being

A variety of programs and services offered by the university and by the Academic & Student Services (AS2) office are readily available to student-athletes who have specific issues concerning diversity and inclusion. Since 2003, the AS2 staff has expanded in order to provide more individualized attention and to develop more support programs that address varying needs. Additionally with an expanded staff, the AS2 office was also able to build stronger partnerships with campus organizations such as the Academic Advancement Program, Counseling and Psychological Services, the Lesbian Gay Bisexual Transgender Campus Resource Center and the Office for Students with Disabilities. These enhanced partnerships exposed student-athletes to additional opportunities to gain assistance for specific issues and concerns.

### Action Date

Ongoing since 2002.

### Explanation for partial or non-completion

Fully completed.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.2 (Minority Issues). For each additional plan, provide:

- a. The additional goal(s);
- b. The step(s) taken by the institution to achieve the goal(s);and
- c. The date(s) the step(s) was completed.

In addition to the goals set forth by the Department of Intercollegiate Athletics (DIA) in the Cycle 2 minority-issues plan for improvement, the DIA has accomplished the following:

#### a. GOAL

To increase and strengthen partnerships with campus organizations that serve the needs of Black/African-American students.

#### b. STEPS TAKEN TO ACHIEVE THIS GOAL

Beginning in Fall 2006, the Assistant Director of Academic Services was assigned to serve as the liaison to the Afrikan Student Union (ASU) and the Academic Support Program (ASP). This partnership has led to co-sponsorship of study halls, community service programs and workshops involving student-athletes. In addition, the UCLA Ralph J. Bunche Center for African American Studies and the Academic & Student Services (AS2) office have worked together to help integrate Black/African-American student-athletes into the campus community. This has been done by involving student-athletes in the establishment of the Bunche Ambassadors program, in panel and speaker presentations, and in coordinating events and workshops.

#### c. STEPS COMPLETED

Ongoing since Fall 2006.

#### a. GOAL

To re-establish the strong collaboration between Counseling and Psychological Services (CAPS) and the DIA so as to lower the barriers to CAPS services for student-athletes and to allow for the creation of new programs that would enhance the student-athlete experience.

#### b. STEPS TAKEN TO ACHIEVE THIS GOAL

In Fall 2008, a grant was made available through the NCAA Student-Athlete Opportunity Fund that provided CAPS with the means to establish a sport psychology program. The Sr. Associate Athletic Director/Senior Woman Administrator worked closely with CAPS to create the program and the job description for the program director. The program director has both drop-in and scheduled appointments and serves as a significant resource - particularly

## Gender/Diversity Issues and Student-Athlete Well-Being

for student-athletes, coaches and staff - when issues related to diversity and inclusion arise.

### c. STEPS COMPLETED

The Sport Psychology Program Director was hired in November 2008.

### a. GOAL

To develop a mechanism for coaches and staff to discuss diversity-related issues and to make recommendations on training and educational opportunities with regard to diversity.

### b. STEPS TAKEN TO ACHIEVE THIS GOAL

In 2008, the Health & Wellness Committee (HWC) was assembled to support the academic, social, emotional, athletic and personal development of student-athletes. More specifically, it was created to streamline communication between different units within the DIA, to provide a venue to discuss current departmental policies/procedures, and to make recommendations on training and educational seminars for student-athletes, coaches and staff. After convening for a year, it became very apparent to the HWC that a diversity subcommittee was needed in order to address issues more specific to diversity and inclusion. Therefore, this subcommittee was charged with assessing the needs of student-athletes from diverse backgrounds and establishing relationships with campus organizations that support underrepresented and nontraditional students and staff.

### c. STEPS COMPLETED

The Health & Wellness Committee began monthly meetings in the Fall 2008. The Diversity Subcommittee of the HWC was implemented in Fall 2009.

## 4. Explain how the institution is organized to further its efforts related to the diversity-issues operating principle for both department of athletics staff, coaches and student-athletes.

### UNIVERSITY OF CALIFORNIA (UC):

Due in part to the impact of California State Proposition 209, which barred California public institutions from considering race, sex or ethnicity when hiring or admitting students, the UC Staff Diversity Council was created in 2007 to identify practices to help develop and promote staff diversity and advise on the possible development and implementation throughout the UC system of such practices. Upon its creation, the council focused on a broad range of staff diversity-issues, including recruitment, retention and promotion, and leadership commitment to staff diversity at each campus.

Consequently, the UC Diversity Council works to maintain the UC's reputation as one of the nation's preeminent public research and teaching universities, and to emphasize its commitment to improving opportunities available to its diverse workforce. One of the university's highest priorities for staff, faculty and students is to create an outstanding campus environment with respect to tolerance, inclusion, celebration of diversity and promotion of excellence.

### UCLA:

At UCLA, a number of councils and organizations have been developed to address diversity-related issues. Academic leadership on campus is focused on increasing and supporting diversity among students, faculty and staff through the work of the Council on Diversity and Inclusion (CODI), which is currently working on refining UCLA's strategic plan for diversity to assure accountability and methods of assessing progress. The CODI consists of 26 members, including the Chancellor, Associate Vice Provost for Student Diversity, Vice Chancellor for Student Affairs, Director of Staff Affirmative Action, faculty members and other leaders on campus. The CODI meets every six weeks to exchange ideas and to form recommendations for increasing diversity and inclusion at UCLA.

There are several resources on campus to assist students from diverse backgrounds. The Student Affairs organization encompasses three major divisions under the umbrella of the Office of the Vice Chancellor: Student Academic Services, Student and Campus Life, and Student Development and Health. Within these divisions, there are more than 20 departments that provide a wide range of programs and services. Some of these include the Community Programs Office, Office for Students with Disabilities, and Lesbian Gay Bisexual Transgender Campus Resource Center. The UCLA Undergraduate Students Association also serves UCLA students in many ways, from tending to local campus needs to tackling global social concerns. In addition, a variety of student groups at UCLA

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strive to promote equal access, cultural awareness and diversity through innovative workshops, public education, conferences, and political activities at local and national levels.

For faculty, the purpose of the Office for Faculty Diversity & Development is to provide academic leadership for achieving and sustaining faculty diversity as an indispensable element of UCLA's academic excellence. They are able to fulfill their mission through educating, communicating and collaborating with the faculty and administrators of the campus on all aspects of faculty diversity.

For staff, Campus Human Resources (CHR) offers a broad range of central services for the UCLA campus and delivers an array of programs in support of developing a diverse workforce and fostering a respectful work environment. For example, the UCLA Staff Affirmative Action Office (SAAO) is available to conduct briefings and training on affirmative action and equal employment opportunity programs and responsibilities, work-force demographics, and legislative and policy updates. This year, the Director of the SAAO disseminated a letter from the U.S. Department of Labor (dated September 3, 2010) to the campus, which concluded that UCLA is in full compliance with equal employment opportunity policies and practices, following its most recent compliance review process.

### DEPARTMENT OF INTERCOLLEGIATE ATHLETICS (DIA):

Within the DIA, each member of the senior management team is responsible for overseeing one or more of the various support units within the department, while sport supervisors have direct oversight of the 24 sponsored teams. This structure allows for more direct and focused supervision of the various programs and services offered to student-athletes, coaches and staff.

Consistent with UCLA's mission and purpose, the DIA's commitment to diversity is historical, ongoing and apparent. UCLA Athletics has been at the forefront of opportunity and diversification, with several student-athletes, particularly female and African-American, serving as their sport's greatest pioneers. Contributing to the positive social change that reverberates from such a foundation, this department's leadership can express with conviction that the potential of both mind and spirit are amplified by knowledge and awareness of those few who went over, around and through societal barriers. This holds true for any chosen endeavor, but particularly in the arena of sport, given its popularity and following.

5. Describe the institution's written statements (e.g., vision statements, mission statements, diversity statements, policies, plans) that address issues of diversity, including where the statements are published. Describe how the institution's written statements are communicated directly to department of athletics staff, coaches and student-athletes.

*The institution must demonstrate how the institution's and department of athletics' written commitment and expectations related to diversity are communicated directly to department of athletics staff, coaches and student-athletes.*

#### STATEMENTS:

##### UCLA MISSION STATEMENT

The UCLA Mission Statement provides a framework within which the university's sense of direction and core values are expressed. As outlined in the statement, the primary purpose of the university is to create, disseminate, preserve and apply knowledge for the betterment of our global society. To fulfill this mission, the university is committed to academic freedom that values open access to information and is lively debated with mutual respect and free from intolerance. Additionally, the university has set forth three institutional responsibilities: 1) learning and teaching; 2) discovery, creativity and innovation; and 3) civic engagement. This includes a commitment to diversity, which is clearly expressed in the following statement included in the mission: "In all of our pursuits, we strive at once for excellence and diversity, recognizing that openness and inclusion produce true quality."

The UCLA mission statement can be found on the UCLA website at [http://www.wasc.ucla.edu/cpr\\_endnotes/Mission\\_Statement.pdf](http://www.wasc.ucla.edu/cpr_endnotes/Mission_Statement.pdf). For coaches and staff, this statement can also be easily accessed in the Department of Intercollegiate Athletics (DIA) intranet portal under "Human Resources" and in the DIA Procedures Manual. For student-athletes, this statement is included in the Student-Athlete Handbook and reviewed at the Fall squad meetings. Additionally, Chancellor Gene Block has sent out numerous emails and video messages from February

## Gender/Diversity Issues and Student-Athlete Well-Being

2010-February 2011 to all students, faculty and staff regarding UCLA's commitment to diversity and inclusion.

### UCLA DEPARTMENT OF INTERCOLLEGIATE ATHLETICS (DIA) MISSION STATEMENT

In order to have a broad-based, nationally competitive intercollegiate athletics program for men and women, the DIA is committed to recruiting the finest student-athletes, coaches and staff who embrace the core values of the university and the department. It is the goal of the DIA to represent the university with character while providing student-athletes with a rewarding experience both academically and athletically. As the DIA mission statement indicates, this can be achieved only if the DIA is committed to providing fair and equitable opportunities and treatment for all students, coaches and staff, including women and individuals from diverse backgrounds.

The UCLA DIA Mission Statement can be found on the UCLA Athletics website under "About UCLA" at [www.uclabruins.com](http://www.uclabruins.com). For coaches and staff, this statement can also be found in the DIA Procedures Manual. For student-athletes, this statement is included in the Student-Athlete Handbook and reviewed at the Fall squad meetings.

### UNIVERSITY OF CALIFORNIA (UC) DIVERSITY STATEMENT

The University of California (UC) is committed to achieving excellence through diversity in the classroom, research lab and work place. It also strives to establish a climate that welcomes, celebrates and promotes respect for the contributions of all students and employees. As such, the Regents of the University of California adopted the UC Diversity Statement to demonstrate its compelling interest in making sure that people from all backgrounds perceive that access to the university is possible for talented students, staff and faculty from all groups.

The UC Diversity Statement can be found on the UC diversity website at <http://www.universityofcalifornia.edu/diversity/diversity.html>. For coaches and staff, this statement can also be easily accessed in the DIA intranet portal under "Human Resources" and in the DIA Procedures Manual. For student-athletes, this statement is included in the Student-Athlete Handbook and reviewed at the Fall squad meetings. Additionally, Chancellor Gene Block has sent out numerous emails and video messages from February 2010-February 2011 to all students, faculty and staff regarding UCLA's commitment to diversity and inclusion.

### UCLA PRINCIPLES OF COMMUNITY

Developed by the Chancellor's Advisory Group on Diversity, the UCLA Principles of Community outline the principles all faculty, staff and students are expected to follow in order to ensure a welcoming and inclusive environment for all members of the campus community. They also serve as a guide for the personal and collective behavior of the community.

The UCLA Principles of Community can be found on the UCLA diversity website at [www.diversity.ucla.edu](http://www.diversity.ucla.edu). For coaches and staff, these principles can also be easily accessed in the DIA intranet portal under "Human Resources" and in the DIA Procedures Manual. For student-athletes, these principles are included in the Student-Athlete Handbook and reviewed at the Fall squad meetings. Additionally, Chancellor Gene Block has sent out numerous emails and video messages from February 2010-February 2011 to all students, faculty and staff regarding UCLA's commitment to diversity and inclusion.

### DIVERSITY PLANS:

UCLA maintains written affirmative-action plans (AAPs) for women and minorities, for persons with disabilities and for covered veterans, as required by federal laws and regulations. The AAPs are composed of programmatic activities and goals for the campus, as well as campuswide work-force statistics.

Additionally, UCLA composed both a UCLA Diversity Plan and a UCLA Campus Strategic Plan for Diversity. The purpose of the UCLA Diversity Plan is to provide administrators, managers, deans, chairs and faculty with tools to develop, prioritize and implement action plans that can be used to achieve a more diverse faculty and staff workforce and student body. The plan is intended to be a work-in-progress and the expectation is that it will evolve over time with input from campus leadership, faculty, students and staff. The UCLA Diversity Plan presents five unifying themes: 1) communicating the commitment to diversity; 2) promoting an inclusive campus climate; 3) facilitating diversity in education and research; 4) building the academic pipeline; and 5) fostering assessment and accountability.

The purpose of the UCLA Campus Strategic Plan for Diversity is to outline the five overarching goals that were formed from the UCLA Principles of Community:

## Gender/Diversity Issues and Student-Athlete Well-Being

- 1) Increase the recruitment, retention and representation of racial and ethnic minorities, women, and other underrepresented faculty, students and staff to a level that at least reflects the appropriate relevant pool of availability for the target population.
- 2) Foster a campus climate that respects differences and encourages inclusiveness.
- 3) Enhance and increase academic and research programs that address issues of diversity.
- 4) Build and strengthen partnerships with diverse communities and community organizations to support diversity in the university and external communities.
- 5) Develop and expand a diversity communication plan.

As a way to start moving the campus closer to its diversity goals, action plans were developed and the progress of these are evaluated at the end of each academic year to see if additional action items need to be added to continue to move the campus forward in achieving its goals.

The UCLA Diversity Plan and the UCLA Campus Strategic Plan for Diversity can be found on the UCLA diversity website at [www.diversity.ucla.edu](http://www.diversity.ucla.edu).

### DIVERSITY POLICIES:

UCLA is an affirmative-action/equal-opportunity employer. The university undertakes affirmative action to assure equal opportunity for minorities and women, for persons with disabilities and for covered veterans. University policy is to not engage in discrimination against or harassment of any person employed by or seeking employment on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual orientation, citizenship, service in the uniformed services (as defined by the Uniformed Services Employment and Reemployment Rights Act of 1994), or status as a covered veteran.

UCLA policy also prohibits retaliation against any person for bringing a complaint of discrimination or harassment pursuant to this policy, or against a person who assists someone with a complaint of discrimination or harassment, or who participates in any manner in an investigation or resolution of a complaint of discrimination or harassment.

When advertising DIA job opportunities outside of the UCLA employment website, the following statement is included in the job description to ensure potential applicants are aware of the university's and DIA's commitment to a diverse and inclusive work force: "UCLA is an Equal Opportunity/Affirmative Action Employer."

### 6. Describe how matters concerning diversity issues for department of athletics staff, coaches, and student-athletes are monitored, evaluated and addressed on a continuing basis.

The Department of Intercollegiate Athletics (DIA) monitors diversity-issues using a multitude of departmental and campus resources. Coaches, staff and student-athletes are encouraged at any time to report any issues or concerns to various parties, including the department's Health and Wellness Committee (HWC), the Diversity Subcommittee of the HWC, and Human Resources. Specifically:

- 1) Staff should present any diversity-related concerns to either the HWC or to the Diversity Subcommittee of the HWC. Staff members are also encouraged to discuss any diversity-related concerns with their direct supervisor, the Director of Student-Athlete Development and/or the Director of Human Resources.
- 2) Coaches should present any diversity-related concerns to either the HWC or to the Diversity Subcommittee of the HWC. Coaches are also encouraged to discuss any diversity-related concerns with their sport supervisor, the Director of Student-Athlete Development and/or the Director of Human Resources. In addition, diversity-related issues are often addressed at the monthly Coaches meeting; coaches are encouraged to ask questions or present issues at these meetings.
- 3) Like staff and coaches, student-athletes have several means of having diversity-issues monitored, evaluated and addressed on a continuing basis. During the monthly Bruin Athletic Council meetings, student-athletes can present diversity-issues and/or topics of interest to their fellow student-athletes. In addition, student-athletes who have an assigned academic mentor are encouraged to discuss any issues with them. These issues will then be reported to the mentor's supervisor or to the appropriate Academic & Student Services (AS2) staff member, as per AS2 policy. In addition, student-athlete concerns can also be brought to the attention of the Director of Student-Athlete Development, the HWC and/or the Diversity Subcommittee of the HWC.

## Gender/Diversity Issues and Student-Athlete Well-Being

Weekly meetings are convened between the Assistant Vice Provost for Undergraduate Academic Support, the Sr. Associate Athletic Director/Senior Woman Administrator, the Assistant Athletic Director of AS2 and the Director of Student-Athlete Counseling. The purpose of these meetings is to discuss and address campus and student-athlete issues, including but not limited to diversity, campus climate, adjustment and retention. When necessary, these issues are brought to the senior management staff and to the HWC. Sport supervisors also meet on a weekly basis to have similar conversations, along with monthly senior management meetings where these issues are also addressed.

7. Describe the programs and activities the institution has in place for coaches, department of athletics staff and student-athletes that address diversity issues, including programs and activities designed to address the needs of the underrepresented groups or individuals of diverse backgrounds.

*The institution must demonstrate that it provides programs and activities for coaches, department of athletics staff and student-athletes that address diversity issues, including programs and activities designed to address the needs of under-represented groups or individuals of diverse backgrounds.*

To demonstrate the Department of Intercollegiate Athletics' (DIA) commitment to fostering a welcoming and inclusive environment for student-athletes, coaches and staff from all backgrounds, several programs and services have been implemented. Additionally, significant emphasis has been placed on increasing and strengthening campus partnerships with organizations that can provide additional resources for underrepresented groups or individuals from diverse backgrounds.

In 2006, the DIA offered a diversity-training seminar for coaches and staff. The interactive seminar was facilitated by representatives from the NCAA/National Consortium for Academics in Sports. The first phase involved effectively equipping individuals with the knowledge, awareness and cultural competence needed to manage working relationships with student-athletes, coaches and staff. The second phase placed an emphasis on two areas: 1) Race- recognizing and breaking down stereotypes, creating interracial relationships based on trust, managing interracial conflict and becoming a diversity-change agent; and 2) Sexual Orientation - separating behavior from beliefs, understanding how to address the issue of a student-athlete or coach "coming out of the closet," and becoming a diversity-change agent.

This program was repeated for our Bruin Athletic Council (BAC) at a separate time. The BAC is made up of approximately 60 student-athletes representing each of the 24 teams sponsored by UCLA.

Beginning in Fall 2006, the DIA set forth a goal to increase and strengthen partnerships with campus organizations that serve the needs of Black/African-American students. Therefore, the Assistant Director of Academic Services was assigned to serve as the liaison to the Afrikan Student Union (ASU) and the Academic Support Program (ASP). This partnership has led to co-sponsorship of study halls, community service programs and workshops involving student-athletes. In addition, the UCLA Ralph J. Bunche Center for African American Studies and the Academic & Student Services (AS2) office have worked together to more effectively integrate Black/African-American student-athletes into the campus community. This has been done by involving student-athletes in the establishment of the Bunche Ambassadors program, in panel and speaker presentations, and in coordinating events and workshops. The Assistant Director of Academic Services also has established quarterly meetings with the leaders of each of these organizations to discuss the overall campus climate for Black/African-American students at UCLA and how these organizations can work collaboratively with the DIA to improve the quality of the UCLA experience for Black/African-American student-athletes. Furthermore, the Assistant Director of Academic Services has periodically convened focus groups of selected Black/African-American student-athletes. In this forum, Black/African-American student-athletes are provided a safe venue to relay issues and concerns revolving around campus climate, team chemistry and environment, adjustment and transition, and services and support available to African-American student-athletes at UCLA. Such discussions have led to the development of some of the measurable goals outlined in Cycle 3 diversity-issues plan for improvement.

In Fall 2008, the Health & Wellness Committee (HWC) was assembled to support the academic, social, emotional, athletic and personal development of student-athletes. More specifically, it was created to streamline communication between different units within the DIA, to provide a venue to discuss current departmental policies/procedures, and to make recommendations on training and educational seminars for student-athletes, coaches and staff. After convening for a year, it became very apparent to the HWC that a diversity subcommittee was needed in order to address issues more specific to diversity and inclusion. Consequently, this subcommittee was charged with assessing the needs of student-athletes from diverse backgrounds and establishing relationships with campus organizations that support underrepresented and nontraditional students and staff.

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Also in Fall 2008, a grant was made available through the NCAA Student-Athlete Opportunity Fund that provided UCLA's Counseling and Psychological Services (CAPS) with the means to establish a sport psychology program. Developing the program helped to reestablish the strong collaboration between CAPS and the DIA. It also was needed in order to lower the barriers to CAPS services for student-athletes and to allow for the creation of new programs that would enhance the student-athlete experience. The Sr. Associate Athletic Director/Senior Woman Administrator worked closely with CAPS to create the program and the job description for the program director. The program director has both drop-in and scheduled appointments and serves as a significant resource, particularly for student-athletes, coaches and staff, when issues related to diversity and inclusion arise.

In Winter 2010, DIA coaches and staff also participated in ally training facilitated by the Director of the UCLA Lesbian Gay Bisexual Transgender Campus Resource Center (LGBT Center). In this training, coaches and staff were afforded the opportunity to discuss trends and topics affecting student-athletes who identify as LGBT. The training also focused on educating coaches and staff on the appropriate ways to discuss LGBT topics with student-athletes. Additionally, participants were educated on the various programs and services offered through the LGBT Center and appropriate methods to refer student-athletes to the LGBT Center and other campus resources, such as Counseling and Psychological Services (CAPS). The chair of the Diversity Subcommittee of the HWC serves as the liaison to the LGBT Center.

In evaluating the effectiveness of outreach efforts in the areas of financial-aid education and financial management, the DIA determined that it needed to partner more closely with the Financial Aid Office to provide more comprehensive support to student-athletes. As such, the Financial Aid Office assigned a financial-aid counselor to work directly with student-athletes and coaches who may have questions about grants, loans and other financial-aid opportunities. The Assistant Director of Student Services also began coordinating annual financial-aid workshops to assist student-athletes in completing the Free Application for Federal Student Aid (FAFSA). Additionally, the assistant director included more comprehensive information in the Student-Athlete Handbook regarding opportunities to utilize the NCAA Special Assistance Fund and the NCAA Student-Athlete Opportunity Fund. This information is also discussed in detail at each of the Fall squad meetings.

Over the last few years, the Academic & Student Services (AS2) office went through a significant expansion that increased its staff from five full-time staff members to 13 full-time staff members. This expansion included the addition of an academic counselor in order to lower the counselor-student-athlete ratio and to dedicate more time to the program planning process for student-athletes. The expansion also included the addition of two learning specialists who are charged with providing more individualized attention to student-athletes with diagnosed learning disabilities and to those with significant learning concerns. They help identify educational concerns proactively and work one-on-one with student-athletes to identify their academic strengths and weaknesses and to develop their skills to improve academic performance. Specifically for football and men's and women's basketball, full-time academic coordinator positions were developed to coordinate the daily academic operations of these teams. This includes constructing quarterly academic support plans, monitoring and reporting on the students' academic progress in their courses, and coordinating and facilitating the academic support programs dedicated to these teams.

The expansion of the staff also allowed for new academic and student support services and programs to be implemented and allowed for existing services and programs to be enhanced. These include the community of learners, directed learning, academic mentoring, peer learning (tutorial) and production programs. More information about these and other services and programs is outlined in Operating Principle 2.2.

Additionally, AS2 enhanced its partnerships with a variety of university programs and services to support student-athletes from diverse academic backgrounds. One such partnership is with the Office for Students with Disabilities (OSD). OSD provides a wide range of academic support services for students with documented permanent and temporary disabilities.

Another important partnership is with the Academic Advancement Program (AAP) at UCLA. AAP is a multiracial program that promotes access, equity, opportunity and excellence. AAP has a threefold mission: 1) To ensure the academic success, retention and graduation of its more than 6,500 students; 2) To increase the number of these students entering graduate and professional schools; and 3) To develop the academic, political, scientific, economic and community leadership necessary to transform our society. For the last several summers, incoming men's and women's scholarship basketball student-athletes and selected other student-athletes have participated in AAP's Freshman Summer Program (FSP), which is a summer bridge program for freshmen designed to ease the students' transition into the university and provide them with the tools necessary to succeed. The program lasts for seven weeks and FSP students enroll in summer courses, participate in workshops, and are offered tutoring and counseling services. Students also receive personalized attention in their classes, familiarize themselves with the whole range of campus programs and resources and live on campus together with other students of diverse backgrounds. In addition, AS2 has collaborated with AAP on its tutoring program and Graduate Mentor Program

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(GMP), which is dedicated to ensuring that low-income and underrepresented first-generation students achieve success during their undergraduate years and beyond. The goals of GMP are to provide resources and support to AAP students seeking to enter professional and/or graduate programs and to create a legacy of excellence in postbaccalaureate work.

8. Describe how the institution actively recruits department of athletics staff, coaches and student-athletes from underrepresented groups or diverse backgrounds including a description of actions and strategies taken to increase diversity.

*The institution must demonstrate through actions and strategies how it actively recruits department of athletics staff, coaches, and student-athletes from underrepresented groups or diverse backgrounds from those currently represented in athletics.*

In accordance with federal law, UCLA has demonstrated its commitment to assure equal-opportunity employment for underrepresented minorities and women, for individuals with disabilities and for covered veterans. The Department of Intercollegiate Athletics (DIA) mirrors the university's commitment to such practices. Under the guidance of the Sr. Associate Athletic Director/Chief Financial Officer, the Director of Human Resources will take steps to enrich the applicant pool for any open position with applicants from the underutilized or underrepresented group or groups. While following university hiring practices and when applicable, jobs are posted and advertised on multiple websites in order to increase the diversity of the applicant pool (e.g., NCAA, NACDA, NACWAA, NACMA, Black Coaches Association, Women in Sports, Sports Diversity Recruiting, etc.). All applicants must be chosen without regard to race, ethnicity, national origin, sex or color.

In accordance with UCLA's mission, the DIA is also committed to assuring that student-athletes who reflect a diverse community of individuals from various racial/ethnic groups, socioeconomic backgrounds, gender, religious affiliations and sexual orientation/identities are not overlooked in the recruiting process. Additionally, the DIA recruits in-state, out-of-state and international student-athletes. Prospective student-athletes are only admitted if, in the judgment of the Committee on Admission of Student-Athletes, the student has a reasonable chance to succeed academically and graduate from UCLA. This judgment is based on the committee's assessment of the student's level of academic preparation, taking into consideration the academic support services that will be available for the student and UCLA's history with regard to the academic success of similarly prepared student-athletes. As such, during the recruitment process, coaches communicate the academic expectations of the university and evaluate whether or not the prospect has the motivation, drive and character to succeed at UCLA.

Equally important, coaches must also communicate the university's and the DIA's commitment to diversity. This is done by educating the prospective student-athletes and their families that the university and the DIA promote an inclusive environment. Evidence of this is in the types of academic and student support programs that are available within the department and campuswide. Such departmental programs include the Community of Learners, the Directed Learning program and the Academic Mentoring program. The DIA also has an extensive student-athlete development program that provides student-athletes with opportunities to enhance their educational and career skills in ways that make individuals feel more strongly connected to the campus and local communities. On campus, the Academic Advancement Program (AAP) is a comprehensive program whose mission is to ensure the academic success, retention and graduation of students historically underserved by higher education. The Center for Student Programming also oversees approximately 950 student organizations that represent a wide range of interests in such areas as diversity, mentorship, community service, religion, health and wellness, sexual orientation and student government.

To attract and recruit student-athletes from diverse backgrounds, the DIA monitors and evaluates the academic performance, including retention and graduation rates, of student-athletes from various racial/ethnic groups to determine where changes or improvements need to be made. This includes understanding trends and their impact on the academic and student support programs and services. Each quarter, the Compliance and Academic & Student Services (AS2) offices disseminate summary reports to each coach and to the senior management staff outlining quarterly academic performance. Additionally, the Director of Compliance, the Assistant Athletic Director of AS2 and the Eligibility Coordinator consistently monitor, evaluate and educate coaches on trends related to retention and graduation. The Director of Student-Athlete Development also coordinates the annual senior exit interview and student-athlete evaluation processes to gain meaningful feedback from the student-athletes on their academic and athletic experience. From these, issues such as diversity, campus climate and adjustment are discussed and are disseminated to senior management staff to evaluate and make changes as deemed necessary.

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9. Describe institutional and department of athletics hiring practices to ensure the department of athletics demonstrates a commitment to diversity in hiring procedures for department of athletics staff and coaches. Compare and explain any differences that exist between institutional hiring practices and department of athletics hiring practices. Please provide the date of your most recent assessment and comparison of the institution's and athletics department's hiring practices. Note: this assessment and comparison must occur at least once every five years.

*The institution must provide evidence that an assessment and comparison of the institution's and department of athletics' hiring practices has occurred at least once every five years.*

UCLA is one of the largest employers in Southern California, with a workforce of 27,800 strong and growing. The university takes pride in attracting the most talented people in every field while remaining committed to the mission of establishing and maintaining a diverse and inclusive work community.

UCLA has a strong commitment to recruiting, developing and retaining a diverse faculty and staff. The key strategies for reaching these goals are:

- 1) Maintaining a vigorous and effective affirmative-action program to achieve compliance with guidelines as a federal contractor by ensuring nondiscrimination and equal opportunity at all levels of the work force.
- 2) Providing employee-development opportunities in support of career advancement.
- 3) Creating a welcoming and respectful work environment where diversity is recognized, celebrated and valued, and where each person is respected and treated fairly.

UCLA's commitment to affirmative action and equal-employment opportunity is embodied in Chancellor Gene Block's "Statement of Basic Policy on Equal Employment Opportunity and Affirmative Action for Staff Employees at UCLA," which states, in part, the following:

"UCLA is committed to apply every good-faith effort to achieve prompt and full utilization of minorities and women where deficiencies exist. Furthermore, it is our policy at UCLA to promote equal-employment opportunity and to take affirmative action through recruitment and employment efforts, training and development, educational opportunities, advancement in employment, transfer and other terms and conditions of employment of qualified minorities, women, persons with disabilities, and covered veterans. These efforts conform to all current legal and regulatory requirements, and are consistent with University standards of quality and excellence."

The Department of Intercollegiate Athletics (DIA) follows all UCLA employment-hiring practices and policies; therefore, no differences exist between the institutional and DIA hiring practices. An assessment of hiring practices is conducted at the beginning of each fiscal year - and as needed - to determine if any institutional changes have been made. If so, DIA hiring practices are revised so as to stay consistent with the university's. The most recent assessment and comparison of institutional and DIA hiring practices was conducted in July 2010.

10. Describe institutional and department of athletics policies related to the use of outside firms (e.g., search firms) and truncated or expedited hiring processes. Describe the actual hiring practices used by your institution since the previous self-study for any positions (e.g., coaches, staff) determined to be high profile at your institution.

*The institution must demonstrate a commitment to diversity in all athletics department hiring efforts, including those involving outside firms (e.g., search firms) and truncated or expedited processes.*

Within the Department of Intercollegiate Athletics (DIA), hiring practices are often consistent at all levels of employment. However, at times the search for high-profile positions, such as coaches from high-profile sports and senior management staff, may receive more direct attention from the Director of Athletics (AD) and, on occasion, may utilize an outside search firm. UCLA does allow the use of outside search firms, although they are not utilized on a regular basis.

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Expedited hiring practices are not common, except for extenuating circumstances that are carefully evaluated prior to receiving approval from the AD, Campus Human Resources and the UC Regents. Expedited hiring practices are only done when an extensive search for an open position might place the university at a disadvantage in the retention or development of the student-athletes.

Both institutional and DIA hiring practices are in compliance with the U.S. Department of Labor employment standards. Established hiring practices serve the needs of coaches, staff and student-athletes and require the awareness and approval of the senior management staff. They also maintain consistency and transparency in the hiring process and make open positions available to the widest possible group of potentially qualified applicants.

### 11. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for the following:

- a. Full-time senior administrative department of athletics staff members (i.e., assistant director of athletics up through the director of athletics level);
- b. Other full- and part-time professional (i.e., nonclerical) department of athletics staff members (such as directors of operations, athletic trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the department of athletics);
- c. Full- and part-time head coaches;
- d. Full- and part-time assistant coaches (including graduate assistant and volunteer coaches);
- e. Faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members; and
- f. Other advisory or policy-making group (e.g., governing board subcommittee for athletics, student athlete advisory committee) members (if any).

The years reviewed for Operating Principle 3.2, Self-Study Item No. 11 were 2007-'08, 2008-'09 and 2009-'10.

#### a. FULL-TIME SENIOR ADMINISTRATIVE DEPARTMENT OF INTERCOLLEGIATE ATHLETICS STAFF MEMBERS

The number of full-time senior administrative staff increased from 15 in 2007-'08 and 2008-'09 to 17 in 2009-'10. The racial/ethnic composition of the senior administrators included White at 87.2 percent, Hispanic at 6.4 percent and Asian/Pacific Islander at 6.4 percent. No other racial/ethnic groups were represented.

#### b. OTHER FULL- AND PART-TIME PROFESSIONAL DEPARTMENT OF INTERCOLLEGIATE ATHLETICS (DIA) STAFF MEMBERS

The total population of other full-time staff members increased from 132 in 2007-'08 to 139 in 2009-'10. The racial/ethnic groups that increased during the same time period were Hispanic and White. They each comprised 12.8 and 67.3 percent of the racial/ethnic composition, respectfully. American Indian/Alaskan Native (0.2 percent), Asian/Pacific Islander (10.8 percent), Black (7.9 percent) and Other (1.0 percent) populations made up the rest of the racial/ethnic composition.

There is no data for other part-time professional DIA staff members employed during the three most recent academic years.

#### c. FULL- AND PART-TIME HEAD COACHES

The number of full-time head coaches increased from 22 in 2007-'08 to 23 in 2009-'10. The racial/ethnic populations represented over the three most recent academic years were: Asian/Pacific Islander (4.5 percent), Black (9 percent), Hispanic (7.5 percent) and White (79.1 percent). The only racial/ethnic group to have a decline in representation was the Hispanic population in 2009-'10 from two head coaches (9.1 percent) to one head coach (4.3 percent). The only racial/ethnic group to have an increase in representation was the White population in 2009-'10 from 17 (77.7 percent) head coaches to 19 (82.6 percent) head coaches. There were no American Indian/

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Alaskan Native head coaches during this period.

There is no data for part-time head coaches employed during the three most recent academic years.

### d. FULL- AND PART-TIME ASSISTANT COACHES

The number of full-time assistant coaches rose from 50 in 2007-'08 to 75 in 2008-'09 and then dropped to 69 in 2009-'10. The racial/ethnic populations represented over the three most recent academic years were: Asian/Pacific Islander (4.1 percent), Black (22.2 percent), Hispanic (7.7 percent) and White (66 percent). An increase in numbers occurred in each of the represented populations from 2007-'08 to 2009-'10. The number of full-time assistant coaches who identified themselves as Asian/Pacific Islander increased from two (2007-'08) to three (2009-'10). The number of full-time assistant coaches who identified themselves as Black increased from 11 (2007-'08) to 17 (2009-'10). The number of full-time assistant coaches who identified themselves as Hispanic increased from two (2007-'08) to four (2009-'10) and the number of full-time assistant coaches who identified themselves as White increased from 35 (2007-'08) to 45 (2009-'10).

There is no data for part-time assistant coaches employed during the three most recent academic years.

### e. FACULTY-BASED ATHLETICS BOARD OR COMMITTEE MEMBERS

The Academic Senate's Intercollegiate Athletics Committee(IAC) is responsible for oversight and development of policy recommendations on academic matters involving intercollegiate athletics. The IAC consisted of five faculty (except for in 2007-'08, when there were six), one undergraduate student representative, one graduate student representative and the UCLA Faculty Athletics Representative. For the three most recent academic years, the racial/ethnic composition of the IAC was Black at 4 percent, Hispanic at 4 percent, Other at 4 percent, Non-Resident Alien at 12 percent and White at 76 percent.

### f. OTHER ADVISORY OR POLICY-MAKING GROUP MEMBERS

There is no data for other advisory/policy-making group members.

## 12. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for student-athletes who received athletics aid and for all students.

The years reviewed for Operating Principle 3.2, Self-Study Item No. 12 were 2007-'08, 2008-'09 and 2009-'10.

For the three most recent academic years, the data revealed that the number of general students admitted to the university increased each year of the study, while the number of student-athletes on athletics aid steadily declined during the same time period. Even more, the data revealed that the student-athlete population reflects more diversity than the general student body. In five of the seven racial/ethnic categories, the student-athlete population had more individuals who identified with that category than the general student body.

American Indian/Alaskan Native:  
Student-Athletes (0.6 percent) vs. General Students (0.4 percent)

Black:  
Student-Athletes (20.6 percent) vs. General Students (3.5 percent)

White:  
Student-Athletes (53.6 percent) vs. General Students (33.8 percent)

Non-Resident Alien:  
Student-Athletes (5.6 percent) vs. General Students (4.5 percent)

Other:  
Student-Athletes (6.1 percent) vs. General Students (4.6 percent)

Student-athletes who identified themselves as Hispanic (7.5 percent) had a lower percentage than that of their general student counterparts (15 percent). However, the number of Hispanic and Black student-athletes receiving athletics aid rose in each of the years evaluated.

Hispanic (student-athletes receiving athletics aid):  
2007-'08 = 32

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2008-'09 = 35

2009-'10 = 42

Black (student-athletes receiving athletics aid):

2007-'08 = 96

2008-'09 = 98

2009-'10 = 106

The Asian/Pacific Islander population represents the largest disparity between the student-athlete and general student populations. Student-athletes who identified themselves as Asian/Pacific Islander declined to 5.9 percent, while the general student population increased to 38.2 percent during the years reviewed. The Asian/Pacific Islander population represents the largest segment of the general student population on campus.

Whites and Asian/Pacific Islanders together represent 72 percent of the general student population and only 59.5 percent of the student-athlete population. This decrease in these two racial/ethnic categories, in part, reflects a more diverse student-athlete population than the general student-body.

### 13. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA Federal Graduation Rates Report.

The years reviewed for Operating Principle 3.2, Self-Study Item No. 13 were 2007-'08, 2008-'09 and 2009-'10.

The total number of student-athletes who received athletics aid by the eight sport groups evaluated decreased in each of the last three years:

2007-'08 = 502 student-athletes received athletics aid

2008-'09 = 480 student-athletes received athletics aid

2009-'10 = 472 student-athletes received athletics aid

The overall breakdown of racial/ethnic composition for student-athletes who received athletics aid by the eight sport groups evaluated was:

American Indian/Alaskan - 0.6 percent

Asian/Pacific Islander - 5.9 percent

Black - 20.6 percent

Hispanic - 7.5 percent

White - 53.6 percent

Non-Resident Alien - 5.6 percent

Other - 6.1 percent

Moderate fluctuations in the overall racial/ethnic composition of student-athletes are illustrated below:

American Indian/Alaskan Native - 0.6 percent in 2007-'08, 0.63 percent in 2008-'09, 0.42 percent in 2009-'10

Asian/Pacific Islander - 6.1 percent in 2007-'08, 5.6 percent in 2008-'09, 5.9 percent in 2009-'10

White - 54.1 percent in 2007-'08, 51.8 percent in 2008-'09, 54.8 percent in 2009-'10

Non-Resident Alien - 6.1 percent in 2007-'08, 5.6 percent in 2008-'09, 5.1 percent in 2009-'10

During the last three years, the most significant overall trend was the number of individuals who identified themselves as Other. Thirty-seven (7.3 percent) student-athletes identified themselves as Other in 2007-'08 compared to 11 (2.3 percent) in 2009-'10. The sports where this trend was most noticeable are:

Women's Other Sports - 12 (6.8 percent) in 2007-'08 compared to two (1.1 percent) in 2009-'10

Football - 12 (12.7 percent) in 2007-'08 compared to two (2.2 percent) in 2009-'10

The racial/ethnic groups who experienced the most growth over the last three years were the Hispanic and Black populations. The sports that have had the greatest impact on the Hispanic and Black populations are:

Women's Basketball - Black population grew from 76.9 percent in 2007-'08 to 92.3 percent in 2009-'10

Women's Other Sports - Hispanic population grew from 5.1 percent in 2007-'08 to 10.2 percent in 2009-'10

Women's Track/Cross Country - Black population grew from 30 percent in 2007-'08 to 44.8 percent in 2009-'10

Baseball - Hispanic population grew from 10.3 percent in 2007-'08 to 24 percent in 2009-'10

Football - Black population grew from 48.9 percent in 2007-'08 to 49.4 percent in 2009-'10

Men's Other Sports and Mixed Sports - Hispanic population grew from 7.7 percent in 2007-'08 to 12.6 percent in 2009-'10

Men's Track/Cross Country - Black population grew from 26.6 percent in 2007-'08 to 32.3 percent in 2009-'10

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### 14. Using the program areas for diversity issues:

- a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;
- b. Provide data demonstrating the institution's status and commitment across each of the four areas;
- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and
- d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

*The institution must conduct a thorough and written review of each of the four program areas for diversity issues. Please see program area definitions located in the Equity and Student-Athlete Well-Being attachment of the self-study instrument. If the institution identifies any deficiencies during this review, the deficiencies must be incorporated into the institution's diversity issues plan for improvement. If no deficiency exists, the institution must include a maintenance plan for each program area and action steps the institution will take if the program area(s) becomes inequitable in the future.*

*The review must:*

- a. *Describe how the institution has ensured a complete study of each of the four program areas for diversity issues. This study should be conducted as part of the self-study process;*

*Please note that for the program area of assessment, the use of student-athlete exit interviews alone does not constitute a complete assessment for purposes of the self-study. An institution may choose to include student-athlete exit interviews as part of a broader assessment conducted, but the institution must ensure that an assessment of the entire department of athletics has been conducted in respect to diversity issues.*

- b. *Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the areas;*
- c. *Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes, coaches, and department of athletics staff with diverse racial, ethnic and other backgrounds. Please note any deficiencies should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and*
- d. *Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.*

*The institution must develop a five-year written, stand-alone plan addressing diversity issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.*

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**1. Assessment.** Assessment of department of athletics activities to evaluate consistency with objectives set forth in the institution's and department of athletics' written diversity statements; assessment of campus diversity climate through evaluation of various campus constituencies using the five diversity program areas.

**a.** Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

UCLA and its Department of Intercollegiate Athletics (DIA) conducted a comprehensive, broad-based review of this program area as part of the NCAA Athletics Certification Cycle 3 Self-Study process. The Gender/Diversity-Issues and Student-Athlete Well-Being subcommittee was chaired by the Assistant Vice Provost for Undergraduate Academic Support, Penny Hein-Unruh.

At the start of the self-study process, an advisory group known as the "Certification Kitchen Cabinet" was formed to assist the Steering Committee in monitoring the progress of each of the subcommittees; to provide assistance to the subcommittee chairs; and to develop a timeline by which the Steering Committee was to review and approve responses to the self-study items and plans for improvement. The kitchen cabinet consisted of the following individuals:

Ashley Armstrong - Director of Student-Athlete Development  
 Kenny Donaldson - Assistant Director of Academic Services  
 Dan Goldberg - Associate Director of Compliance; Athletics Certification Liaison  
 Penny Hein-Unruh - Assistant Vice Provost for Undergraduate Academic Support  
 Martha Jameson - Staff Associate  
 Petrina Long - Sr. Associate Athletic Director/Senior Woman Administrator (SWA)  
 Dr. Christina Rivera - Assistant Athletic Director of Academic & Student Services (AS2)  
 Amy Schluack - Associate Director of Compliance & Admissions  
 Nicholas Thornton - Eligibility Coordinator; NCAA Self-Study Report Coordinator

Due to the scope of the Gender/Diversity-Issues and Student-Athlete Well-Being Subcommittee, the kitchen cabinet recommended that Operating Principles 3.1, 3.2 and 3.3 be divided into three work groups to ensure a complete study of each operating principle was conducted. This idea was approved by the Steering Committee and by the NCAA. With the assistance of the kitchen cabinet, Ms. Hein-Unruh selected work-group chairs for the three operating principles and the full subcommittee members were divided into one of the three work groups. At that time, it was determined that additional support was needed for each of the work groups; therefore, with the approval of the Steering Committee, the kitchen cabinet selected additional work-group members who were not originally included in the full subcommittee but who offered broad-based campus participation.

In preparation for the first work-group meetings, Ms. Hein-Unruh and the chairs of the work groups met to discuss each operating principle; to assemble materials needed to be disseminated to each work group; and to develop an overall plan for managing the review of each operating principle.

Assistant Director of Academic Services Kenny Donaldson was assigned to chair the diversity-issues work group. Other members of this work group included:

Marques Burrus - Assistant Director of On-Campus Recruiting and Events  
 Nikki Caldwell - Head Coach, Women's Basketball  
 Julie Cleveland - Director of Human Resources  
 Ja'Nae Davis - AS2 Learning Specialist  
 Bob Field - Sr. Associate Athletic Director  
 Dr. Berky Nelson - Director of the Center for Student Programming  
 Dr. Christina Rivera - Assistant Athletic Director of AS2

The chair of the full subcommittee, Ms. Hein-Unruh; the Athletics Certification Liaison, Dan Goldberg; and the NCAA Self-Study Report Coordinator, Nicholas Thornton, attended all of the work-groups meetings and Mr. Thornton was responsible for writing and disseminating meeting minutes after each work-group meeting.

At the first work-group meeting, Mr. Donaldson assigned self-study items to the work-group members. The members who were assigned items were responsible for researching and responding to each item. A timeline was developed for when draft responses were to be turned into the work group. As draft

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responses were submitted, the entire work group was charged with reviewing each of the responses and providing feedback. Additionally, kitchen cabinet members and DIA senior management staff were involved in reviewing draft responses and providing feedback to Mr. Donaldson. This review-and-feedback process resulted in multiple drafts and ensured that a complete, comprehensive study of this program area was conducted. Ultimately, the responses to Operating Principle 3.2. Diversity-Issues, were reviewed and approved by the Steering Committee.

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

Several different mechanisms are in place to assess the DIA's consistency in meeting its goals related to diversity.

The Director of Student-Athlete Development is charged with coordinating the senior exit survey process for exhausted-eligibility student-athletes. The data from this assessment tool is shared with the sport supervisors and changes are made when necessary.

The Bruin Athletic Council (BAC) regularly provides information to the DIA on specific student-athlete concerns related to diversity, the general campus climate and student-athlete satisfaction issues.

The Health & Wellness Committee and its Diversity Subcommittee also meet regularly to discuss student-athlete, coach and staff concerns and to make recommendations on training and educational opportunities.

The Human Resources Office within the DIA periodically monitors and evaluates demographic information regarding coaches and staff to assess its reflection of the student-athlete population. Additionally, an annual assessment of hiring practices is conducted at the beginning of each fiscal year - and as needed - to determine if any institutional changes have been made. If so, DIA hiring practices are revised so as to stay consistent with those of the university.

Black/African-American student-athlete focus groups have periodically been convened in an effort to assess whether services and programs need to be enhanced to address diversity-related issues.

**c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and**

**SENIOR EXIT SURVEYS:**

The senior exit surveys includes specific questions to allow the student-athletes to provide meaningful feedback on whether the needs of underrepresented student-athletes are being met, as well as other questions that might elicit any concerns related to diversity. The DIA reviews these responses carefully to determine whether any diversity-issues exist. The senior exit surveys also provide student-athletes an opportunity to raise any concerns without fear of repercussion because their experiences as a student-athlete are concluded by the time the interviews take place and the interviewer is able to assure them of confidentiality. As outlined in the Cycle 3 diversity-issues plan for improvement, the DIA has set forth a goal to create an online questionnaire for student-athletes to complete on an annual basis that provides them with an opportunity to give feedback on ways to enhance their student-athlete experience, especially with regard to campus climate, adjustment and retention.

**BRUIN ATHLETIC COUNCIL (BAC):**

The BAC serves as an important resource for assessing the chemistry and climate of student-athletes and their teams, as well as evaluating the department's success in achieving its diversity objectives. As outlined in the Cycle 3 diversity-issues plan for improvement, the DIA has set forth a goal to create a DIA Committee on Diversity that is responsible for overseeing the department's initiatives related to diversity-issues. Student-athlete representation on this committee is paramount to its success.

**DIVERSITY SUBCOMMITTEE OF THE HEALTH & WELLNESS COMMITTEE (HWC):**

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The Diversity Subcommittee of the HWC serves as the advisory group for issues regarding diversity and inclusion. Though the subcommittee has recommended and initiated educational and outreach programs, the subcommittee has concluded that additional training and educational opportunities need to be implemented regarding lesbian, gay, bisexual and transgender issues as well as more support for student-athletes identified as Pacific Islander. Additionally, annual trainings must be provided to all student-athletes, coaches and staff with regard to diversity. All of these have been included in the Cycle 3 diversity-issues plan for improvement.

### HUMAN RESOURCES:

Because Human Resources conducts annual reviews of its hiring practices as well as evaluates demographic information of its coaches and staff, the DIA is able to ensure that it creates the greatest possible opportunities to recruit and retain a diverse department. However, the DIA acknowledges that it needs to increase professional-development opportunities for coaches and staff with regard to diversity and to create additional assessment tools to be provided to the senior management staff on an annual basis. As such, these issues have been incorporated into the Cycle 3 diversity-issues plan for improvement.

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

As outlined in the diversity-issues plan for improvement that was developed in response to Operating Principle 3.2, Self-Study Item No. 10, UCLA and the DIA are fully committed to: 1) developing more comprehensive methods of assessing trends and issues related to diversity; 2) developing programs to positively affect the retention and graduation rates of student-athletes from diverse racial/ethnic backgrounds; 3) increasing and strengthening partnerships with organizations that promote diversity and inclusion; and 4) developing a mechanism for broad-based participation in governance and decision-making.

**2. Retention.** Programs and services to address retention and acclimation of diverse staff, coaches and student-athletes; review of retention and promotion of staff and coaches who are members of under represented groups, including professional development opportunities (e.g., mentoring programs), compensation, duration of contracts, conditions relating to contract renewal.

**a.** Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

UCLA and its Department of Intercollegiate Athletics (DIA) conducted a comprehensive, broad-based review of this program area as part of the NCAA Athletics Certification Cycle 3 Self-Study process. This process is more fully described above in response to Self-Study Item No. 14(a).

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

For coaches and staff, DIA retention strategies include:

1) Promotion of a welcoming and inclusive environment in which all employees can bring concerns - including concerns based on diversity-issues - to the senior management staff, direct supervisors, Director of Student-Athlete Development, Health & Wellness Committee (HWC) and the Diversity Subcommittee of the HWC.

2) An open-door departmental policy to encourage frequent interaction and the opportunity to informally raise matters of concern regarding diversity.

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3) Availability of confidential services through which employees can address personal and workplace problems instead of - or in addition to - speaking with a member of the DIA or university administration, DIA Human Resources and/or Campus Human Resources.

For student-athletes, DIA retention strategies include:

- 1) Comprehensive academic and student support services provided by the Academic & Student Services (AS2) office.
- 2) Numerous partnerships with campus organizations that promote diversity and inclusion. Significant partnerships include those with Counseling and Psychological Services, the Academic Advancement Program, Office for Students with Disabilities, and Lesbian Gay Bisexual Transgender Campus Resource Center.
- 3) An intensive, summer academic support program for incoming student-athletes.
- 4) Annual international student-athlete information sessions facilitated by the Assistant Director for Student Services and the Dashew Center for International Students and Scholars.
- 5) Financial-resource workshops conducted by the Assistant Director for Student Services in conjunction with the Financial Aid Office.
- 6) An extensive, student-athlete development program that provides student-athletes with opportunities to enhance their educational and career skills in ways that make them feel more strongly connected to the campus and local communities.

**c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The DIA is able to successfully meet the needs of its student-athletes, coaches and staff from diverse backgrounds because of the wide variety of resources, services and opportunities the department and university offer and by continuously monitoring the needs of all members of the community to ensure those needs are being met.

However, the DIA acknowledges that it must develop more programs that positively affect retention and graduation rates of student-athletes from diverse backgrounds. This can be accomplished by creating a new academic and social support program that promotes diversity through collaborative workshops, academic mentoring, peer learning and identity exploration. This goal is reflected in the Cycle 3 diversity-issues plan for improvement.

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

As outlined in the diversity-issues plan for improvement that was developed in response to Operating Principle 3.2, Self-Study Item No. 10, UCLA and the DIA are fully committed to: 1) developing more comprehensive methods of assessing trends and issues related to diversity; 2) developing programs to positively affect the retention and graduation rates of student-athletes from diverse racial/ethnic backgrounds; 3) increasing and strengthening partnerships with organizations that promote diversity and inclusion; and 4) developing a mechanism for broad-based participation in governance and decision-making.

**3. Partnerships.** Collaboration and integration between athletics department and other institutional units or external organizations to enhance diversity efforts in programs, activities and services.

**a.** Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

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UCLA and its Department of Intercollegiate Athletics (DIA) conducted a comprehensive, broad-based review of this program area as part of the NCAA Athletics Certification Cycle 3 Self-Study process. This process is more fully described above in response to Self-Study Item No. 14(a).

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

Student-athletes are integrated into the campus community by attending classes, living in the residence halls and open dining with non-student-athletes. This provides student-athletes with a wide variety of educational, cultural and social experiences.

The DIA has developed significant partnerships not only with campus entities that promote an environment committed to diversity and inclusion, but also with those that provide services and programs to individuals from diverse backgrounds. Some of these partnerships include the Office for Students with Disabilities (OSD), Counseling and Psychological Services (CAPS), the UCLA Career Center, the Lesbian Gay Bisexual Transgender Campus Resource Center (LGBT Center), the Academic Advancement Program (AAP), the Community Programs Office (CPO), the Center for Student Programming (CSP), the Afrikan Student Union (ASU), the Ralph J. Bunche Center for African American Studies and the Financial Aid Office.

The DIA also coordinates with off-campus organizations to provide diversity programs and resources, such as the Black Coaches & Administrators (BCA), the National Football League Players Association (NFLPA) and the National Association of Academic Advisors for Athletics (N4A).

**c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and**

Because the DIA encourages and actively seeks partnerships with on-campus and off-campus organizations, the following is a list of resources, services and programs that have been provided or are available to assist student-athletes, coaches and staff from diverse backgrounds:

- 1) The DIA partnered with CAPS to create a sport psychology clinic that accepts both drop-in and scheduled appointments. Additionally, psychologists are available to provide educational workshops for coaches and staff on issues such as depression, anxiety, sexuality, disputes, relationships, and diversity and inclusion.
- 2) Each sport has a designated Career Center counselor. The Career Center also accepts free drop-in hours or scheduled appointments to assist student-athletes in preparing for life after sports. Such services include resume writing, interviewing techniques, job-search guidance and preparing for graduate or professional school.
- 3) The LGBT Center has participated in several activities, including a meet-and-greet with the Academic & Student Services (AS2) staff and ally training for coaches and staff. Tentative plans have also been made for a Coaches Development Program session, featuring an LGBT-athlete panel and Step-Up Bystander Training for student-athlete peer mentors.
- 4) The DIA partnered with AAP on several programs, including the Freshman Summer Program (FSP) and the Graduate Mentor Program (GMP).
- 5) The DIA, the CPO and the Academic Support Program (ASP) co-sponsored study halls and workshops for Black/African-American student-athletes.
- 6) The DIA was involved in the initial conversations and meetings with the Ralph J. Bunche Center for African American Studies in developing a Bunche Ambassadors program that would utilize former Black/African-American student-athletes as mentors for current students.
- 7) The DIA has partnered with the Financial Aid Office to conduct financial-aid workshops for Pell Grant-eligible and financially at-risk students.

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8) The DIA has developed a strong partnership with the Office for Students with Disabilities. This partnership has been of significant importance especially for student-athletes with a diagnosed learning disability or student-athletes with temporary disabilities (e.g., post-surgery or those sustained after an injury).

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

As outlined in the diversity-issues plan for improvement that was developed in response to Operating Principle 3.2, Self-Study Item No. 10, UCLA and the DIA are fully committed to: 1) developing more comprehensive methods of assessing trends and issues related to diversity; 2) developing programs to positively affect the retention and graduation rates of student-athletes from diverse racial/ethnic backgrounds; 3) increasing and strengthening partnerships with organizations that promote diversity and inclusion; and 4) developing a mechanism for broad-based participation in governance and decision-making.

**4. Participation in governance and decision making.** Involvement of department of athletics staff, coaches and student-athletes from under-represented groups or diverse backgrounds in the governance and decision-making processes of the department of athletics; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and department of athletics staff and coaches (e.g., participation at the conference and/or national level).

**a.** Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

UCLA and its Department of Intercollegiate Athletics (DIA) conducted a comprehensive, broad-based review of this program area as part of the NCAA Athletics Certification Cycle 3 Self-Study process. This process is more fully described above in response to Self-Study Item No. 14(a).

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

The DIA is committed to providing participation opportunities in governance and decision-making to student-athletes from diverse backgrounds. This is done by actively recruiting student-athletes from diverse backgrounds to serve on the Bruin Athletic Council on an annual basis. Current members identify themselves as being from various racial/ethnic groups, such as Asian, Black/African American, Non-Resident (international), and White/Non-Hispanic. In addition, student-athletes from diverse backgrounds are nominated annually for participation in NCAA and Pac-10 student-athlete development programs.

The DIA also strongly encourages coaches and staff members from diverse backgrounds to participate in governance and decision-making. For example, the Health & Wellness Committee is composed of individuals from different racial/ethnic backgrounds and with different sexual orientations. Also, coaches and staff from diverse backgrounds are designated to serve as departmental liaisons to various on-campus and off-campus organizations, as well as to national and conference committees.

**c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The opportunities and resources discussed in (b) above are extended and available to all student-athletes and staff without regard for their race, ethnicity, sexual orientation, religious affiliation and/or other backgrounds.

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

As outlined in the diversity issues plan for improvement that was developed in response to Operating Principle 3.2, Self-Study Item No. 10, UCLA and the DIA are fully committed to: 1) developing more comprehensive methods of assessing trends and issues related to diversity; 2) developing programs to positively affect the retention and graduation rates of student-athletes from diverse racial/ethnic backgrounds; 3) increasing and strengthening partnerships with organizations that promote diversity and inclusion; and 4) developing a mechanism for broad-based participation in governance and decision-making.

**15.** Using the "plan for improvement" section, provide an institutional diversity-issues plan that addresses all four aforementioned program areas for the department of athletics. The plan must include all required elements of a plan as noted by the committee. If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to maintain the institution's status in that program area (s) and action steps the institution will take if the program area(s) becomes inequitable in the future. Finally, the institution must describe how it will review its plan on an annual basis and include this information in the institution's diversity-issues plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non-numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

*The institution must develop a five-year written, stand-alone plan addressing diversity issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.*

**16.** Describe how the institution will periodically compare its diversity-issues plan with its assessment of the campus diversity climate (see Program Area No. 1) using the four diversity program areas to determine if the course of action is still appropriate. Further, provide the names and titles of the individuals who will be responsible for this review.

*The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis to determine if the course of action is still appropriate. This information must be included in the institution's diversity-issues plan.*

*The institution must compare its diversity-issues plan with its written assessment of the campus diversity climate (see Program Area No. 1) at least once every four years, to determine if the course of action is still appropriate.*

As described in the diversity-issues plan for improvement, the Department of Intercollegiate Athletics (DIA) is committed to implementing more broad-based participation in the oversight of diversity programs and services offered to student-athletes, coaches and staff. Specifically, the DIA Committee on Diversity will be charged with monitoring and evaluating the diversity-issues plan for improvement and ensuring that the measurable goals and steps to achieve the goals are still appropriate. They will also be responsible for ensuring that the timeline indicated in the plan is being followed. The committee will produce an annual report assessing the four program areas and the status of implementation. If needed, progress on the plan's goals may lead to additional actions in order to

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continue to move forward in the implementation of the plan. This report will be shared with the DIA senior management staff, coaches, Bruin Athletic Council, Gender Equity in Athletics Committee, student-athlete mentors and other student-athlete representatives for review and comment.

Director of Athletics Dan Guerrero, Sr. Associate Athletic Director/Senior Woman Administrator Petrina Long, and Sr. Associate Athletic Director/Chief Financial Officer John Jentz are responsible for selecting the committee members. Participants will include DIA staff, coaches, campus constituents and student-athletes.

**17.** Describe the institution's efforts to ensure the diversity-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

*\*If a plan concludes before the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan was ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.*

*If a plan concludes prior to the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan was ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the applicable operating principle. Please note that all institutional plans must contain all of the committee's required elements.*

*The institution's diversity-issues plan must include the following requirements:*

- a. Include identification of issues or problems confronting the institution.*
- b. Include the measurable goals the institution intends to achieve to address issues or problems.*
- c. Include the specific steps the institution will take to achieve its goals.*
- d. Include a specific timetable(s) for completing the work.*
- e. Identify the individuals and/or offices responsible for carrying out the actions identified by the institution.*

*Further, the institution's diversity-issues plan must meet the following requirements:*

- a. Be committed to paper and be a stand-alone document.*
- b. Be developed with opportunities for significant input from appropriate constituent groups inside and outside athletics.*
- c. Must be adopted formally by the institution's final authority in such matters (i.e., chancellor/president or board of trustees) to ensure that it carries the commitment and support of the entire institution.*

UCLA and its Department of Intercollegiate Athletics (DIA) strongly believe that diversity is critical to maintaining excellence in all of its endeavors and are constantly striving to foster a community that is built on the ideals of compassion, open-mindedness and inclusiveness. As such, broad-based campus participation was paramount to the development of a comprehensive diversity plan for improvement that sought to address issues related to assessment, retention, partnerships and participation in governance and decision-making.

To ensure that a comprehensive, broad-based review of diversity issues was conducted, the Chancellor directed Steering Committee Chair Rhea Turteltaub to carefully select steering-committee members from numerous departments within UCLA. These included not only the Director of Athletics and members of the DIA senior management staff, but also representatives from academic, student, external and legal-affairs areas, as well as

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faculty from different schools/departments. Subcommittee chairs and members were also selected based upon their respective areas of expertise and leadership within the university. To lead the Gender/Diversity Issues and Student-Athlete Well-Being Subcommittee, Assistant Vice Provost for Undergraduate Academic Support Penny Hein-Unruh was selected to oversee the direction of Operating Principles 3.1, 3.2 and 3.3.

At the start of the self-study process, an advisory group known as the "Certification Kitchen Cabinet" was formed to assist the Steering Committee in monitoring the progress of each of the subcommittees; to provide assistance to the subcommittee chairs; and to develop a timeline by which the Steering Committee was to review and approve responses to the self-study items and plans for improvement. The kitchen cabinet consisted of the following individuals:

Ashley Armstrong - Director of Student-Athlete Development  
 Kenny Donaldson - Assistant Director of Academic Services  
 Dan Goldberg - Associate Director of Compliance; Athletics Certification Liaison  
 Penny Hein-Unruh - Assistant Vice Provost for Undergraduate Academic Support  
 Martha Jameson - Staff Associate  
 Petrina Long - Sr. Associate Athletic Director/Senior Woman Administrator (SWA)  
 Dr. Christina Rivera - Assistant Athletic Director of Academic & Student Services (AS2)  
 Amy Schluock - Associate Director of Compliance & Admissions  
 Nicholas Thornton - Eligibility Coordinator; NCAA Self-Study Report Coordinator

Due to the scope of the Gender/Diversity-Issues and Student-Athlete Well-Being Subcommittee, the kitchen cabinet recommended that Operating Principles 3.1, 3.2 and 3.3 be divided into three work groups to ensure a complete study of each operating principle was conducted. This idea was approved by the Steering Committee and by the NCAA. With the assistance of the kitchen cabinet, Ms. Hein-Unruh selected work-group chairs for the three operating principles and the full subcommittee members were divided into one of the three work groups. At that time, it was determined that additional support was needed for each of the work groups; therefore, with the approval of the Steering Committee, the kitchen cabinet selected additional work-group members who were not originally included in the full subcommittee but who offered broad-based campus participation.

In preparation for the first work-group meetings, Ms. Hein-Unruh and the chairs of the work groups met to discuss each operating principle; to assemble materials needed to be disseminated to each work group; and to develop an overall plan for managing the review of each operating principle.

Assistant Director of Academic Services Kenny Donaldson was assigned to chair the diversity-issues work group. Other members of this work group included:

Marques Burrus - Assistant Director of On-Campus Recruiting and Events  
 Nikki Caldwell - Head Coach, Women's Basketball  
 Julie Cleveland - Director of Human Resources  
 Ja'Nae Davis - AS2 Learning Specialist  
 Bob Field - Sr. Associate Athletic Director  
 Dr. Berky Nelson - Director of the Center for Student Programming  
 Dr. Christina Rivera - Assistant Athletic Director of AS2

The chair of the full subcommittee, Ms. Hein-Unruh; the Athletics Certification Liaison, Dan Goldberg; and the NCAA Self-Study Report Coordinator, Nicholas Thornton, attended all of the work-groups meetings and Mr. Thornton was responsible for writing and disseminating meeting minutes after each work-group meeting.

At the first work-group meeting, Mr. Donaldson assigned self-study items to the work-group members. The members who were assigned items were responsible for researching and responding to each item. A timeline was developed for when draft responses were to be turned into the work group. As draft responses were submitted, the entire work group was charged with reviewing each of the responses and providing feedback. Additionally, kitchen cabinet members and DIA senior management staff were involved in reviewing draft responses and providing feedback to Mr. Donaldson. This review-and-feedback process resulted in multiple drafts and ensured that a complete, comprehensive study of this program area was conducted. It also set the foundation for developing a comprehensive, diversity-issues plan for improvement that addresses issues related to assessment, retention, partnerships and participation in governance and decision-making. Due to the intense vetting of each self-study item in Operating Principle 3.2, a clear plan for improvement was able to evolve out of the diversity-issues work group.

Similar to the self-study items, the plan for improvement was disseminated to the kitchen cabinet members and to DIA senior management staff for feedback. Upon the completion of the review-and-feedback process, a final draft of the diversity-issues plan for improvement was provided to the Chancellor and to the steering committee members

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for their final approval. Formal institutional approval was given by Chancellor Gene Block and by the Steering Committee on Tuesday, May 10, 2011.

The diversity-issues plan for improvement is a five-year plan starting in June 2011 and extending through June 2016. During this time, the plan will be active and evaluated annually to determine if additional actions are necessary in order to continue to move forward in the implementation of the plan. Upon full implementation of this plan for improvement, a new five-year plan will be developed and implemented prior to the next cycle of the NCAA Athletics Certification process.

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Participation in governance and decision making.	<p>Need more broad-based participation in the oversight of diversity programs and services offered to student-athletes, coaches and staff within the Department on Intercollegiate Athletics (DIA).</p> <p>Need enhanced communication and awareness regarding the DIA's commitment to diversity.</p>	Develop a mechanism for broad-based participation in governance and decision making with regard to diversity.	Create a DIA Committee on Diversity that is responsible for overseeing the department's initiatives related to diversity-issues.	Director of Intercollegiate Athletics, Sr. Associate Athletic Director/SWA, Sr. Associate Athletic Director/CFO.  Participants should include DIA staff, coaches, campus constituents and student-athletes.	Summer 2011.
		Increase the visibility of diversity efforts.	Disseminate information more regularly outlining the DIA's commitment to diversity training and education via the DIA website, DIA Procedures Manual, Student-Athlete Handbook, coaches meetings and student-athlete development programming.	DIA Committee on Diversity.	Summer 2012.  Monitor and evaluate annually.
		Update and create DIA statements to include current and appropriate diversity language.	Update DIA mission statement.  Create a DIA diversity statement.	DIA Committee on Diversity.	Summer 2012.  Monitor and evaluate annually.

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Assessment.	Need more comprehensive methods to assess trends and issues related to diversity within the DIA.	Implement annual reviews of diversity initiatives/programs for student-athletes, coaches and staff.	Gain meaningful feedback from student-athletes through the utilization of senior exit surveys, student-athlete evaluations, feedback from the Bruin Athletic Council, feedback from the Student-Athlete Mentors and focus groups with other student-athletes.  Additionally, create an online questionnaire for student-athletes to be completed on an annual basis that provides them with an opportunity to give feedback on ways to enhance their student-athlete experience, especially with regard to campus climate, adjustment and retention.	DIA Committee on Diversity, Chair of the Diversity Subcommittee of the Health & Wellness Committee, Director of Student-Athlete Development, Assistant Athletic Director of Academic & Student Services, Director of Human Resources.	Spring 2012.  Monitor and evaluate annually.
			Gain meaningful feedback from coaches and staff by creating an online questionnaire to be completed on an annual basis that provides them with an opportunity to give feedback on issues related to diversity and inclusion.	DIA Committee on Diversity.	Spring 2012.  Monitor and evaluate annually.
		Implement annual reviews of hiring practices and diversity trends of coaches and staff.	Based on available data, generate a report that outlines the composition of coaches and staff from diverse backgrounds.  Disseminate the report to senior management staff.	Sr. Associate Athletic Director/CFO, Director of Human Resources.	Fall 2011.  Monitor and evaluate annually.

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Implement annual reviews of retention and graduation rates of student-athletes from diverse racial/ethnic backgrounds.	Analyze yearly NCAA Academic Progress Rate (APR), NCAA Graduation Success Rate (GSR) and Federal graduation rate data to determine if any trends or issues exist with regard to diversity.  Include this information in the annual end-of-the-year Academic Summary Report disseminated to senior management staff.	Director of Compliance, Assistant Athletic Director of Academic & Student Services, Eligibility Coordinator, Sport Supervisors.	Summer 2011.  Monitor and evaluate annually.
		Implement a mechanism for student-athletes, coaches and staff to report diversity-related issues as they arise.	Develop a reporting protocol that outlines the steps student-athletes, coaches and staff should take if they have a question or concern regarding a diversity-related issue.	Director of Human Resources, Sport Supervisors.	Fall 2011.  Monitor and evaluate annually.
Retention.	Retention and graduation rates of minority student-athletes.  No retention issues identified for coaches and staff. Maintenance plan included.	Develop programs to positively effect retention and graduation rates of student-athletes from diverse racial/ethnic backgrounds.	Create an academic and social support program that promotes diversity through collaborative workshops, academic mentoring, peer learning and identity exploration.	Assistant Athletic Director of Academic & Student Services (AS2), Assistant Director of Academic Services, AS2 Learning Specialists.	Develop in Spring 2011, Implement in Summer 2011 and offer each summer thereafter.  Monitor and evaluate annually.

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Continue to focus on retaining and providing professional opportunities to coaches and staff.	<p>Monitor and evaluate retention of coaches and staff annually.</p> <p>Regularly disseminate information to coaches and staff regarding professional-development opportunities at the institutional, conference, regional and national levels.</p>	Senior Management Staff.	<p>Goal being achieved.</p> <p>Monitor and evaluate annually.</p>
Partnerships.	Need more broad-based partnerships with organizations that promote diversity and inclusion.	Increase and strengthen partnerships with campus entities and outside organizations with regard to diversity education and training.	Collaborate with the Lesbian Gay Bisexual Transgender (LGBT) Campus Resource Center to provide training for student-athletes, coaches and staff.	Director of Student-Athlete Development, Chair of the Diversity Subcommittee of the Health & Wellness Committee.	<p>Spring 2012.</p> <p>Monitor and evaluate annually.</p>
			Collaborate with on-campus student organizations, such as Retain American Indians Now (RAIN) and Pacific Island Students Association (PISA), to provide support to Pacific Island student-athletes.	Director of Student-Athlete Development, Chair of the Diversity Subcommittee of the Health & Wellness Committee.	<p>Winter 2012.</p> <p>Monitor and evaluate annually.</p>
			Collaborate with the Financial Aid Office and other appropriate campus entities to develop educational workshops on budget management, especially for student-athletes living off-campus and those who are Pell Grant eligible.	Director of Student-Athlete Development, Chair of the Diversity Subcommittee of the Health & Wellness Committee.	<p>Winter 2012.</p> <p>Monitor and evaluate annually.</p>
			Collaborate with campus entities and outside organizations to provide bi-annual diversity training for student-athletes, coaches and staff.	DIA Committee on Diversity.	<p>Spring 2012.</p> <p>Monitor and evaluate annually.</p>

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Increase professional development opportunities for coaches and staff with regard to diversity.	Regularly disseminate information to coaches and staff regarding professional development opportunities with campus and professional organizations that encourage and promote inclusion and diversity.	DIA Committee on Diversity, Director of Human Resources.	Fall 2011.  Monitor and update as needed.
			Regularly update the DIA intranet portal with information regarding professional development opportunities with regard to diversity.	Director of Human Resources.	Summer 2011.  Monitor and update as needed.

## Gender/Diversity Issues and Student-Athlete Well-Being

### Operating Principle

#### 3.3 Student-Athlete Well-Being.

#### Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). For each condition, provide:
  - a. The original "condition" 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 opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

##### 1. Condition

**Action**

**Action Date**

**Explanation for partial or non-completion**

UCLA did not have conditions for certification imposed.

## Gender/Diversity Issues and Student-Athlete Well-Being

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 Cycle 2 certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). For each issue identified, provide:
- The original goal(s);
  - The step(s) taken by the institution to achieve the goal(s);
  - The date(s) the step(s) was completed; and
  - An explanation for any partial or noncompletion of the original goal(s) and/or steps to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

*If the institution developed a plan for improvement for Operating Principle 3.3 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.*

*The committee will not accept the following explanations for partial completion or noncompletion:*

- *The institution did not possess sufficient funds to implement the plan.*
- *The institution has had personnel changes since the original development of the plan.*
- *The institution does not have documentation of actions taken to implement the plan.*

*The committee will accept the following explanation for partial or noncompletion:*

- *The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.*

### 1. Original Plan

#### LOCKER ROOMS, PRACTICE AND COMPETITIVE FACILITIES

Renovate Acosta Training Center (all sports).

#### Action

The Acosta Training Center was renovated to increase the size of the athletic-training room and the strength-and-conditioning area. Upgrades and enhancements were specifically made to the sports medicine's medical training facility and services as well as to the fitness area (weight room).

The renovated Acosta Training Center is now an 8,000 square-foot athletic-training and rehab facility with private offices for all certified athletic trainers. This was a fourfold increase in size from the previous sports medicine area. The facility includes three hydrotherapy pools, a large rehab area, a physician's suite containing private examination areas and a meeting room for approximately 25 people. Upgraded and enhanced equipment includes:

- 1) A Bod-Pod body composition chamber allowing the assessment of body composition by plethysmography.
- 2) An Alter-G anti-gravity treadmill allowing for low-impact training to maintain optimal range of motion in running without the impact on the athlete's joints and bones.

## Gender/Diversity Issues and Student-Athlete Well-Being

- 3) A New Leaf metabolic cart, which accurately measures resting and active metabolic rates via indirect calorimetry.
- 4) An ultrasound diagnostic unit designed to scan soft-tissue injuries.
- 5) A fluoroscan machine allowing for on-site evaluation of bone trauma.
- 6) A Pilates reformer designed to promote optimal symmetry in muscular rehab.
- 7) A Cryopress boot designed to decrease pain and inflammation with cold therapy.
- 8) Multiple bone stimulators engineered to improve the speed and efficacy of bone healing.
- 9) Numerous new bicycles, elliptical trainers and treadmills.
- 10) An expanded number of treatment and taping tables and modalities.
- 11) NormaTec pneumatic system utilized for recovery after exercise.

It must also be noted that the size of the Sports Medicine staff has increased commensurately with the expansion of the facility. In 2004, there were approximately 7.5 full-time certified athletic trainers (ATC). There are now 14. The budget for ATC continuing education was also expanded.

Also in 2004, one floor below the training center, a new weight-training facility was opened featuring 29 Olympic weight platforms, new weight-lifting equipment and a dedicated artificial-turf area for stretching, plyometrics and non-weight instruction. The square footage approximately doubled the previous space.

Additionally, the completion of the renovation prompted the need to increase the number of sports dietitian hours from 20 to 30 hours per week. This expansion of hours allowed the dietitian to provide more educational opportunities for optimizing performance in addition to treatment of high-risk eating behaviors. Student-athletes are now able to receive individualized nutrition programs and counseling from a board-certified specialist in sports dietetics. With the addition of the Bod-Pod and metabolic carts, UCLA sports nutrition has been able to be on the cutting-edge in terms of helping student-athletes meet the increasing energy demands of their sport.

Finally, a few years after the completion of the renovation, new Power Lift platforms were installed in the weight room, along with new lighting and other aesthetic changes designed to improve the fitness-training capability.

### Action Date

The Acosta Training Center renovation was completed in February 2004.

Sports dietitian hours were increased in 2007.

New Power List platforms were installed in December 2010.

### Explanation for partial or non-completion

Fully completed.

## 2. Original Plan

### LOCKER ROOMS, PRACTICE AND COMPETITIVE FACILITIES

Provide adequate training space.

### Action

## Gender/Diversity Issues and Student-Athlete Well-Being

The addition of women's rowing required additional space to be identified to accommodate ergometers used in conditioning for this sport. As such, the concourse on the north end of Drake Stadium, UCLA's track and field facility, was identified as an ideal location for the large, metal storage units that would securely house the newly acquired ergometers for rowing. The reason the concourse was chosen was because it is wide, level concrete with shade and offers an expansive view looking east toward the main part of campus.

To use the machines, the student-athletes and coaches simply raise the storage-unit doors and move the ergometers a few feet to the concourse, where exercise and training are held in a serene atmosphere. In the event of inclement weather, the overhang of the stadium's concourse offers protection from rain, permitting year-round use.

### Action Date

Expansion was completed in February 2004.

### Explanation for partial or non-completion

Fully completed.

### 3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.3 (Student-Athlete Well-Being). For each additional plan, provide:

- a. The additional goal(s);
- b. The step(s) taken by the institution to achieve the goal(s);and
- c. The date(s) the step(s) was completed.

In addition to the goals set forth by the Department of Intercollegiate Athletics (DIA) in the Cycle 2 student-athlete well-being plan for improvement, the DIA has accomplished the following:

#### a. GOAL

To establish a position to oversee student-athlete development and the Bruin Life Skills Program.

#### b. STEPS TAKEN TO ACHIEVE THIS GOAL

The Sr. Associate Athletic Director/Senior Woman Administrator (SWA) and the Assistant Athletic Director of Academic & Student Services (AS2) gathered input from student-athletes, coaches and staff on programming needs. Based on this information, a full-time position, Director of Student-Athlete Development, was created to oversee life-skills programming and to serve as a point of contact for student-athlete well-being issues. The director is also charged with overseeing the Bruin Life Skills Program, which strives to enhance the student-athlete experience within the university setting by coordinating educational programs that address personal growth, leadership, professional development and community outreach.

#### c. STEPS COMPLETED

The Director of Student-Athlete Development position was added in December 2004.

#### a. GOAL

To add enhanced educational support for student-athletes with learning concerns.

#### b. STEPS TAKEN TO ACHIEVE THIS GOAL

While the university offers academic support services to students with learning concerns, the AS2 staff felt it was necessary to dedicate more individualized attention to student-athletes with diagnosed learning disabilities and to those with significant learning deficiencies. As such, UCLA's Faculty Athletics Representative and the Academic Senate's Intercollegiate Athletics Committee (IAC) took the lead in advocating the need to enhance academic support services for student-athletes through a learning specialist. The DIA also recognized the benefit of additional

## Gender/Diversity Issues and Student-Athlete Well-Being

support and resources for student-athletes with learning concerns and worked with the Chancellor's Office to establish the new position. The first learning specialist position was a welcome addition, so after five years of success, it was deemed necessary to add a second position in 2009.

### c. STEPS COMPLETED

The DIA hired its first learning specialist in 2004 and added another learning specialist position in 2009.

### a. GOAL

To increase the hours of the sports dietitian from 20 to 30 hours per week to increase the number of student-athletes who could benefit from nutrition education.

### b. STEPS TAKEN TO ACHIEVE THIS GOAL

The Director of Sports Nutrition position was posted in May of 2007. The minimum qualifications for this position were increased from being a Registered Dietitian (RD) to being a Registered Dietitian, Board-Certified in Sports Dietetics (RD, CSSD). This distinction ensured that student-athletes would be educated by a professional with practical experience and advanced knowledge in the area of sports nutrition.

### c. STEPS COMPLETED

The Director of Sports Nutrition was hired in August 2007.

### a. GOAL

To enhance the Athlete Care Committee (ACC) to include the team physicians, athletic trainers, sport psychologist, psychologist for eating-disorder treatment and Director of Sports Nutrition.

### b. STEPS TAKEN TO ACHIEVE THIS GOAL

To achieve this goal, a monthly time and place was set and an Associate Head Athletic Trainer was charged with chairing the committee, which focused on evaluating the issues and concerns of high-risk student-athletes and establishing a plan of care that includes action items. Notes were taken at each meeting and recorded for follow-up at the next meeting.

### c. STEPS COMPLETED

This committee was originally established prior to UCLA's Cycle 2 self-study; however, it has been expanded over the past four years to include the Director of Sports Nutrition in 2007 and the Sport Psychology Program Director in 2009.

### a. GOAL

To reestablish the strong collaboration between Counseling and Psychological Services (CAPS) and the DIA.

To lower barriers to CAPS services for student-athletes and to allow for the creation of new programs that enhance student-athlete well-being.

### b. STEPS TAKEN TO ACHIEVE THIS GOAL

A grant made available through the NCAA Student-Athlete Opportunity Fund was provided to CAPS to support the sport psychology program. The Sr. Associate Athletic Director/SWA worked closely with CAPS to create the program and the job description for the program director.

### c. STEPS COMPLETED

The Sport Psychology Program Director was hired in November 2008.

### a. GOAL

## Gender/Diversity Issues and Student-Athlete Well-Being

To provide basic training on peer-to-peer education, suicide prevention, bystander awareness and other topics determined by the Student-Athlete Mentors (SAMs).

To identify and recruit student-athletes who could assist in the development of a self-sustaining, student-led program with representation from every sport sponsored by the institution.

### b. STEPS TAKEN TO ACHIEVE THIS GOAL

A steering committee composed of the Sport Psychology Program Director, an Athletic Trainer and the Director of Student-Athlete Development met to generate plans for recruitment and training of potential SAMs. Presentations were made at coaches meetings, Bruin Athletic Council, student-athlete orientation and team meetings. Applications were reviewed and 17 student-athletes were identified to participate in the inaugural class of SAMs. Training included the Bacchus Certified Peer Educator Program, QPR Gatekeeper training and the Step-Up Program.

### c. STEPS COMPLETED

Seventeen student-athletes were certified as SAMs in Spring 2010. The second group of 14 student-athletes began the certification process in January 2011.

### a. GOAL

To create a committee whose purpose was to: 1) streamline communication between student-athlete support units and campus resources; 2) discuss current DIA policies/procedures and make recommendations on program updates to sport supervisors; and 3) identify hot topics/issues and implement educational programming that gives student-athletes, coaches and staff the tools to support healthy life styles.

### b. STEPS TAKEN TO ACHIEVE THIS GOAL

The Director of Student-Athlete Development (chair) worked with the Sr. Associate Athletic Director/SWA to create the Health & Wellness Committee (HWC) and to identify staff, coaches and campus colleagues to serve on the committee. Subcommittees were created to address student-athlete well-being issues. These subcommittees include Sport Psychology, Alcohol and Drugs, Performance Nutrition, Wellness and Learning Enhancements, Research, Hazing and Diversity. Monthly HWC meetings occur throughout the year and annual reports are distributed to coaches and staff.

### c. STEPS COMPLETED

The HWC began monthly meetings in Fall 2008.

### a. GOAL

To upgrade and enhance the learning environment for the student-athletes by renovating the computer-lab area.

### b. STEPS TAKEN TO ACHIEVE THIS GOAL

After receiving a donation, plans were created to renovate the computer lab in the George Kneller Academic Center housed in the J.D. Morgan Center. The new Rose Gilbert Computer Lab includes 24 computer stations with new computers, a computer-lab monitor station with two printers, and a 56" flat-screen television to post important information pertaining to academic and student support services and life-skills programming. In addition, part-time work-study students were hired to monitor the computer lab during operating hours and to assist student-athletes with computer and printing needs.

### c. STEPS COMPLETED

The renovation was completed in August 2008.

- 4.** Please submit a copy of the student-athlete exit-interview instrument with the submission of your self-study report. [Please use the file upload link contained within this question to submit a copy of your current student-athlete exit interview instrument.]

## Gender/Diversity Issues and Student-Athlete Well-Being

*The institution's instrument used to conduct student-athlete exit interviews must contain questions related to the following: (Note: Institutions should note the list of examples below is not an exhaustive list and institutions are not limited to addressing only those provided.)*

- a. *The institution's commitment to the academic success of its student-athletes (e.g., academic support services available, priority registration for classes, coaches' support).*
- b. *The institution's commitment to opportunities for student-athletes to integrate into campus life.*
- c. *The institution's efforts to measure the extent of time demands encountered by student-athletes.*
- d. *The institution's efforts to measure the effectiveness of the institution's mechanisms to monitor time demands of its student-athletes (e.g., travel commitments, missed class time, final exam schedules, and summer vacation periods).*
- e. *The institution's efforts to measure the effectiveness of the institution's SAAC.*
- f. *The institution's commitment to informing student-athletes about the NCAA Special Assistance Fund and NCAA Student-Athlete Opportunity Fund.*
- g. *The institution's efforts to measure the effectiveness of the institution's mechanisms (e.g., annual surveys, exit-interview process) to monitor the well-being of its student-athletes.*
- h. *The institution's commitment to the physical, psychological and emotional health (e.g., athletic training, nutrition, counseling) of student-athletes.*
- i. *The institution's commitment to the safety (e.g., travel policies, emergency medical plans) of student-athletes.*
- j. *The institution's commitment to a safe and inclusive environment for all student-athletes.*
- k. *The institution's commitment to diversity.*
- l. *The value of student-athletes' athletics experience.*
- m. *The opportunity for student-athletes to suggest proposed changes in intercollegiate athletics.*
- n. *The opportunity for student-athletes to express concerns related to the administration of the sport(s) in which student-athletes participate.*

*Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

Student-athlete exit interview instrument has been uploaded to the NCAA Athletics Certification System.

### List of attachments

1. Microsoft Word - 2010 UCLA SA Exit Survey.pdf

## Gender/Diversity Issues and Student-Athlete Well-Being

5. Describe the methods used to conduct student-athlete exit interviews. Further, describe the process used to evaluate and implement outcomes.

*The institution must demonstrate that it conducts interviews via in-person meetings and/or conference calls in each sport with a sample of student-athletes (as determined by the institution) whose eligibility has expired in accordance with NCAA Constitution 6.3.2. please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

In an effort to enhance student-athlete well-being, the Department of Intercollegiate Athletics (DIA) is committed to providing opportunities for student-athletes to complete exit interviews. At the conclusion of their athletic eligibility, seniors are asked to complete a comprehensive exit survey. The survey evaluates issues and areas related to the student-athletes' overall experience. Student-athletes who leave the program for other reasons (e.g., transfer, quit the team, etc.) are also asked to complete the exit-interview survey.

Student-athletes are asked to meet with the Director of Student-Athlete Development to complete the exit survey. A select number of student-athletes are chosen to participate in a face-to-face interview with their sport supervisor and/or the Director of Student-Athlete Development. Questions asked in the face-to-face interview refer to the student-athlete's overall experience, such as facilities, equipment, academic services, career planning, time demands and coaches.

Results from the exit surveys (on file in the DIA) and face-to-face interviews are shared with the DIA sport supervisors. Specific issues that are raised in the exit interviews are addressed by the sport supervisors with the appropriate support units and/or sport.

6. Describe opportunities other than the student-athlete exit-interview process that are available to student-athletes to provide input regarding student-athlete well-being issues (e.g., SAAC, open-door policy of athletics administrators, including the director of athletics, senior woman administrator, and/or faculty athletics representative).

In addition to the exit-interview process, student-athletes have several other avenues through which to provide input regarding student-athlete well-being issues:

- 1) Open-door policy: At the beginning of each academic year, the sport supervisors meet with their assigned teams to reinforce the open-door policy of the athletics administration (Director of Athletics, Sport Supervisors, Director of Student-Athlete Development, Faculty Athletics Representative, Academic & Student Services staff).
- 2) The Bruin Athletic Council (BAC): The BAC meets every three weeks throughout the academic year and serves as a forum to provide feedback to the athletics administration on the student-athlete experience, programming ideas/needs and concerns related to student-athlete well-being.
- 3) Student-Athlete Evaluations: Student-athletes meet with the Director of Student-Athlete Development at the end of their traditional season to complete the evaluations on their coaches.
- 4) Student-Athlete Mentors (SAMs): SAMs serve as resources for their teams and peers and assist in identifying issues or concerns that are currently impacting student-athletes.
- 5) Informal meetings with staff and coaches: Coaches and staff conduct informal meetings with student-athletes to identify student-athlete well-being issues.

Student-athletes have also been involved in steering committee and subcommittee representation in the self-study process associated with NCAA certification.

## Gender/Diversity Issues and Student-Athlete Well-Being

7. Describe the department of athletics written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e., financial aid and transfers). Also, provide the name (s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are directly communicated in writing to department of athletics staff members, coaches and student-athletes.

*The institution must have established written grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid [in accordance with Bylaw 15.3.2.4] and transfers [in accordance with Bylaws 13.02.1, 13.1.1.3, 13.1.1.3.1, 14.02.2, 14.5.5.2.10 and 14.5.5.2.10.1]). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

*The institution must demonstrate that all grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid [in accordance with NCAA Division I Bylaw 15.3.2.4] and transfers [in accordance with Bylaws 13.02.1, 13.1.1.3, 13.1.1.3.1, 14.02.1, 14.5.5.2.10, and 14.5.5.2.10.1]) are directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to department of athletics staff members, coaches and student-athletes. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

### FINANCIAL-AID APPEALS:

In the event that a student-athlete is informed by his/her coach that financial aid is being reduced or canceled at the end of an academic year, the first step of appeal is a meeting with the team's sport supervisor. If the coach's decision is upheld, the student-athlete has the right to an appeal (per NCAA Bylaw 15.3.4.1.3) requiring a subsequent meeting with the Director of Compliance.

If the student-athlete requests an appeal within the specified timetable, the Faculty Athletics Representative (FAR) will then convene a four-person appeals committee composed of representatives from student affairs and the faculty to hear the appeal. The FAR shall appoint a chair of the committee and the appeal hearing will be conducted outside of the Department of Intercollegiate Athletics' (DIA) facilities with no DIA staff present. The decision of the appeals committee is immutable and not subject to further action.

At the time the student-athlete is informed by his/her coach of a reduction in financial aid, said coach is to inform the student-athlete of the appeals process. In addition, procedures for the appeal are contained in a letter that accompanies the following year's aid letter.

Please see Letter A, which follows:

LETTER A

DATE

NAME

STREET ADDRESS

CITY, STATE, ZIP CODE

Dear \_\_\_\_\_:

As your coach has informed you, your financial aid is being reduced for the \_\_\_\_\_ academic year.

This action is in accordance with the NCAA Constitution, along with the Pac-10 Conference and institutional regulations that apply. If you feel the cancellation of your aid is unfair or unjustified, you can request a hearing as provided by NCAA regulations. To make this request, you must first contact the compliance office in the Department of Intercollegiate Athletics at (310) 206-6099, no later than \_\_\_\_\_. Further details follow.

## Gender/Diversity Issues and Student-Athlete Well-Being

### Financial-Aid Appeals Procedure:

The appeals procedure below applies to all current or former student-athletes on athletics financial aid. The purpose of this procedure is to provide student-athletes with an opportunity to appeal decisions where grant-in-aid has been canceled, reduced or otherwise not renewed in accordance with provisions of NCAA Bylaw 15.3.4.

A student-athlete who wishes to appeal a decision related to his or her financial aid shall submit a written request to the UCLA Athletics Compliance Office (second floor, Morgan Center) for a hearing before the Appeals Committee. The request shall be made within 15 days from the date the student-athlete receives notification that the aid is being reduced or canceled, and shall include the following information:

- 1) The student-athlete's name, student ID number, year in school and sport
- 2) Type and amount of previous financial aid
- 3) Reasons for believing that the decision was unfair, including names of UCLA staff (e.g., coach, financial-aid officer) with whom the student has discussed the aid
- 4) Copies of any relevant documents (e.g., letter regarding initial award of athletic aid)

### Hearing:

The Appeals Committee shall conduct a hearing within 21 days of receiving a written request for such a hearing, unless all parties agree to a delay. The student-athlete and coach or director of athletics/sport supervisor shall be notified of the time and place of the hearing. At the hearing, each side presents its arguments to the Appeals Committee. The student-athlete may bring along another person to the hearing for support.

The Appeals Committee shall notify the student-athlete in writing of its decision within ten (10) days of the hearing. The recommendation to rescind, modify or support the decision to reduce or cancel financial aid is left to a majority decision of the Appeals Committee. Its decision is final and there is no appeal beyond the Appeals Committee. However, if the student-athlete wishes to discuss the result of the appeal, a meeting with a designated member of the Appeals Committee shall be arranged.

Sincerely,

Director of Financial Aid  
Team's Sport Supervisor

### RELEASE-TO-TRANSFER APPEALS:

In the event that a coach, with approval from the team's sport supervisor, elects not to release a student-athlete who requests the opportunity to transfer to another institution, the student-athlete has a right to appeal this decision, the first step of which is to meet with the Director of Compliance. If the student-athlete requests an appeal within the specified timetable, the Faculty Athletics Representative (FAR) will then convene a four-person appeals committee composed of representatives from student affairs and the faculty to hear the appeal. The FAR shall appoint a chair of the committee and the appeal hearing will be conducted outside of the Department of Intercollegiate Athletics' (DIA) facilities with the Director of Compliance present. The decision of the appeals committee is immutable and not subject to further action.

Subsequent to a transfer request denial, a letter outlining the procedure for appeal is sent to the student-athlete via email and regular U.S. mail.

Please see letter B, which follows:

### LETTER B

DATE

NAME

STREET ADDRESS

CITY, STATE, ZIP CODE

Dear \_\_\_\_\_:

In accordance with NCAA Bylaw 13.1.1.3.1, I am notifying you that while UCLA has denied your opportunity to speak with the member institutions of the Pac-10 Conference regarding a transfer, you have an opportunity to request a hearing conducted by an institutional entity or committee outside of the athletics department. UCLA has established a policy for such hearings:

## Gender/Diversity Issues and Student-Athlete Well-Being

The Appeals Committee shall conduct a hearing within 15 days of receiving a written request for such a hearing unless all parties agree to a delay. The student-athlete and coach or director of athletics/sport supervisor shall be notified of the time and place of the hearing. At the hearing, each side presents its arguments to the Appeals Committee. The student-athlete may bring along another person to the hearing for support.

The Appeals Committee shall notify the student-athlete in writing of its decision within fifteen (15) days of receipt of the student-athlete's request for a hearing. Its decision is final and there is no appeal beyond the Appeals Committee. However, if the student-athlete wishes to discuss the result of the appeal, a meeting with a designated member of the Appeals Committee shall be arranged.

Should you wish to appeal the decision to restrict the institutions you may contact, please contact UCLA's Faculty Athletics Representative, Dr. Don Morrison, at (310) 825-7706.

Sincerely,

Director of Athletics

CC: Director of Compliance  
Faculty Athletics Representative

8. Describe the institution's written grievance and/or appeals procedures available to student-athletes in other areas (e.g., harassment, hazing, abusive behavior, discrimination). Also, provide the name(s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are directly communicated in writing to department of athletics staff members, coaches and student-athletes.

*The institution must have established written grievance and/or appeals procedures for other areas not mandated by NCAA legislation (e.g., harassment, problems with coaches, hazing, abusive behavior). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

*The institution must demonstrate that all grievance and/or appeals procedures for other areas not mandated by NCAA legislation (e.g., harassment, problems with coaches, hazing, abusive behavior) are directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to department of athletics staff members, coaches and student-athletes. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

### HARASSMENT, ABUSIVE BEHAVIOR AND DISCRIMINATION:

Institutionally, UCLA has a well-defined written policy that addresses abusive behavior, discrimination and harassment, available at the Sexual Harassment Prevention Office's website. Included are links defining sexual harassment, confidentiality, instructions on how to file a written grievance, a list of sexual harassment information centers, what to do in case of retaliation and a list of alternate resources. Services from this campus office are available to all students, faculty and staff.

In the specific case of student-athletes, the Department of Intercollegiate Athletics (DIA) also publishes its policy in the Student-Athlete Handbook, which, in addition to referencing the above, defines the special role that student-athletes have on campus related to both individual ethical integrity and community diversity. It encourages student-athletes who have questions or concerns, or who wish to take action regarding discrimination, harassment or abusive behavior beyond those answers and procedures available through the Sexual Harassment Prevention Office to directly contact the Sr. Associate Athletic Director/Senior Woman Administrator.

In addition, the specific language contained in the student-athlete handbook is verbally referenced at the first team meeting (when the handbooks are distributed) by the team's sport supervisor who introduces him or herself to that

## Gender/Diversity Issues and Student-Athlete Well-Being

team as another authority to contact in the event of any questionable act or behavior from another person, student, coach or instructor. The UCLA Student-Athlete Handbook is also available for viewing online.

Individual head coaches may also develop team rules that may be more restrictive than those articulated by the university and by the DIA. In this instance, team rules are distributed in writing at the first academic-year team meeting after having been reviewed by the team's sport supervisor. Discipline meted out under team rules, up to and including suspension from participation, shall be reviewed by the sport supervisor on a case-by-case basis prior to being communicated to the student-athlete.

In the case of a student-athlete who is alleged to have committed or been disciplined for an act of abusive behavior, discrimination or harassment or violation of team rules, the team's sport supervisor will meet with the student-athlete as the first step of appeal. If it is determined that the appeal request has merit, a three-person committee of sport supervisors will convene for a second interview. This information will be added to the 2011-'12 Student-Athlete Handbook.

### HAZING:

The DIA's written policy on hazing, which includes procedural instructions if hazing is either experienced or observed, is also covered in the student-athlete handbook. It contains:

- 1) A general admonition specifically aimed at student-athletes, discouraging the practice of hazing.
- 2) A thorough definition of hazing as contained in the California Education Code.
- 3) A list of three actions each student-athlete can take to ensure that UCLA remains free from hazing:
  - a. The signing of a statement pledging not to accept or engage in hazing.
  - b. Procedures for contacting a UCLA administrator in the event of hazing.
  - c. Procedures for submitting an anonymous report on hazing.

The primary administrative contact for issues related to hazing is the Director of Student-Athlete Development. Hazing is also verbally addressed at the first team meeting by the team's sport supervisor, who references the written policy in the student-athlete handbook.

### 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.

UCLA provides educational and support programs through the Department of Intercollegiate Athletics (DIA) and on the campus that focus on sexual orientation and aim to provide a safe environment for all students, including those with diverse sexual orientations. These programs center on diversity in general as well as specifically on diverse sexual orientation.

All UCLA student-athletes receive a student-athlete handbook at the start of each academic year. The handbook includes a student-athlete code of conduct that emphasizes sportsmanship and responsible behavior. In the code of conduct, there is a passage on discrimination and harassment:

"As a student-athlete, you are a part of a community that supports both individual ethical integrity and community diversity. UCLA does not condone harassment directed toward any person or group, students, employees or visitors. As a member of the university community, you are to refrain from actions that intimidate, humiliate or demean persons or groups, or that undermine their security or self-esteem. This includes behavior that denigrates others because of their race, ethnicity, ancestry, national origin, religion, gender, sexual orientation, age, physical or mental disabilities, mental retardation and past/present history of a mental disorder. The University of California is committed to creating and maintaining a community where all persons who participate in university programs and activities can work and learn together in an atmosphere free from all forms of harassment, exploitation or intimidation. Every member of the university community should be aware that the university is strongly opposed to sexual harassment, and that such behavior is prohibited both by law and by university policy. The university will respond promptly and effectively to reports of sexual harassment, and will take appropriate action to prevent, to correct, and, if necessary, to discipline behavior that violates this policy. The Sexual Harassment Prevention Office's website, [www.sexualharassment.ucla.edu/resources.html](http://www.sexualharassment.ucla.edu/resources.html), has additional information for students. If student-athletes have questions, they should contact Petrina Long, Sr. Associate Athletic Director/Senior Woman Administrator,

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(310) 206-6149, or the Dean of Students Office, (310) 825-3871."

In 2009, the DIA's Health and Wellness Committee (HWC) created a Diversity Subcommittee to promote inclusion and appreciation of individual differences, to coordinate educational programs and to identify resources that encourage understanding of diversity. The Diversity Subcommittee, chaired by an Academic & Student Services (AS2) Learning Specialist and by the Assistant Director of Academic Services, has coordinated training and outreach opportunities for the DIA staff that include a meet-and-greet with the Lesbian Gay Bisexual Transgender Campus Resource Center (LGBT Center) to discuss trends and topics affecting student-athletes and the UCLA campus climate; Ally training facilitated by the LGBT Center to discuss trends and topics affecting student-athletes and the UCLA campus climate, ways to discuss LGBT topics with student-athletes, coaches and staff, how to make referrals to Counseling and Psychological Services (CAPS) and the LGBT Center, and a review of LGBT Center services and resources; and a collaborated effort with the LGBT Center to publicize the center's open house for UCLA students and staff, as well as university and off-campus affiliates.

At the institutional level, UCLA hosts a website called Diversity at UCLA, which is a portal to diversity resources and news from around our campus. Included on this website are links to the Chancellor's Advisory Committee on the Gay and Lesbian Community at UCLA, which analyzes and identifies problems and makes recommendations on matters of particular interest to gays and lesbians on the UCLA campus, including faculty, staff and students.

The LGBT Resource Center provides a comprehensive range of education, information and advocacy services. UCLA hosts over 19 LGBT organizations on campus and the center offers educational workshops and training seminars for classes, campus agencies, and departments about LGBT lives and issues. The center works to create and maintain an open, safe and inclusive environment for lesbian, gay, bisexual, intersex, transgender, queer, questioning, and same-gender-loving students, faculty and staff, their families and friends, and the entire campus community and promotes respect for the contributions of all students and employees.

In addition, the University of California Office of the President's diversity website is a gateway to universitywide diversity resources, news and events. It serves as a portal to the diversity-related efforts and accomplishments of the entire UC community.

These institutional support programs and statements help guide the DIA to develop more specific programs to address sexual orientation. The HWC's Diversity Subcommittee continues to identify new programs and resources to ensure that the DIA is providing a safe environment for all student-athletes.

### **10. Describe the policies, organization and structure of the department of athletics and how it enhances student-athlete well-being. Further, describe the commitment of the institution to enhance the overall student-athlete educational experience including how issues are monitored, evaluated and addressed on a continuing basis.**

The Department of Intercollegiate Athletics (DIA) is committed to policies, organization and structure designed to provide student-athletes with the most expansive, enjoyable and rewarding experience possible. This is demonstrated through the mission statement, organizational structure and commitment to a comprehensive student-athlete experience by providing a variety of support services and resources to assist student-athletes with their academic mission, personal well-being, individual development, athletic achievement and preparation for future endeavors.

Oversight of the 24 sports sponsored by UCLA are assigned to the Director of Athletics (AD) and four additional sport supervisors. The AD and sport supervisors are responsible for working directly with their assigned teams and have an "open-door policy" for all student-athletes. Student-athletes can take concerns to their sport supervisor or any other department employee with whom they feel comfortable. As a group, the sport supervisors meet weekly to discuss issues and concerns that may impact student-athlete well-being. All other service units in the department, including academic and student services, sports medicine, strength and conditioning, equipment, facilities, compliance and recruiting report to the sport supervisors.

Annually, student-athletes are given the opportunity to complete student-athlete evaluations at the conclusion of their competitive season. These surveys give student-athletes the chance to provide anonymous feedback on their coaches and overall experience, as well as suggestions for improvement and beneficial adjustments. Sport supervisors use this data to address issues of concern and as an evaluation tool on policies, practices and personnel.

The DIA considers itself a visible, vital and integral component of the campus and strives to remain fully integrated with all other university constituents. The DIA works closely with the Chancellor, Faculty Athletics Representative

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and the Academic Senate's Intercollegiate Athletics Committee (IAC) to monitor the actions, impact and, perhaps most important, the perception held by other campus units.

Another example of DIA's commitment to enhancing the overall student-athlete experience is the continuous efforts of the Health and Wellness Committee to identify and address issues impacting student-athlete well-being. This committee consists of DIA staff members who are responsible for providing support programs for student-athletes: academic services, student-athlete development, counseling, sports psychology, nutrition, strength and conditioning, and sports medicine. Their goal is to identify ways to educate and support the changing needs of student-athletes by promoting educational initiatives that support healthy life-styles, academic excellence, and optimal personal and athletic growth and performance.

- 11.** Describe how student-athletes are involved in the governance and decision-making processes of the department of athletics, including the role of the SAAC.

*The institution must demonstrate that it has an active SAAC pursuant to Constitution 6.1.4. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

Student-athletes have access to and input into the Department of Intercollegiate Athletics' (DIA) governance and decision-making processes through the Bruin Athletic Council (BAC). The BAC is a leadership group that provides an arena for student-athletes to discuss issues specific to student life and well-being issues. The BAC serves as a liaison between its teams, coaches, administration, the Pac-10 Conference and the NCAA on issues that impact the student-athlete experience. The BAC meets annually with the Director of Athletics, Sport Supervisors, Faculty Athletics Representative and DIA compliance staff to provide input on rules, regulations and policies that directly affect the student-athlete experience. BAC representatives also review pertinent NCAA legislation with their peers and attend the annual Pac-10 Student-Athlete Advisory Committee meetings to vote on upcoming NCAA legislation and conference-related items.

- 12.** List the department of athletics and/or other institutional programs in place that address the needs and issues affecting student-athletes (e.g., CHAMPS/Life Skills program and/or programming involving career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). Further, describe the policies and procedures in place to encourage and ensure student-athletes' access to these programs.

*The institution must demonstrate that it has an active CHAMPS/Life Skills program (or an equivalent program) pursuant to NCAA legislation with programming to address nonacademic areas (e.g., career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.*

The Department of Intercollegiate Athletics (DIA) is committed to addressing the needs and issues affecting student-athletes. This commitment is evidenced through the development of life-skills programs in collaboration with university resources. These programs include:

**BRUIN LIFE SKILLS PROGRAM:**

The Bruin Life Skills Program strives to enhance the student-athlete experience within the university setting by coordinating educational programs that address personal growth, leadership, professional development and community service. Our goal is to assist student-athletes with their transition to college, provide opportunities to enhance their college experience, support the development of a well-balanced life-style, and prepare student-athletes to be champions in life.

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### LEADERSHIP:

The Wooden Academy is a comprehensive, leadership development program designed to educate and support the standards of leadership for Bruin student-athletes. The program includes seminars for all student-athletes, as well as a leadership development program for first-year students that features presentations by UCLA coaches, alumni and administrators. Student-athletes are taught practical leadership lessons that center around the values and principles of legendary Coach John Wooden's Pyramid of Success. These skills assist student-athletes in their pursuit to be successful leaders and teammates at UCLA and as they prepare for life after sports.

### BRUIN ATHLETIC COUNCIL (BAC):

The BAC is a leadership group that consists of representatives from all 24 Bruin teams. They meet every three weeks throughout the academic year. This select group provides an important voice to the athletics administration and serves as a forum to offer input regarding the student-athlete experience, programming ideas/needs, community-outreach projects, Pac-10 Conference and NCAA legislation. The BAC is responsible for communicating information on upcoming events to its teams and coaches, while working to create unity among all athletic teams.

### EDUCATIONAL WORKSHOPS:

Student-athletes have various opportunities to attend life-skills workshops on topics such as interpersonal communication (DiSC Behavioral Assessments), leadership, team-building, substance use and misuse, nutrition, etiquette, social networking, time and stress management, sexual assault, marijuana and chewing tobacco, and dealing with agents. In addition, coaches can coordinate team-specific workshops throughout the year. These workshops are conducted by DIA Staff, UCLA staff and faculty, or community professionals.

### CAREER DEVELOPMENT:

Various professional development workshops are offered to student-athletes through the DIA and UCLA's Career Center throughout the year. These workshops cover topics such as graduate and professional school, etiquette, writing a resume, networking and interview tips, and alumni career panels. Student-athletes are strongly encouraged to take advantage of the many services and resources available at the career center. These include career fairs, mock interviews, resume workshops, internships and study-abroad programs. The career center assigns a career counselor (career coach) to each team to assist student-athletes with their career development process. An additional career resource that is in place for student-athletes is Athletes to Business (A2B). A2B provides one-on-one counseling, resume development and assistance with interviewing skills. Students who have exhausted their eligibility receive assistance with their job search and transition into life after sports. Information on career development resources is provided to teams at the beginning of the academic year, in emails and flyers that are provided to student-athletes, and in the student-athlete handbook.

### PERFORMANCE NUTRITION PROGRAM:

The DIA has worked to create a nutrition program that prevents disordered-eating behaviors and educates student-athletes on ways to help them achieve their full athletic potential. Assessment technology, such as the Bod Pod and New Leaf Metabolic Carts, help to create effective meal plans that are individualized to each student-athlete. Group education for timing and optimizing energy intake on a team-by-team basis is provided at the transition of each sport's training season. Seminars include, but are not limited to, grocery store tours, cooking demonstrations, purposeful eating, nutrient timing, macronutrients and supplement education. Educational materials, such as [fuelingbruins.blogspot.com](http://fuelingbruins.blogspot.com) and [fuelingbruins.vitabot.com](http://fuelingbruins.vitabot.com), are available from any computer or hand-held device that is equipped with Internet access. Training-table meals for men's basketball and football are overseen by the Director of Sports Nutrition to ensure optimal choices and safe-fueling practices. Student-athletes are given the director's cell number and email address at the beginning of each year for scheduling individual appointments. Coaches and staff can also arrange group-education meetings with the Director of Sports Nutrition.

### ATHLETE FOR LIFE MANUAL:

The Athletic Performance Staff, Director of Sports Nutrition and the Sport Psychologist combined efforts to create a manual to give to student-athletes who have exhausted their eligibility. This manual was created to aid in the transition from collegiate student-athlete to college graduate. Chapters include, but are not limited to: How to Deal with this Perceived Loss of Identity, How to Remain Fit and Healthy as a Career Professional, and How to Fuel for

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the Challenges that Life May Bring. All training programs and meal plans are based on the goal of the reader. Whether it is to be a healthy person, a marathon runner or a fireman, this manual helps the reader determine what foods and type of training will best help them meet their personal goals.

### PERSONAL COUNSELING AND SPORT PSYCHOLOGY:

Student-athletes are eligible to receive personal counseling services provided by Counseling and Psychological Services (CAPS) to all UCLA students. CAPS is a multidisciplinary, mental-health center for the UCLA community, offering individual and group counseling and psychotherapy to students; emergency services; consultation, outreach and education to students, staff and faculty; and training programs for residents, postdoctoral psychology fellows, predoctoral interns and advanced graduate students in the mental-health professions. The CAPS staff are professionals who are trained to deal with a variety of issues including stress, anxiety, depression, eating disorders, sexuality, suicidal feelings and other serious behavioral disorders.

Sport psychology services are also available to student-athletes. Student-athletes can work individually with a counselor to address personal and performance issues that might be inhibiting achievement of their maximum potential in the classroom or in competition. Coaches and other DIA staff can consult with CAPS staff about an individual student-athlete or about team concerns. Workshops for teams can be used to address performance-related issues, such as mental-skills training and team-building.

Student-athletes can work with a DIA staff member to be referred to CAPS, call to schedule an initial appointment with a CAPS counselor, walk in to CAPS and be seen the same day for urgent situations, or contact on-call counselors for situations that occur after hours. In addition, a satellite Sport Psychology Clinic is available on a drop-in basis for student-athletes, coaches, sports medicine personnel and other staff to consult with a CAPS staff psychologist. The satellite office is located at the Acosta Athletic Training Center and currently runs four hours a week.

Student-athletes are informed of CAPS programming (wellness workshops, skills groups, and therapy groups) through team meetings, the student-athlete handbook, email, flyers that are posted throughout the DIA facilities, Bruin Athletic Council meetings and DIA staff (Athletic Trainers, Academic & Student Services, Sport Supervisors and Coaches). The Sport Psychology Program Director attends monthly coaches meetings to provide a "Mental Health Minute" to the coaches on a mental-health topic while promoting the services of CAPS available to all student-athletes.

### HEALTH & WELLNESS COMMITTEE (HWC):

The HWC supports academic, social, emotional, athletic and personal development through collaboration among the campus community, all members of the DIA and student-athletes while promoting educational initiatives that support healthy life-styles, academic excellence and optimal personal and athletic performance. The HWC was created to provide a comprehensive structure for the various student support programs that currently exist and to meet the changing needs and trends of our student-athletes, coaches and staff. This committee is designed to promote the collaboration between the different departments within athletics and the UCLA campus community. Members of this committee represent the following areas: athletics administration, student-athlete development, academic counseling, student services, learning specialist, dietitian, sport psychology, athletic trainers, coaches, and counseling and psychological services. Members serve on various subcommittees that include Wellness and Learning Enhancements, Performance Nutrition, Peer Mentors (SAMs), Research, Diversity, Hazing, Alcohol and Drug Education, and Sport Psychology.

### STUDENT-ATHLETE MENTORS (SAMs):

SAMs is a peer-to-peer education group that is composed of student-athletes who are trained and able to serve as a role model and resource to their teammates, as well as other student-athletes. SAMs deal with a variety of well-being issues, including, but not limited to: alcohol and drug abuse, nutrition and eating disorders, basic counseling and referral skills, suicide prevention, stress, sexual harassment and misconduct, and others as determined by the student-athlete mentors as a group. By having student-athletes involved in these efforts, the DIA hopes to develop and support healthier student-athletes, which leads to healthier teams and a healthier department.

SAMs receive training in peer education skills using the Bacchus Certified Peer Educator training program; suicide prevention using the nationally recognized QPR Gatekeeper training model; and bystander-awareness training using the Step-Up program. Future training will include such topics as recognizing and addressing disordered-eating behavior, alcohol, tobacco and other drug (ATOD) abuse, and additional topics as identified by the SAMs

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themselves. The leadership of SAMs has identified ATOD abuse as a primary focus and is planning their first educational program specifically targeting the student-athlete population. SAMs are actively involved in the student-athlete orientation and various Health and Wellness Committee initiatives within the DIA. Currently, there are 17 SAMs representing nine different sports and an additional 14 student-athletes who are participating in training.

### DIA DRUG EDUCATION AND TESTING PROGRAM COMMITTEE:

The DIA Drug Education and Testing Program for UCLA student-athletes is summarized in a policy statement that is contained in the student-athlete handbook and is available online on the UCLA DIA website. The drug testing policy is extensively discussed by the sport supervisors at Fall squad meetings and is reviewed with student-athletes as necessary by coaches throughout the year. As stated in the policy statement, "The goal of the drug education and testing program for UCLA student-athletes is to promote a drug-free environment for the intercollegiate athletics program." The program consists of three components: education, counseling and testing, which are spelled out in detail in the policy statement.

Each year, the policy statement and the program as a whole are evaluated by the DIA Drug Education and Testing Program Committee, whose membership includes: Sr. Associate Athletic Director/Senior Woman Administrator (Chair); Sport Psychology Program Director (CAPS); Team Physicians; Medical Director; Director of Sports Medicine; and Senior Campus Counsel. This committee reviews each of the three components of the program and recommends changes to the policy as needed. These changes are then integrated into the policy statement and distributed to the student-athletes, as described above. Throughout the year, the committee also meets on an ad hoc basis to discuss issues that arise which are germane to achieving the program's overall goal.

### BRUIN ORIENTATION:

Incoming freshman and transfer student-athletes are required to attend Bruin Orientation the day before the fall quarter begins. The purpose of Bruin Orientation is to educate new student-athletes about DIA policies/procedures, campus resources and issues that are relevant to student-athletes during their first year of college. New students are introduced to DIA staff and campus resources, including the Director of Athletics, Sport Supervisors, Academic & Student Services staff, Sport Psychology Program Director, Director of Sports Nutrition, Dean of Students, Office of Residential Life, UCLA Police Department, Career Center Counselors, Peer Learning Coordinators and Office for Students with Disabilities (OSD). During the orientation, new student-athletes receive information on the Bruin Athletic Council (BAC), the Wooden Academy's Leadership Development Program, Student-Athlete Mentors, alcohol and drug awareness, nutrition, academic integrity, code of conduct, career services, gambling, social networks, communication etiquette, personal branding, academic eligibility rules, academic accountability program, peer learning (tutoring), library services, professor office visits and degree progress reports.

### INTERNATIONAL STUDENT-ATHLETE ORIENTATION:

In conjunction with the Dashew Center for International Students and Scholars (DCISS), the DIA hosts a two-hour orientation program for all new and continuing international student-athletes at the start of the academic year. The DCISS is a campus resource for international students that assist students in areas such as interpreting immigration regulations, understanding employment options, and making cultural, educational and personal adjustments to campus and to the community. Counselors from the DCISS participate in the orientation to better educate student-athletes on their services and other important information. In addition, student-athletes are also encouraged to attend cultural programs and social activities that are hosted by the DCISS throughout the year.

### SENIOR NIGHT:

In April of Spring Quarter, the DIA hosts a Senior Night workshop for graduating seniors to assist them in preparing for graduation. Final degree checks are conducted to confirm that all the attending student-athletes are on track for graduation. Student-athletes are also provided important information about commencement (e.g., tickets, caps/gowns, parking, final degree audit and diploma information).

### LEARNING DISABILITY RESOURCES:

The Academic & Student Services (AS2) office staff includes two learning specialists who work closely with the university's Office for Students with Disabilities (OSD). OSD provides services and accommodations for students with documented permanent (Attention-Deficit/Hyperactivity Disorder [AD/HD], psychological disabilities and acquired brain injuries) learning disabilities and temporary (physical) disabilities. The OSD also conducts screenings

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for students who have indicators of a learning disability or AD/HD. Services are individually determined and include, but are not limited to, test accommodations, note-taker services, Kurzweil reading program, proctoring, transcription, alternative format and mobility assistance.

Student-athletes with documented disabilities are referred to the OSD. OSD evaluates the student's disability documentation to determine if accommodations are warranted. If the reports justify accommodations, the OSD staff determines the types of services and modifications the student-athlete can receive. The learning specialists assist OSD-qualified student-athletes in how to set up and utilize services, but encourage students to advocate and secure OSD resources on their own. The learning specialists and academic mentors provide academic support in terms of learning strategies for student-athletes with learning disabilities. For example, student-athletes with dyslexia may receive reading instruction from learning specialists to improve their reading comprehension.

For student-athletes who have an AD/HD diagnosis, special attention is given to those who use medication as treatment to meet the NCAA's Medical Exception guidelines regarding stimulants. In these cases, the learning specialists work closely with the student-athletes, Athletic Training staff, CAPS and OSD to help coordinate the medical documentation process. This ensures that student-athletes with AD/HD receive the academic support and services they qualify for and that all parties involved are aware of their situation and progress, as long as appropriate confidentiality releases are in place.

### CONSULTATION & RESPONSE TEAM:

UCLA's Consultation & Response Team is composed of representatives from key campus departments, such as the College of Letters & Science, Student Affairs and the UCLA Police Department. The team meets weekly to identify students in crisis, then works quickly and collaboratively to assess a distressed student's needs, direct her/him to campus and community resources, and consult with the UCLA offices impacted by the crisis. The mission of the CR Team is: 1) to consult with members of the campus community when they think a student might be in crisis; 2) to respond to students in crisis; and 3) to educate the campus community on how to recognize signs that a student may be in crisis and what to do when they see those signs. The interests of the DIA and their student-athletes are represented on the committee by the Assistant Vice Provost for Undergraduate Academic Support.

These DIA and institutional programs are in place to provide support for student-athletes. Student-athletes are strongly encouraged to take advantage of the numerous resources that are available. Information on these services and programs is communicated through various forms of communication that include the student-athlete handbook, announcements at team meetings, Bruin Orientation, emails, flyers posted throughout the athletic facilities and through representatives of the Bruin Athletic Council.

### 13. Describe how the department of athletics monitors student-athlete time demands, including travel commitments, missed class time, final exam schedules, summer vacation periods and intercession periods. Further, describe methods used to educate coaches and student-athletes about time demands and opportunities to integrate into campus life.

The following includes information about how the Department of Intercollegiate Athletics (DIA) monitors student-athlete time demands:

#### TRAVEL COMMITMENTS:

Because of DIA's commitment to the academic success of all student-athletes, it is one of our highest priorities to minimize time away from scheduled instruction, peer learning sessions and academic mentoring. Our travel office schedules departures from and returns to campus in a manner that minimizes time away from school. All tentative competition for the upcoming year must be completed and given to the team's sport supervisor by the beginning of May each year. Due to university policies, coaches may not schedule competitions during finals week and it is preferable that no travel is scheduled during the week prior to finals. If exceptions are required, prior approval must be obtained from the team's sport supervisor.

#### MISSED CLASS TIME:

Given that UCLA is an extremely competitive academic university, every effort is made to minimize missed class time for student-athletes. Coaches are encouraged not to schedule competitions during the first week of classes each quarter. In addition, coaches must attempt to schedule events that will not interfere with student-athletes' class attendance. Midweek intercollegiate events on the road are to be kept to a minimum. Exceptions to these policies must be approved by the team's sport supervisor and only for reasons deemed to be of sufficient importance to the

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program. Obviously, UCLA must meet the needs of conference scheduling demands and NCAA tournaments for which its teams qualify. Whenever possible, coaches must arrange competitions to reduce the amount of class time missed.

Additionally, DIA observes the following Pac-10 Conference scheduling policies:

Baseball - No conference games shall be scheduled during final exam week or other periods in conflict with academic schedules. Conference play shall start whenever necessary to accommodate this provision.

Basketball - The day before a game, a team may not leave campus before 3pm or the latest flight out that day, whichever is earlier. The traveling team must hold a mandatory study-session period on the day between games (minimum of two hours daily).

In preparation for program planning, the Assistant Director of Student Services within the Academic & Student Services (AS2) office is charged with collecting practice schedules for the upcoming quarter. Practice schedules are then distributed to the AS2 staff and student-athletes so that the student-athletes can appropriately schedule classes around their practices. Student-athletes are not permitted to miss class due to practice. They are either responsible for choosing classes that do not conflict with practice, or they must seek permission from their coach to miss practice when it conflicts with class.

To assist student-athletes with missed class time, the Assistant Director of Student Services prepares quarterly team travel letters that outline the days in which the student-athletes will be absent due to university-sponsored competition. Student-athletes are responsible for taking the travel letter to their professors and teaching assistants no later than the first week of class each quarter. Failure to do so may result in unexcused absences or not being able to compete. In addition, student-athletes who are experiencing academic difficulties or are simply concerned with specific academic challenges may be prohibited and/or excused from traveling after a discussion with the head coach, sport supervisor, Assistant Athletic Director of AS2 and AS2 academic counselor.

### FINAL EXAM SCHEDULES:

Specifically during finals weeks, DIA does not allow its coaches to schedule intercollegiate competition or require attendance at practice. Allowable exceptions to finals week competition include conference or NCAA championships. Other events deemed of sufficient importance to the program may be acceptable, but only with the approval of the Director of Athletics.

### SUMMER VACATION PERIODS:

The DIA is conscientious of both athletic and academic burnout. Student-athletes are permitted to take a break for summer vacation and are encouraged to use this time on personal and career development. Student-athletes wishing to enroll in summer school are allowed to do so, but are strongly encouraged to enroll in just one summer session although the university does permit them to enroll in both sessions. A summer athletics aid application is filled out and only approved if summer school is needed for progress towards degree.

Methods used to educate coaches and student-athletes about time demands and opportunities to integrate into campus life include:

- 1) Coaches meetings
- 2) DIA Procedures Manual
- 3) Team meetings
- 4) Student-athlete orientations
- 5) Bruin Athletic Council
- 6) Student-Athlete Handbook
- 7) TV monitor signage
- 8) Email correspondence
- 9) Guest speakers

- 14.** Please submit a copy of the department of athletics and/or institution's written travel policies to ensure the safety and well-being of student-athletes with the submission of your self-study report (e.g., road travel; air travel, including charter policies; driver selection; training; privately owned vehicles). [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department and/or institution's written travel policies].

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The Department of Intercollegiate Athletics travel policy summary and University travel policy manual have been uploaded to the NCAA Athletics Certification System.

### List of attachments

1. DIA Travel Policy Summary.pdf
2. University Travel Policy.pdf

- 15.** Describe the annual evaluation of the department of athletics and/or institution's travel policies to ensure these policies are effective. Further, describe how the travel policies are directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

*The institution must have written travel policies that are annually evaluated for their effectiveness in protecting the health and providing a safe environment for student-athletes. Further, the administrator(s) responsible for annually evaluating travel policies must be identified and travel policies must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to department of athletics staff members, including coaches, and student-athletes.*

Travel policies of the Department of Intercollegiate Athletics (DIA) are in constant review and subject to change any time a quantifiable improvement can be implemented. There is also an annual interview with all head coaches at the end of their respective competitive seasons, asking for suggestions on improving the travel procedures. Student-athletes are also queried about this subject during their exit interview.

Travel policies are communicated via the DIA Procedures Manual and are administered by the Assistant Athletic Director of Operations.

- 16.** Please submit a copy of the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department's written emergency medical plan for practices, contests, strength training and skills sessions].

Written emergency medical plans for practices, contests, strength training and skills sessions have been uploaded to the NCAA Athletics Certification System.

### List of attachments

1. UCLA Emergency Action Plans.pdf

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- 17.** Describe the annual evaluation of the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions to ensure its effectiveness. Further, describe how the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

*The institution must have a written emergency medical plan for practices, contests, strength training and skills sessions. Further, the administrator(s) responsible for annually evaluating this emergency medical plan must be identified and the emergency medical plan must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to athletics department staff members, including coaches, and studentathletes.*

The emergency action plans (EAP) are reviewed annually by the athletic training staff. Each venue is reviewed to determine if changes in structure or equipment have been made to warrant an alteration in emergency procedures. At this time, all automated external defibrillators (AED) are checked for proper function and facilities are inspected for possible dangers. The head athletic trainer then edits all documents and gives edits to the Sr. Associate Athletic Director in charge of Sports Medicine for review. Once updates have been approved and finalized, all plans are reviewed with the athletic trainer, medical doctor, coaching staff and student intern athletic trainer for each sport. All parties are given a hard copy of the plans for their reference and copies are placed in the athletic training kits that travel to each facility. Also included in this information is a script of an emergency call. Additionally, information is available on the Department of Intercollegiate Athletics' share drive, which includes the emergency action plans, script of an emergency call, AED service records, emergency equipment checklist, emergency room locations and PDF files of "mini-cards." Student-athletes are made aware of the plans through verbal instruction in the fall of each year and with a written reminder (via email from their athletic trainer) during the Winter Quarter. Director of Sports Medicine and certified athletic trainer Dale Rudd and Sr. Associate Athletic Director Glenn Toth are responsible for the oversight of the EAP annual review and dissemination.

- 18.** Please submit a copy of the department of athletics written emergency medical plan for out-of-season workouts with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department's written emergency medical plan for out-of-season workouts].

Written emergency medical plans for out-of-season workouts have been uploaded to the NCAA Athletics Certification System.

### List of attachments

1. UCLA Emergency Action Plans.pdf

## Gender/Diversity Issues and Student-Athlete Well-Being

19. Describe the annual evaluation of the department of athletics written emergency medical plan for out-of-season workouts to ensure its effectiveness. Further, describe how the department of athletics written emergency medical plan for out-of-season workouts is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

*The institution must have a written emergency medical plan for out-of-season workouts. Further, the administrator(s) responsible for annually evaluating this emergency medical plan must be identified and the emergency medical plan must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to athletics department staff members, including coaches, and student-athletes.*

The out of season emergency action plans (EAP) are reviewed annually by the athletic training staff. Each venue is reviewed to determine if changes in structure or equipment have been made to warrant an alteration in emergency procedures. At this time, all automated external defibrillators (AED) are checked for proper function and facilities are inspected for possible dangers. The head athletic trainer then edits all documents and gives edits to the Senior Associate Athletic Director in charge of Sports Medicine for review. The head athletic trainer reviews the schedule of each team and venue quarterly to create a coverage grid that ensures all events and practices have the proper attention from sports medicine. Once updates have been approved and finalized, all out of season EAP's are reviewed with the athletic trainer, medical doctor, coaching staff and student intern athletic trainer for each sport. All parties are given hard copies of the out of season EAP for their reference and a copy is placed in the athletic training kit that travels to each facility. Also included in this information is a script of an emergency call. A link to the out of season EAP information on the shared DIA "G" drive is also provided to allow access to the EAP, the script of the emergency call, AED service records, emergency equipment checklist, emergency room locations and PDF files of "mini cards". Student athletes are made aware of the out of season EAP's through verbal instruction in the Fall of each year, and with a written reminder (via email from their athletic trainer) during the Winter Quarter. Director of Sports Medicine, Dale Rudd, ATC and Senior Associate Athletic Director, Glenn Toth are responsible for oversight of the EAP annual review and dissemination.

20. Please submit a copy of the athletics department's athletic training and sports medicine policies and procedures with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department's athletic training and sports medicine policies and procedures].

Athletic training and sports medicine policies and procedures manual has been uploaded to the NCAA Athletics Certification System.

### List of attachments

1. Athletic training and sports medicine policies and procedures (Part 1).pdf
2. Athletic training and sports medicine policies and procedures (Part 2).pdf
3. Athletic training and sports medicine policies and procedures (Part 3).pdf

## Gender/Diversity Issues and Student-Athlete Well-Being

- 21.** Describe the annual evaluation of the department of athletics written athletic training and sports medicine policies and procedures. Further, describe how the department of athletics athletic training and sports medicine policies and procedures is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in these areas.

*The institution must have written athletic training and sports medicine policies that are reviewed annually.*

*Further, the administrator(s) responsible for annually evaluating athletic training and sports medicine policies*

*must be identified and the athletic training and sports medicine policies must be directly communicated in*

*writing (e.g., provide hard copy of document, provide web link via e-mail) to athletics department staff members, including coaches, and student-athletes.*

The policies and procedures of the Department of Intercollegiate Athletics (DIA) are amended as needed. This living document is reviewed as necessary throughout the year. Upon determining that a policy is out-of-date or requires amending, the Director of Sports Medicine adjusts or creates a policy as necessary, then sends it to the Sr. Associate Athletic Director overseeing sports medicine for approval. With the approval of the Sr. Associate Athletic Director, the policy is then adopted by the department and disseminated to all head coaches and department heads for future procedure. The policies and procedures manual of the Sports Medicine Department is located in the Acosta Athletic Training Room and is available for review at any time by student-athletes, coaches and staff.

- 22.** If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 3.3, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval.

No plan for improvement for Operating Principle 3.3 was deemed necessary.

## Gender/Diversity Issues and Student-Athlete Well-Being

**Racial or Ethnic Composition of Personnel - Old Race/Ethnicity Categories Chart (IPEDS)**

	Year	Racial or Ethnic Group																				
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			NR Alien (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior Administrative Athletics Dept. Staff	F	0	0	0	1	1	1	0	0	0	1	1	1	15	13	13	0	0	0	0	0	0
Other Professional Athletics Dept. Staff	F	0	0	1	14	15	15	10	11	11	19	18	15	94	91	89	0	0	0	2	1	1
	P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Head Coaches	F	0	0	0	1	1	1	2	2	2	1	2	2	17	16	16	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Coaches	F	0	0	0	3	3	2	17	15	11	4	9	2	45	48	35	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals (for Athletics Dept. Personnel)	F	0	0	1	19	20	19	29	28	24	25	30	20	171	168	153	0	0	0	2	1	1
	P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty-Based Athletics Board or Committee Members		0	0	0	0	0	0	0	0	1	0	1	0	5	6	8	2	1	0	1	0	0
Other Advisory or Policy-Making Group Members		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Name of person completing this chart: Nicholas Thornton

Title: Eligibility Coordinator

## Gender/Diversity Issues and Student-Athlete Well-Being

### Racial or Ethnic Composition of all Students - Old Race/Ethnicity Categories Chart (IPEDS)

#### STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID

Year	Racial or Ethnic Group																				
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			NR Alien (N)			Other (N)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	121	104	108	10145	10126	9968	986	938	865	4103	3945	3812	8879	9006	8861	1280	1189	1075	1173	1228	1239
Student-Athletes	2	3	3	28	27	31	106	98	96	42	35	32	259	249	272	24	27	31	11	41	37

Name of person completing this chart: Nicholas Thornton

Title: Eligibility Coordinator

## Gender/Diversity Issues and Student-Athlete Well-Being

**Racial or Ethnic Composition of Student-Athletes by Sport Group - Old Race/Ethnicity Categories Chart (IPEDS)**

Sports** Year	Racial or Ethnic Group																				
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			NR Alien (N)			Other (N)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball	0	0	0	1	0	0	0	0	0	6	6	3	18	22	24	0	0	0	0	1	2
Men's Basketball	0	0	0	0	0	1	8	8	4	0	0	1	4	4	4	1	2	3	0	0	0
Football	1	1	1	6	2	2	45	46	46	3	4	4	34	29	29	0	0	0	2	15	12
Men's Track / Cross Country	0	0	1	1	2	2	11	7	12	3	1	4	16	20	22	1	1	0	2	5	4
Men's Other Sports and Mixed Sports	0	0	0	4	4	7	4	4	3	11	9	7	59	52	60	9	10	11	5	6	4
Women's Basketball	0	0	0	1	1	1	12	12	10	0	0	0	0	0	2	0	0	0	0	0	0
Women's Track / Cross Country	0	0	0	0	0	0	13	11	12	1	2	4	15	18	17	0	1	4	0	5	3
Women's Other Sports	1	2	1	15	18	18	13	10	9	18	13	9	113	104	114	13	13	13	2	9	12
<b>Total</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>28</b>	<b>27</b>	<b>31</b>	<b>106</b>	<b>98</b>	<b>96</b>	<b>42</b>	<b>35</b>	<b>32</b>	<b>259</b>	<b>249</b>	<b>272</b>	<b>24</b>	<b>27</b>	<b>31</b>	<b>11</b>	<b>41</b>	<b>37</b>

Name of person completing this chart: Nicholas Thornton

Title: Eligibility Coordinator