

University of New Hampshire

1.2 Rules Compliance

- 1 NCAA Operating Principle 1.2 requires an institution to ensure its staff, student-athletes and other individuals and groups representing the institution's athletics interests comply with applicable Association rules and regulations. After reviewing Page Nos. 14 and 15 of your institution's self-study report, the NCAA Division I Committee on Athletics Certification (hereafter referred to as the "committee") noted the Wildcat Athletics Council is under the supervision of institutional personnel. However, the committee is unclear whether the sport-specific friends groups and the Friends of the University of New Hampshire Hockey are also under the clear control of the institution. Therefore, your institution must provide written evidence that its sport-specific friends groups and the Friends of New Hampshire Hockey are under the clear control of the institution and that such groups comply with applicable NCAA rules and regulations.

Institution Response to CAC Analysis

All Friends Groups, including the Friends of Men's Ice Hockey, are under the clear control of the institution. All Friends Groups operate under the supervision and control of the Wildcat Athletics Council (WAC), which works under the control of the University of New Hampshire Foundation, Inc. The athletics department, as well as the Wildcat Athletics Council, provides each Friends Group with structure, organization, coordination and support as each Group attempts to fundraise, increase interest in the sport at the university, and increase membership. Effective for the 2006-07 academic year, a new booster policies document was implemented. This document, which will be available to the committee during its on-campus visit, describes basic policies that cover all Friends Groups, fiscal controls and auditing processes, and monitoring and reporting mechanisms by the athletics department and the Wildcat Athletics Council. The university, as a result of its last certification process, has had clear fiscal control and oversight of all Friends Groups. The Booster policies document that was recently implemented details these fiscal controls and monitoring efforts that have been in place for at least a decade, but also details other monitoring and coordination efforts that were not implemented or previously organized in one document. The fiscal controls that have been in place, as well as the new policies now in place, ensure the university's Friends Groups are in compliance with NCAA rules and regulations. The Booster policies document will be available during the visiting team's October visit.

- 2 Operating Principle 1.2 requires an institution to have a clear and unambiguous commitment to rules compliance as a central element in personnel matters for all individuals inside the athletics department. In order to demonstrate conformity with this operating principle, institutions must include a statement regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, performance evaluations and job descriptions for all individuals inside the athletics department. After reviewing Page Nos. 17 and 23 of your self-study report, the committee noted your institution developed a plan for improvement in this area with a deadline for implementation January 2007. Therefore, your institution must provide written evidence that it has implemented its plan to include a statement regarding the importance of rules compliance in all of the following documents for individuals inside the athletics department: contracts or letters of appointment, performance evaluations and job descriptions.

Institution Response to CAC Analysis

Athletics Certification Committee Analysis Report with Institution Responses

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The athletics department requires all of its employees to have a clear and unambiguous commitment to rules compliance, and this is articulated not only in the department's policies and procedures, but also in all job descriptions, contracts, letters of appointment and performance evaluations. This fall the staff undertook the task of modifying language regarding each individual's commitment to rules compliance in contracts, letters of appointment, and job descriptions. This new language brings the coaches contracts and letters of appointments into compliance with NCAA Bylaw 11.2.1 and substantially strengthens the language in other staff member's job descriptions. Future performance evaluations (beginning with the 2006-07 academic year) of all staff within the athletics department will also include a section related to rules compliance that did not previously exist, due to a new performance evaluation tool created by the Human Resources department for campus-wide implementation this year. Samples of these contracts, letters of appointment and performance evaluations will be available during the visiting team's October visit.

- 3 Operating Principle 1.2 requires an institution to have a clear and unambiguous commitment to rules compliance as a central element in personnel matters for all individuals involved with the athletics program. In order to demonstrate conformity with this operating principle, institutions must include a statement regarding the importance of rules compliance in all of the following documents for individuals outside the athletics department who are involved or associated with athletics: contracts or letters of appointment, performance evaluations and job descriptions. After reviewing Page Nos. 17 and 24 of your self-study report, the committee noted your institution developed a plan for improvement in this area with an implementation deadline January 2007. Therefore, your institution must provide written evidence that it has implemented its plan to include a statement regarding the importance of rules compliance in all of the following documents for individuals outside the athletics department who are involved or associated with athletics: contracts or letters of appointment, performance evaluations and job descriptions.

Institution Response to CAC Analysis

While the University of New Hampshire expects that all faculty, staff and administrators will uphold the highest ethical standards of professional practice in the conduct of their work, the University also recognizes that the NCAA expects an explicit commitment to rules compliance and that this expectation exists for both staff within the Athletic Department and for staff outside of Athletics who have significant contact with and responsibility for working with student athletes. The University has identified three administrative positions that fit these criteria: The Director of Admissions; the Director of Financial Aid; and the Associate Registrar. In each instance, formal job descriptions have been amended to include specific and consistent language that illustrates the University's expectation for performance. The common language is as follows:

"Maintain competency with respect to knowledge of NCAA rules, ensure compliance with NCAA rules, and report to the Director of Athletics your knowledge of any violation of NCAA, conference and/or institutional rules. Actions that violate NCAA rules will result in disciplinary or corrective actions as set forth in the provisions of the NCAA enforcement procedures."

In addition, the President has amended the FAR's job description to include these expectations.

These job descriptions will be available to the Visiting Team during its October visit.

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- 4 Operating Principle 1.2 requires that an institution's rules-compliance program be subject to evaluation by an authority outside the athletics department at least once every four years. In order to demonstrate conformity with this operating principle, an institution must demonstrate that its rules-compliance program has been reviewed by an authority outside the athletics department at least once every four years. After reviewing Page No. 19 of your self-study report, the committee noted your institution was scheduled to have its rules-compliance program reviewed spring 2006, but due to a change in conference office personnel, the review did not occur. Further, the committee noted your institution developed a plan to conduct an evaluation of your rules-compliance program July 2006. Therefore, your institution must provide written evidence that its rules-compliance program has been evaluated as scheduled by an authority outside the athletics department.

Institution Response to CAC Analysis

In July 2006, the University of New Hampshire underwent a comprehensive review of its compliance program by an authority outside of the athletics department, which is in accordance with NCAA Bylaw 22.2.1.2. The university hired The Compliance Group out of Overland Park, Kansas, and hosted Ms. Jane Mullins on campus for two days. Her review covered the following areas: Initial Eligibility Certification; Continuing-eligibility certification; Transfer-eligibility certification; Financial aid administration, including individual and team limits; Recruiting (e.g., official visit, etc); Camps and clinics; Investigations and self-reporting of rules violations; Rules education; Extra Benefits; Playing and Practice Seasons; and Student-athlete employment. The Compliance Group had a number of recommendations within each of these areas, which the university plans to implement. The report submitted by The Compliance Group will be available for review by the committee during its on-campus visit.

2.1 Academic Standards

- 1 Operating Principle 2.1 requires that an institution's academic standards and policies applicable to student-athletes be consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher. In order to demonstrate conformity with this operating principle, institutions must demonstrate that student-athletes are subject to the same academic standards and policies as students generally. After reviewing Page Nos. 25 through 28, the committee noted your institution states that prospective student-athletes are admitted to your institution "through a process that closely mirrors, but does not replicate, the admissions process that all other students follow." In addition, after reviewing Page No. 28, the committee is unclear how students generally may be admitted if they do not meet the institution's standard or normal entrance requirements. The committee is concerned that student-athletes may be governed by different admissions policies than students generally, in the case of the standard or normal entrance requirements, as well as with admissions exceptions. Therefore, your institution must provide written evidence that student-athletes are governed by the same admissions policies applicable to students generally. Further, if any deviation exists, you must submit a plan for improvement. Please note institutional plans must contain all eight required elements.

Institution Response to CAC Analysis

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The general admission requirements for prospective student-athletes (PSAs) are the same as those for students in the general population; each must meet the same course requirements for admission and submit the other required documentation that is expected of all other students. In all instances, the Director of Admissions' decision is predicated on the adequacy of a student's preparation and potential to be successful at UNH. In the absence of such evidence, no student - PSA or otherwise - is admitted to the University of New Hampshire.

Coaches ask recruits identified as PSAs to provide copies of their high school transcripts to the Office of Admissions. The sole distinguishing characteristic between the admission process for prospective student athletes and that for students in the general population is that the transcripts of PSAs are brought to the attention of the Office of Admissions prior to the submission of a formal application. This process allows for a preliminary review by the Director of Admissions as to the admissibility of a candidate, including consideration of whether appropriate academic support, if deemed necessary, will be in place. This preliminary review of transcripts is also made available to a small number of prospective students outside of the athletic department. This group of potential students consists of a variety of target populations including, but not limited to, some musicians, some multicultural students, some students with compelling stories/history/geography, and some children of UNH employees. The availability of this process to potential students outside of the athletic department leads the University to conclude that there are no substantive differences between the processes governing admission of student-athletes and students in the general population.

- 2 Operating Principle 2.1 stipulates that institutions admit only student-athletes who have reasonable expectations of obtaining academic degrees. Further, if the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athletes or comparable student-body groups, the contrast shall be analyzed and explained by appropriate institutional authorities. After reviewing Page Nos. 27 and 28 of your self-study report and the charts on Page Nos. 47 through 49, the committee noted a difference in the academic profile of your student-athletes when compared to your students generally. Further, the committee noted your institution did provide an explanation regarding the use of class rank as a key academic predictor, but did not provide an explanation regarding the differences in standardized test scores reflected in the charts on Page Nos. 47 through 49. Therefore, your institution must analyze and explain the difference between the average standardized test scores for football, men's basketball and baseball student-athletes when compared with freshman male students generally.

Institution Response to CAC Analysis

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While the University of New Hampshire continues to require the submission of test scores in order to provide an additional element of data for consideration in the course of a holistic review process, the University does not establish cut-off scores for standardized tests nor does it place significant weight on these scores. This reluctance stems, in part, from the absence of data suggesting that these test scores add incremental value in predicting student performance beyond that already captured in the applicant's high school record, class rank, letters of recommendation, and application essay. Additionally, the University is concerned that the differences in group means on the SAT are more likely to correlate with students' background characteristics than with their academic performance. Specifically, based on College Board's 2005 National Report, the University notes that the mean verbal and quantitative scores for individually-reported racial and ethnic groups vary by nearly 100 and 150 points. Further, in reviewing the same type of data array based on reported family income, the differences exceed more than 100 points at the mean for both Verbal and Quantitative Reasoning for students who report less than \$10,000 in family income and those who report more than \$100,000. The general concerns about equity that would accompany any effort to emphasize SAT scores in the admission process for student-athletes (or students in general), combined with the relatively small sample size represented in each year's athletic team profile, lead the University to conclude that the differences that exist between test score averages for men's basketball and football (found in the self-study table titled "GPA and Test Scores, By Sport Group") and for the student population as a whole are unlikely to be meaningful relative to the admissions process or the potential for student-athletes on these teams to be academically successful. The department, along with the Athletic Advisory Committee, monitors the progress of each and every student-athlete closely to ensure that the University's commitment to academic progress by all of its students remains firm.

3 Operating Principle 2.1 stipulates that if the graduation rates of student-athletes, as a whole or for any student-athletes subgroup, are significantly lower than that of other student-athletes or comparable student-body groups, the disparity shall be analyzed, explained, and if necessary, addressed through specific plans for improvement by appropriate institutional authorities. In order to demonstrate conformity with this operating principle, institutions must analyze, explain and address all deficiencies between the three-class average graduation rate of the general student body, the three-class average of student-athletes as a whole and the three-class average graduation rate by student-athlete subgroup (i.e., ethnicity). After reviewing Page No. 31 of your self-study report, the committee noted your institution provides an explanation for variances between teams, but your report did not thoroughly analyze or explain any deficiencies for student-athletes by gender or subgroup (i.e., ethnicity). Therefore, your institution must analyze, explain, and if necessary, address through specific plans for improvement, any deficiencies between the three-class average graduation rate of student-athletes by gender and subgroup (i.e., ethnicity).

Institution Response to CAC Analysis

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The Academic Integrity subcommittee examined graduation rate data comparing the rates of male and female student-athletes and broken down by ethnicity with those of the general student population at large (Source: www.ncaa.org/grad_rates). Although the most recent one-year cohort rate (1998-99) falls below that of the student population at large, the University sees no "significant" current deficiency in this area: in every respective subgroup of the latest cohort - both by gender and ethnicity - the four-year graduation rates of student-athletes at UNH outpaced those of their counterparts in the student population at large. In the previous two cohorts (1996-1997 and 1997-1998), however, the subcommittee noted individual instances of subgroups - particularly among minority groups of student-athletes - which fell below the rates of their counterparts in the student body at large. The University views the marked improvement in the most recent data (1998-99) as evidence of the department's efforts in this area, and the Athletic Advisory Committee monitors these rates annually in order to ensure that the department is taking all necessary steps to ensure that its rates will continue to stay above those of the student population at large.

2.2 Academic Support

1 Operating Principle 2.2 requires an institution's academic support services for student-athletes to be reviewed and approved by appropriate academic authorities outside the athletics department at least once every three years. After reviewing Page Nos. 37 through 44 of your self-study report, the committee noted your institution does not have a mechanism in place to review or approve the academic support services provided to student-athletes. In addition, the committee noted your institution has included this in its plan for improvement on Page No. 46 and intends to have a review conducted by August 2007. However, the committee is concerned that your academic support services have not been reviewed once every three years as required. Further, the committee is concerned that the timetable included in your plan extends too far into the future and will not be implemented prior to the committee's deliberations. Therefore, your institution must revise its timetable for implementation to ensure that your institution can provide written evidence that its academic support services for student-athletes have been reviewed and approved by appropriate academic authorities outside the athletics department who do not have day-to-day responsibility for conducting the academic support services. Further, your institution must provide evidence that a mechanism for review and future timetable have been established to ensure that these services are reviewed and approved by appropriate academic authorities outside the athletics department who do not have day-to-day responsibility for conducting the academic support services at least once every three years.

Institution Response to CAC Analysis

In response to this recommendation, the University requested that the Academic Standards and Advising Committee (ASAC) assume responsibility for a review of the Athletic Academic Support Office and its functions. The ASAC is a standing committee, advisory to the Provost and Executive Vice President for Academic Affairs, with membership comprised of the Associate Dean from each of the University's schools and colleges, the Associate Provost for Academic Achievement and Support, the Director of Admissions, the Associate Registrar, and the Vice President for Student & Academic Services who represents the Provost's Office on this committee. This committee makes recommendations on matters pertaining to academic policy, adjudicates petitions for variance of academic policy, and implements academic policies approved by the Faculty Senate. The individuals who comprise this committee also interact with the Athletic Department's Academic Support Office on both policy matters and on issues that affect individual student athletes.

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In fulfillment of this request, the committee charged the Vice President for Student & Academic Services to complete a report summarizing the responsibilities, resources and results associated with work of the Athletic Academic Support Office. Following completion of this report, the committee met with Joanne Maldari, the Assistant Athletic Director for Academic Services, to discuss the findings of this report and to make recommendations. The committee concluded that the work of the Athletic Academic Support Office remains a critical component in the academic success for UNH student athletes and commends the staff for the significant progress that has been made over the past several years in the form of improved communication and coordination of services for student athletes in each of the schools and colleges. The committee did make a strong recommendation that the Athletic Department be encouraged to expand investment in this enterprise, believing that as the University becomes an increasingly competitive academic environment, student athletes should be afforded adequate support not simply to succeed but to fully realize their individual potential and ambitions. Finally, the committee agreed that it will continue to review the work of the Athletic Academic Support Office on a regular basis, with formal reports being completed at intervals of no more than three years.

The ASAC report will be available to the Visiting Team during its October visit.

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Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
There is currently no formal mechanism in place to review the academic support services provided to student-athletes.	Create a mechanism with which to review the academic support services provided to student-athletes.	The University's Academic Standards and Advising Committee (ASAC) will conduct a review at least once every three years. This review will be presented to the AAC for its review.	ASAC	September 2006, and at least once every 3 years thereafter.

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3.1 Gender Issues

- 1 Operating Principle 3.1 requires an institution to formally adopt a written plan for the future of the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders. In order to demonstrate conformity with this operating principle, gender-issues plans should include specific steps to achieve the goals identified. After reviewing Page Nos. 67 through 69 of your self-study report, the committee noted that your institution did not include steps to achieve the goals in several areas. Therefore, your institution must revise its gender-issues plan to include specific steps to achieve the goals in the areas of: accommodation of interests and abilities, scheduling of practice and games, travel and per diem allowance, and tutors. Further, your institution must demonstrate that its revised gender-issues plan was developed with broad-based participation and has received formal institutional approval.

Institution Response to CAC Analysis

The Athletics Department will continue to ensure that the female student-athlete participation rate remains within three percentage points of the total undergraduate female percentage, and the athletically related financial aid provided to female student-athletes remains within one percentage point of the female student-athlete participation rate. The President's Athletic Advisory Committee will review these goals on an annual basis.

All team practice requests that involve Lundholm gymnasium are made to the Athletic Facility Manager, all requests involving the fields are made to the Assistant Athletic Director for Event Manager, and finally all requests involving the Whittemore Center Arena (WCA) are made to the WCA Operations Manager. Occasionally there are conflicts between different teams, with the first priority given to academics and if still not resolved then both the Sr. Associate Athletic Director for Compliance/SWA and the Athletic Director are consulted. The Sr. Associate Athletic Director for Internal Operations has final approval over all requests. With the exception of football scheduling, all game scheduling is handled by the respective head coach. Occasionally there are conflicts between teams that need to be resolved by the Sr. Associate Athletic Director for Internal Operations. Football scheduling is handled by the Sr. Associate Athletic Director for Internal Operations and the Athletic Director. Periodically both the practice and game schedules are reviewed by the equity sub-committee of the Athletic Advisory Committee.

These current practices set the standard for continuing future practices to insure that all varsity athletes - regardless of gender - receive equitable and equal treatment in all aspects of scheduling.

As part of the Athletic department's budget preparation process each year, all teams are required to submit a request for travel/per diem expenses as part of the Athletic annual budget process. Travel/per diem guidelines are provided to each team by the Associate Athletic Director for Finance in order for them to calculate their travel/per diem request. These budget requests are then reviewed by the Associate Athletic Director for Finance, and using both historical data and specific tournament or out of region travel requests, are entered in the university's financial system as part of the team's approved annual budget.

These current practices set the standard for continuing future practices to insure that all varsity athletes - regardless of gender - receive equitable and equal treatment in all aspects of travel and per diem.

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University of New Hampshire

The Student-Athlete Academic Support Office provides tutorial assistance to student-athletes experiencing academic difficulties with their coursework. This office will continue current policies and practices that insure all varsity student-athletes — regardless of gender — will receive the appropriate tutorial services.

The gender-issues plan was revised with broad-based participation that included members of the Gender Equity Subcommittee, athletic department administrators, and the full Steering Committee.

Athletics Certification Committee Analysis Report with Institution Responses

University of New Hampshire

Plan Date Range: 2006-07 thru 2010-11

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Travel and Per Diem Allowance	Travel and Per Diem Allowance	Continue current practices to ensure that travel and per diem are equitable.	Continue Current practices, with annual monitoring by Equity Subcommittee of AAC	Athletics Business Center, Associate AD for Internal Operations, SWA, Equity Subcommittee of AAC	Annual Review, 2006-2011
Tutors	Tutors	Continue current practices for academic support and the provision of tutors.	Continue current practices, with annual monitoring by Equity Subcommittee of AAC	Assistant Athletic Director for Academic Services, Equity Subcommittee of AAC	Annually monitor service provision, 2006-2011
Accommodation of Interests and Abilities	Accommodation of Interests and Abilities	The university will continue to accommodate the interests and abilities of male and female athletes. At present, the participation rates of our female student-athletes are within 3 percentage points of the female undergraduate population. This will remain the target for participation rates.	The Athletics Department will continue to ensure that the female student-athlete participation rate remains within three percentage points of the total undergraduate female percentage, and the athletically related financial aid provided to female student-athletes remains within one percentage point of the female student-athlete participation rate. The President's Athletic Advisory Committee will review these goals on an annual basis.	The Senior Woman Administrator and the equity subcommittee of the AAC will annually monitor athletic participation rates.	This annual review will occur each spring when numbers for EADA reports are being tallied. A report will be made to the AAC at the end of each academic year, 2006-2011.
Coaches	Coaches	1) Ensure equitable salaries and benefits packages for head coaches of women's teams. 2) Increase full-time assistant coaches for women's teams by 3 in the next five years.	Assess salary structure of coaching staffs and adjust accordingly. Add one full-time assistant coach in July 2007 for a women's team and two more prior to 2011.	Director of Athletics, Athletics financial center, Senior Woman Administrator.	Assessment of salary structure to occur in 2006-2007. Adjustments made from 2006-2009. Addition of one assistant coach in 2007-2008 and two more prior to 2011.
Locker Rooms, Practice and Competitive Facilities	Locker Rooms, Practice and Competitive Facilities	Continue to ensure that equitable facilities are made available to men's and women's teams.	Annually tour facilities to ensure safe and competitive facilities.	Equity subcommittee of AAC, SWA, Associate AD for Internal Operations, Facilities Manager	Annual Review, 2006-2011

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Medical and Training Facilities.	Medical and Training Facilities.	Conduct an annual review of student perceptions of the provision of sports medicine services. Ensure equitable provision of care.	Annually conduct focus groups/survey with male and female athletes and coaches regarding the provision of sports medicine services.	Student welfare/equity subcommittee of AAC, Athletic training staff, Associate AD for Internal Operations.	Focus groups/survey will begin in the fall of 2006; annual review 2006-2011
Housing and Dining Services	Housing and Dining Services	Ensure equitable access to housing and dining facilities and services.	Continue current practices.	University residence life, student support services. Review by Equity subcommittee of AAC	Annual review, 2006-2011
Publicity	Publicity	Create equitable marketing and promotions strategies for men's and women's teams.	Create promotional plan for ticketed sports that reflects similar strategies for the promotion of men's and women's ticketed sports, e.g. road signage, television and radio advertising, etc. Report annually to Equity subcommittee of AAC.	Associate AD for External Operations, Marketing Coordinator, Equity Subcommittee of the AAC.	Annually, 2006-2011
Support Services	Support Services	Continue to provide equitable office space and administrative assistance.	Continue current practices.	Director of Athletics, Associate AD for Internal Operations; review by Equity subcommittee of AAC	Annual review, 2006-2011
Recruitment of Student-Athletes.	Recruitment of Student-Athletes.	Provide equitable recruiting budgets for ticketed and non ticketed sports.	Align recruiting budgets of men's and women's teams over the next three years (2006-2009).	Director of Athletics, SWA, Athletics Business Office	Realign budgets over the next three fiscal years to achieve parity between men's and women's recruiting budgets. Equity subcommittee of AAC will monitor progress annually, 2006-2011.

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Scholarships	Scholarships	The university will continue to provide athletic financial aid that is commensurate with the percentage of athletes participating. In recent years the percentage of aid has held at 50%/50%. The target for financial aid is within 1% of the athletic participant rate (which will be within 3% of the female undergraduate population).	Adjustment to allocation of financial aid. Annual monitoring.	The Senior Woman Administrator/Compliance Officer and Athletic Director shall be responsible for this allocation. The Senior Woman Administrator and the equity subcommittee of the AAC will annually monitor our compliance with this goal.	The goal will be reached in the 2006-2007 academic year. The review will occur in the spring semester each year and a report will be made to the AAC at the end of each academic year.
Equipment and Supplies	Equipment and Supplies	Ensure equitable budget allocations for operating budgets, e.g. equipment and supplies.	Annually examine budget processes to ensure equity of equipment and supplies budgets for like teams, e.g. basketball, ice hockey, as well as appropriate budgets for other women's teams. Report to equity committee of AAC annually.	Director of Athletics, Associate AD for Internal Operations, and SWA.	This practice will begin in the 2006-2007 academic year and will become an annual practice.
Scheduling of Practices and Games	Scheduling of Practices and Games	Continue current practices in scheduling facilities for practices and games to insure equity.	Continue current practice, including annual review by Equity subcommittee of AAC	Associate AD for Internal Operations, Event Coordinator, Facilities Manager; Equity subcommittee of AAC	Annual review, 2006-2011

University of New Hampshire

3.2 Minority Issues

1 Operating Principle 3.2 stipulates that institutions must formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which expands opportunities and support for minority student-athletes and athletics personnel. In order to demonstrate conformity with this operating principle, institutions must develop and implement an institutional plan to address minority issues in the intercollegiate athletics program. Acceptable minority-issues plans must address all eight program areas and contain the eight required elements for institutional plans for improvement. After reviewing Page Nos. 88 and 89 of your self-study report, the committee noted that your plan does not address any of the issues identified on Page Nos. 76 through 84 of your self-study report. Therefore, your institution must revise its minority-issues plan to identify all issues revealed during the self-study. Further, your institution must demonstrate its revised minority-issues plan was developed with broad-based participation and has received formal institutional approval.

Institution Response to CAC Analysis

The Steering Committee has revised the plan and included all issues identified on Pages Nos. 76-84 of the self-study report, receiving input from various constituent groups, members of the sub-committee and final approval from the full NCAA steering committee. See the revised plan herein.

2 Operating Principle 3.2 stipulates that institutions must formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which expands opportunities and support for minority student-athletes and athletics personnel. In order to demonstrate conformity with this operating principle, an institution must develop and implement an institutional plan to address minority issues in the intercollegiate athletics program. Acceptable minority-issues plans must address all eight program areas and contain the eight required elements for institutional plans for improvement. After reviewing Page Nos. 88 and 89 of your self-study report, the committee noted your institution's minority-issues plan does not contain specific measurable goals in the areas of enrollment, participation in governance and decision making, and program activities. Therefore, your institution must revise its minority-issues plan to include specific measurable goals that address the issues identified in the self-study in the aforementioned areas. Further, your institution must demonstrate that its revised minority-issues plan was developed with broad-based participation and has received formal institutional approval.

Institution Response to CAC Analysis

The minority issues plan has been revised to include specific measurable goals in the areas of enrollment, participation in governance and decision making, and program activities. The Steering Committee revised the plan with input from various constituent groups, members of the sub-committee, and final approval from the full NCAA steering committee. See the revised plan herein.

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3 Operating Principle 3.2 stipulates that institutions must formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which expands opportunities and support for minority student-athletes and athletics personnel. In order to demonstrate conformity with this operating principle, an institution must develop and implement an institutional plan to address minority issues in the intercollegiate athletics program. Acceptable minority-issues plans must address all eight program areas and contain the eight required elements for institutional plans for improvement. After reviewing Page Nos. 88 and 89 of your self-study report, the committee noted your institution's steps to achieve the goals in certain areas lack specificity. Therefore, your institution must revise its minority-issues plan to include specific steps to achieve the goals in the areas of enrollment, participation in governance and decision making, and program activities. Further, your institution must demonstrate that its revised minority-issues plan was developed with broad-based participation and has received formal institutional approval.

Institution Response to CAC Analysis

The minority issues plan has been revised to include specific steps in the areas of enrollment, participation in governance and decision making, and program activities. The Steering Committee revised the plan with input from various constituent groups, members of the sub-committee, and final approval from the full NCAA steering committee. See the revised plan herein.

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Plan Date Range: 2006-07 thru 2010-11

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Diversity Commitment	Diversity Commitment	Revise Diversity Statement and include it in 100% of printed materials.	Establish a committee of coaches, administrators, and student athletes to review and revise Dept. of Athletics Diversity Statement.	Athletic Director or designee, AAC	Spring, 2007
			Develop draft copies of the revised Diversity statement and circulate for department's endorsement	Athletic Director and AAC	Fall, 2007
			Include the Athletics Department's commitment to diversity and inclusion statement in the departmental manual, media guides, and other printed materials.	Athletic Director, Athletics Staff, Coaches, student athletes	Spring, 2008
			Distribute the diversity statement to all constituent groups using the Web Site, printed media, handbook, and other publications.	Athletic Director and Athletics staff	Ongoing, 2006-2011
Diversity Commitment	Diversity Commitment	Present diversity education and updates annually	Organize diversity workshops and seminars for administrators, coaches, and student athletes.	Director of Life Skills	By Fall, 2008 and regularly thereafter, 2008-2011
Evaluation	Evaluation	Review programmatic and departmental data annually	Continue to conduct and review end-of-year senior exit evaluations to assess minority and majority student athlete's experiences.	AAC and Athletic Director	By Fall 2007 and Annually thereafter, 2007-2011
			Continue to hold end-of-season meetings with a cross-section of student athletes from each team; prepare a report annually for review by AAC.	Athletic Director and senior staff	Annually, 2006-2011

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Begin conducting Captains Council meetings with AD, FAR and 3 Senior Associate ADs to create dialogue, enhance communication, and increase participation of minority as well as majority student athletes in departmental decision-making and governance. Feedback data will be shared with AAC annually.	Athletic Director, FAR, senior staff, and AAC	Fall 2006 and annually, 2007-2011
			Administer a University-wide Campus Climate Survey to assess all students as well as student athletes' satisfaction with their campus experiences, programs, services, and diversity.	Vice Provost for Diversity and Diversity Council	Begin Fall 2006 and biannually thereafter, 2008-2011
			Utilize data from the University Campus Climate Survey with assessments in Athletics to inform decision-making relative to minority and majority student athletes.	Athletic Director, senior staff, Vice Provost for Diversity, and AAC	Spring 2007, and biannually thereafter, 2007-2011
Organization and Structure	Organization and Structure	Expand recruitment and retention strategies for all positions	Hold coaches and staff responsible for diversity recruitment and hiring in their employment processes.	Athletic Director, coaches, and senior administration	Spring, 2007
		Codify and adhere to hiring practices that ensures widely diverse candidates for 100% of positions (full-time, part-time, support staff, and graduate students)	Ensure the University's diversity hiring practices that are supported by affirmative action policies.	Athletic Director, AAEO Director, and VPD	Fall, 2007
		Extend Life Skills Program outreach and focus to increase knowledge of all forms of diversity.	Plan, coordinate, and assess new diversity-focused programs annually, and provide annual updates to AAC.	Athletic Director, Supervisor of Director of Life Skills, Director of Life Skills, AAC.	Begin Fall 2007, and annually thereafter 2008-2011

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
			Compile program evaluations of Life Skills Programs at the end of each semester.	Director of Life Skills	Spring, 2007, and each semester thereafter
Enrollment	Enrollment	Collaborate with Existing Offices through quarterly meetings	Continue to maintain a collaborative working relationship between the Offices of Athletics and Admissions.	Athletic Director, VP for SAS, Director of Admissions	Fall 2007, Ongoing.
Enrollment	Enrollment	Utilize the record-keeping for the recruitment and retention of minority student athletes	Continue to utilize an electronic record-keeping system to monitor recruitment and retention services for minority student-athletes. (administration of financial aid, academic progress, etc.)	Athletic Director, VP for SAS, Director of Admissions.	By Fall 2008 and thereafter 2008-2011
Comparison Populations	Comparison Populations	Integrate University's Diversity Plan into Athletics Department plans.	Align the Department of Athletics' recruitment and retention plans to that of the institution's future plan that includes continuing its effort to increase participation of minority student-athletes through its recruiting and retention efforts.	Athletic Director, Athletic Staff, Coaches.	Fall, 2007, Annual Assessment.
Participation in Governance and Decision-Making.	Participation in Governance and Decision-Making.	Enhance Process for Minority Student Involvement and review yearly progress	Work to enhance the process in the Department of Athletics that supports the University's commitment to utilizing strategies that will make minority student athletes aware of opportunities to serve on committees.	Athletic Director, Coaches, Athletic Staff.	By Fall, 2008 and thereafter 2008-2011
Participation in Governance and Decision-Making	Participation in Governance and Decision-Making	Develop new strategies and monitor impact	Utilize strategies that encourage minority student-athletes' participation on committees and other decision-making bodies.	Athletic Director, Coaches, Athletic Staff.	Fall 2008.
Employment Opportunities	Employment Opportunities	Enhance Recruitment and Retention Process	Enhance recruitment and retention of a widely diverse staff through funding, partnering, and retention programs with a particular emphasis in the next 3 to 5 years on racial and ethnic minority staff.	President, Athletic Director	Fall, 2007; annual assessment thereafter.

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
P r o g r a m Activities	P r o g r a m Activities	Enhance Collaboration and assess annually	The University will work to establish more engagement and connections between existing diversity support programs and the Department of Athletics.	Athletic Director, Life Skills Coordinator, Compliance Coordinator	Fall, 2007. Annual Assessment.
P r o g r a m Activities	P r o g r a m Activities	Develop Plan of Action by Fall 2007 and assess annually	Develop a plan of action that connects student athletics support services with campus support services and offices.	Athletic Director; AAC	Fall, 2007. Annual assessment thereafter by AAC.

University of New Hampshire

3.3 Student-Athlete Welfare

- 1 Operating Principle 3.3 requires each institution to have established grievance and/or appeal procedures available to student-athletes in appropriate areas. In order to demonstrate conformity with this operating principle, institutions must have grievance and/or appeal procedures in the areas required by NCAA legislation (i.e., transfer releases and cancellation or reduction of financial aid) and in other areas (e.g., problems with coaches, sexual harassment). Further, institutions must ensure that grievance and/or appeal procedures are communicated to student-athletes and staff. After reviewing Page Nos. 91 and 92 of the self-study report, the committee noted your institution does have in place grievance and/or appeal procedures in the areas required by NCAA legislation (i.e., transfer releases and cancellation or reduction of financial aid) and in other areas (e.g., problems with coaches, sexual harassment). Further, the committee noted that your institution has added grievance and/or appeal procedures in areas mandated by NCAA legislation to its Web site and plans to include them in the 2006-07 student-athlete handbook. However, the committee is unclear how your institution communicates grievance and/or appeal procedures in other areas (e.g., problems with coaches, sexual harassment). Therefore, your institution must provide written evidence that it has implemented its plan to include grievance and/or appeal procedures in areas mandated by NCAA legislation in the 2006-07 student-athlete handbook. Further, your institution must provide written evidence that grievance and/or appeal procedures in other areas (e.g., problems with coaches, sexual harassment) are communicated to student-athletes.

Institution Response to CAC Analysis

The compliance policies and procedures manual (which contains appeals and grievance procedures) has not been distributed to student-athletes, primarily because of its length, but it has recently been added to the athletics department's compliance website. In September 2006, the Athletics department distributed academic planners to all student-athletes. The planners contained inserts explaining several policies including appeals and grievance procedures. These procedures have also been posted on the Athletics Department web site and will be incorporated into future versions of the Student Athlete Handbook. Student athletes were informed of these policies and procedures during their pre-season meetings with the Associate Director of Athletics for Compliance. The manuals, academic planners and the inserts will be available during the visiting team's October visit.

- 2 Operating Principle 3.3 requires an institution to provide evidence that it has in place programs that protect the health of, and provide a safe environment for, each of its student-athletes. In order to demonstrate conformity with this operating principle, an institution must communicate its policies in this area to student-athletes and staff. After reviewing Page No. 92 and 93 of your institution's self-study report, the committee is unclear whether emergency medical plans for practices and games, as well as out-of-season workouts, strength training and skills sessions are communicated to student-athletes. Therefore, your institution must provide evidence that emergency medical plans for practices and games, as well as out-of-season workouts, strength training and skills sessions are communicated to student-athletes (e.g., via the student-athlete handbook, posted on the athletics department Web site).

Institution Response to CAC Analysis

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The Sports Medicine Handbook (which includes emergency medical plans) has not been distributed to student-athletes primarily because of its length, but it has recently been added to the athletics department's website. In September 2006, the Athletics department distributed academic planners to all student-athletes. The planners contained inserts explaining several policies, including emergency medical plans for practices and games, out-of-season workouts, strength training and skills sessions. The policies have also been posted on the Athletics Department web site and have been incorporated into the Student Athlete Handbook. Student athletes were reminded of these policies during their pre-season meetings with the Associate Director of Athletics for Compliance. They will be available during the visiting team's October visit.

- 3 Operating Principle 3.3 requires an institution to provide evidence that it has in place programs that protect the health of, and provide a safe environment for, each of its student-athletes. In order to demonstrate conformity with this operating principle, an institution must review its travel policies (e.g., passenger vans, buses, permissible drivers and length of trips) to ensure those policies protect the health of, and provide a safe environment for, its student-athletes. After reviewing Page Nos. 92 and 93 of your self-study report, the committee is unclear if travel policies (e.g., passenger vans, buses, permissible drivers and length of trips) have been reviewed to ensure those policies protect the health and safety of student-athletes and whether those policies are communicated to athletics department staff and student-athletes. Therefore, your institution must provide evidence that travel policies (e.g., passenger vans, buses, permissible drivers and length of trips) have been reviewed to ensure those policies are protecting the health and safety of student-athletes. Further, your institution must provide written evidence that such policies are communicated (e.g., via the student-athlete handbook, posted on the athletics department Web site or printed in the athletics department policies and procedures manual) to staff and student-athletes.

Institution Response to CAC Analysis

The Associate Director of Athletics for Internal Operations developed Car/Van Policies and Procedures, which were endorsed by the President's Athletics Advisory Committee in January 2003. The Associate AD and the Director of Athletics monitor adherence to and effectiveness of these policies and procedures. From time to time, they will provide reports on these topics to the Athletics Advisory Committee. The Car/Van Policies and Procedures have been incorporated into the Athletics Department Policies and Procedures Manual, which is distributed to all coaches and staff.

In September 2006, the Athletics department distributed academic planners to all student-athletes. The planners contained inserts explaining several policies including car/van policies and procedures. The policies have also been posted on the Athletics Department web site and have been incorporated into the Student Athlete Handbook. Student athletes were reminded of these policies during their pre-season meetings with the Associate Director of Athletics for Compliance. They will be available during the visiting team's October visit.

- 4 Operating Principle 3.3 requires an institution to provide evidence that it has in place programs that protect the health of, and provide a safe environment for, its student-athletes. In order to demonstrate conformity with this operating principle, institutions must address each of the four program areas related to student-athlete welfare. After reviewing Page No. 95 of your institution's self-study report, the committee noted your institution did not study the program area of participation in governance and decision making. Therefore, your institution must provide written evidence that it has addressed the program area of participation in governance and decision making by thoroughly responding to points (a) through (c) in self-study Item No. 12.

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Institution Response to CAC Analysis

Describe how the institution studies these topics as they apply to all student-athletes.

The student-athlete exit interview contains the following question that addresses this standard:

"Was the athletics administration available to hear concerns you may have had?" The exit interviews are reviewed by the FAR, the SWA, and the Director of Athletics.

Also, each administrator who supervises a sports team meets with student-athletes from that team at the end of each academic year to discuss the student-athlete's experiences, including involvement in governance. The Associate Director of Athletics for Compliance oversees the evaluation of the Life Skills and SAAC programs on a yearly basis. Finally, in Fall 2006, the Senior Athletics Administrators and the FAR held luncheon meeting with the captains of all sports to begin a more formal collective dialogue on a number of issues, including student athlete involvement in governance.

Provide data demonstrating the institution's commitment to these issues for all student-athletes;

Two student athletes (one male, one female) have seats on the President's Athletics Advisory Committee (AAC). This gives them direct involvement and votes in university-level policy-making for athletics. The FAR works with the Director of Athletics to identify student athlete appointees to the AAC.

UNH has also developed and sustained a Student-Athlete Advisory Committee (SAAC). The Student-Athlete Advisory Committee (SAAC) is an important student voice in the Department of Intercollegiate Athletics. Two members are selected from each team by the Head Coach and team members. SAAC meets bi-weekly to discuss ideas and issues that are important to student-athletes' well-being and the success of the department. The Life Skills Coordinator is the supervisor of SAAC.

Finally, feedback from the Fall 2006 meetings with team captains has prompted the Department of Athletics to consider organizing a more formal "Captains Council" that will begin in Fall 2007. The Captains Council would be involved in the development and review of department policies (e.g. hazing prevention). The Captains Council would also provide feedback on student-athlete involvement in governance

Explain how the institution will address these topics in the future for the welfare of all student-athletes.

The Athletics Director and senior athletics staff will monitor the above strategies that encourage student athlete's participation in governance and decision-making. They will make an annual report to the AAC