

Athletics Certification Peer-Review Team Report

Northern Arizona University

Evaluation of the Self-Study

Accuracy

The peer-review team found through the process of on-campus, in-person interviews and examination of documents provided, that the presentation of the self-study was an accurate representation of the situation at the institution.

Broad-Based Participation in the Self-Study Process

Through a review of the institution's self-study report, the institution's responses to the committee's analysis and interviews, the peer-review team found that the self-study process has involved a wide, broad-based representation from the campus community as well as supporters of the university in general and the athletics program specifically. The peer-review team interviewed members of the Arizona Board of Regents including the President of the governing body who was "very pleased" with the ongoing development of the athletics program and specifically in the area of compliance. The peer-review team concluded the visit complimenting the university President, athletics director and campus participants in the self-study process and on the thorough manner in which the university completed its work on the self-study.

Governance and Commitment to Rules Compliance

1.1 Institutional Control, Presidential Authority and Shared Responsibilities

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

The committee did not identify any issues.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

1.2 Rules Compliance

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

1. NCAA Operating Principle 1.2 requires that an institution demonstrate a clear and unambiguous commitment to rules compliance is a central element in all personnel matters for individuals involved in the intercollegiate athletics program. In order to demonstrate conformity with this operating principle, an institution must provide written evidence that all individuals inside the athletics department have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, performance evaluations and job descriptions. After reviewing Page No. 28 of your institution's self-study report, the NCAA Division I Committee on Athletics Certification (hereafter referred to as "committee") noted coaches and athletics administrators have statements regarding the importance of rules compliance in their contracts. However, the committee is unclear if a statement regarding the importance of rules compliance is included in job descriptions and performance evaluations for all coaches and administrative staff inside the athletics department. Therefore, your institution must provide written evidence by December 19, 2008, that all coaches and administrative staff inside the athletics department have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, performance evaluations and job descriptions.

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Rationale as to how the committee's issue has been addressed:

NCAA Operating Principle 1.2 requires that an institution demonstrate a clear and unambiguous commitment to rules compliance must be a central element in all personnel matters for all individuals inside the athletics department.

Through interviews and a review of records, the peer-review team verified and confirmed that appropriate language regarding the commitment to NCAA rules compliance has been included in job descriptions, letters of appointments and contracts, and performance evaluations for all individuals inside the athletics department. Therefore, the peer-review team determined that your institution has satisfied this issue.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

The peer-review team suggests your institution solicit input from the compliance office in evaluating an individual's commitment to NCAA rules compliance as part of the individual's annual performance evaluation.

Academic Integrity

2.1 Academic Standards

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

The committee did not identify any issues.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

2.2 Academic Support

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

1. Operating Principle 2.2 requires that an institution's academic support services for student-athletes must be reviewed and approved periodically by academic authorities outside the department of athletics. In order to demonstrate conformity with this operating principle, an institution must demonstrate that academic support services for student-athletes are subject to a comprehensive review at least once every three years by academic authorities outside of athletics who do not have day-to-day responsibilities in the academic support services area. After reviewing Page Nos. 58 through 67 of your institution's self-study report, the committee noted the academic support services provided for your student-athletes in the areas of study hall, academic progress monitoring and reporting, and mentoring have not been reviewed and approved in the last three years. Therefore, your institution must provide written evidence that its academic support services for student-athletes in the areas of study hall, academic progress monitoring and reporting, and mentoring have been subject to a comprehensive, written review and approval by academic authorities outside the department of athletics who do not have day-to-day responsibilities in the academic support services area. Further, institutions must involve on-campus personnel as participants in the review of academic support services (e.g., academic board, undergraduate education office, provost office). In addition, your institution must describe any relevant corrective actions planned or implemented from the recommendations contained in the academic support services review. Further, this review must be conducted by December 19, 2008. Finally, your institution must ensure that this review will occur at least once every three years in the future.

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Rationale as to how the committee's issue has been addressed:

Operating Principle 2.2 requires that an institution's academic support services for student-athletes must be reviewed and approved periodically by academic authorities outside the department of athletics.

The peer-review team determined that your institution used on-campus authorities, outside of the athletics department, to conduct a review of the academic support services for student-athletes in the areas of study hall, academic progress monitoring and reporting, and mentoring in September 2008. The review committee was appointed by the Associate Vice President for Student Affairs and consisted of the Vice Provost for Academic Affairs, Executive Director of Educational Support Services, Assistant Director of Educational Support Services, and the Director of Gateway Student Success Center and the Academic Transition Programs.

The committee made a number of recommendations, all of which were addressed and corrective actions were taken by September 29, 2008. The corrective actions identified during the academic support services review in the areas of study hall, academic progress monitoring and reporting, and mentoring were:

1. The Policy and Procedures Manual (202.1) needs to be updated to reflect the exemption from study hall and/or attendance policy form.

ACTION TAKEN: The Policy and Procedures Manual (202.1) was updated September 29, 2008, and the study hall and/or attendance policy was revised September 25, 2008.

2. It was recommended that the Policy and Procedures Manual (202.1) be revised to include "written or verbal" action plans and to document verbal action plans in athletics tracking documents.

ACTION TAKEN: The manual was revised September 29, 2008. Documentation of verbal action plans are currently being tracked in a spreadsheet that is updated by academic coordinators after each midterm academic progress report.

3. It was recommended that the Policy and Procedures Manual (202.1) be updated to reflect the title change of the EPS 199 academic authority and the number of student-athletes participating in the mentoring program each year.

ACTION TAKEN: This update was completed September 29, 2008.

Through your institution's response to the committee's analysis and records reviews and interviews, the peer-review team feels that a review of academic support services in the areas of study hall, academic progress monitoring and reporting, and mentoring did take place by authorities outside of athletics, recommendations for improvement were made and that those recommendations were acted on; therefore, your institution has satisfied this issue.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

Equity and Student-Athlete Well-Being

3.1 Gender Issues

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

The committee did not identify any issues.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

3.2 Minority Issues

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

The committee did not identify any issues.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

None.

3.3 Student-Athlete Well-Being

A. Evaluation of the Athletics Program in Relation to the Operating Principle.

Committee on Athletics Certification Identified Issues

1. Operating Principle 3.3 requires an institution to provide evidence that the well-being of its student athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis. In order to demonstrate conformity with this operating principle, an institution's instrument used to conduct student-athlete exit interviews must contain questions related to the institution's commitment to the academic success of its student-athletes and questions to measure the effectiveness of the institution's mechanisms (e.g., exit interview process) to monitor the well-being of its student-athletes. After reviewing Page No. 154 of your institution's self-study report, the committee noted your institution has an exit interview process in place for student-athletes. However, the committee is unclear whether the exit interview instrument contains questions related to your institution's commitment to the academic success of your student-athletes and questions to measure the effectiveness of your institution's mechanisms (e.g., exit interview process) to monitor the well-being of your student-athletes. Therefore, your institution must provide written evidence that the instrument used to conduct student-athlete exit interviews contain questions related to your institution's commitment to the academic success of student-athletes and questions to measure the effectiveness of the mechanisms to monitor the well-being of your student-athletes.

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Rationale as to how the committee's issue has been addressed:

Operating Principle 3.3 requires an institution to provide evidence that the well-being of its student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis. In order to demonstrate conformity with this operating principle, an institution's instrument used to conduct student-athlete exit interviews must contain questions related to the institution's commitment to the academic success of its student-athletes and questions to measure the effectiveness of the institution's mechanisms (e.g., exit interview process) to monitor the well-being of its student-athletes.

Through interviews and a review of records, the peer-review team determined that questions related to your institution's commitment to the academic success of its student-athletes and questions to measure the effectiveness of your institution's mechanisms (e.g., exit interview process) to monitor the well-being of its student-athletes have been included in your institution's newly developed "student-athlete exit survey". Therefore, the peer-review team believes your institution has satisfied this issue.

B. Additional Peer-Review Team Issues

None.

C. Opportunities for Enhancement

The peer-review team suggests your institution consider providing anonymous feedback from the student-athlete exit surveys to coaches as this will provide coaches with an opportunity to improve the student-athlete experience, as well as their respective sport programs.

Individuals Interviewed on Campus

| Name | Title |
|-------------------------------|---|
| Adras, Mike | head men's basketball coach |
| Anderson, Cindy | senior associate director residence life, equity and student-athlete well-being subcommittee chair |
| Bedortha, Brad | head women's golf coach |
| Bickel, Sarah | associate vice president of student affairs, steering committee chair |
| B o d d i c h e r , Carson | student-athlete, men's track and field |
| Boyce, Fred | president, Arizona board of regents |
| Brandel, Rick | dean of students for student life, governance and commitment to rules compliance subcommittee chair |
| Bremer, Meghan | student-athlete, women's golf |
| Bruggeman, Jared | associate athletics director for compliance |
| B r u g g e m a n , Maria | associate athletics director, senior women's administrator |
| Bruno, Kim | head men's and women's tennis coach |
| Butcher, Becky | research specialist, senior, chief report writer |
| Calderon, Ernie | member, Arizona board of regents |
| Choate, Criag | head women's volleyball coach |
| Clark, Anna | student-athlete, women's soccer |
| Fallis, Jim | athletics director |
| Fitchett, Jessica | fiscal operations manager, college of health and human services |
| Greenwood, Roni | student-athlete, women's volleyball |
| Haeger, John | president |
| Hardy, JW | head men's and women's track and field coach |
| Hasegawa, Yumi | student-athlete, women's tennis |
| H e c h a m s o n , Maria | student-athlete, women's swimming and diving |
| Johns, Andy | head women's swimming and diving coach |
| Johnson, Gae | professor, college of education |
| Jones, Cameron | student-athlete, men's basketball |
| Kelly, Laurie | head women's basketball coach |
| Kriesien, Lance | student-athlete, football |
| Leonard, Laura | member, Arizona board of regents |
| Mckay, Kay | director of big brothers and big sisters of Flagstaff |
| Newson, Lynn | assistant director for compliance |
| Osiadacz, Emily | student-athlete, women's volleyball |
| Pitt, Ron | associate provost, academic administration, academic integrity subcommittee chair |
| Reiff, Andrew | student-athlete, men's tennis |

| Name | Title |
|----------------|--|
| Sidman, Joel | executive director, Arizona board of regents |
| Sjoberg, Wayne | faculty athletics representative, professor, college of social and behavioral sciences |
| Souers, Jerome | head football coach |
| Verkest, Diane | director of human resources |
| Ziemba, Emy | student |

Institutional Records Reviewed on Campus

| Records Reviewed |
|---|
| Big Sky Conference manual |
| Equity in Athletics Disclosure Acts forms for last three years |
| Equity in Athletics Disclosure Acts reports for three most recent academic years |
| NCAA financial reports for three most recent academic years |
| academic advising report spring 2008 |
| academic support services review for areas of study hall, academic progress, monitoring and reporting, and mentoring |
| athletics department organizational chart |
| athletics training policies |
| compliance manual |
| compliance policies and procedures (e.g., compliance manual) |
| composition of the institution's governing board (Arizona board of regents) |
| documentation assessing institution's goals and actions regarding Title IX |
| documentation of conference involvement in reviewing compliance efforts |
| documentation of rules education programs for boosters, student-athletes, coaches, athletics department staff, faculty and institutional staff |
| documentation of secondary rules violations for last three years |
| documentation related to periodic evaluation of rules compliance program by some authority outside athletics |
| emergency medical plans for practices, games, strength training, skills sessions and out-of-season workouts |
| facilities schedules for practice and competition |
| information concerning the academic performances of sports teams |
| information from student-athletes' exit interviews |
| information regularly reported to president, faculty athletics representative and athletics director concerning the academic performances of sports teams |
| information related to programs and activities for staff, coaches and student-athletes |
| information related to the recruitment and retention of diverse staff, coaches and student-athletes |
| institution's regular, published entrance requirements |
| institution's special admissions policies |
| institution's written grievance procedures and appeal procedures for areas mandated by NCAA and other areas |
| institutional handbook for all students |
| institutional organizational chart |
| job descriptions, contracts and evaluation forms for athletics staff (and others outside the athletics department who are involved in rules compliance) |
| list of athletics booster organizations and officers |
| minutes from steering committee meetings |
| minutes of athletics board meetings (intercollegiate athletics council) for last three years |
| minutes of subcommittee meetings |
| minutes of the institution's governing board meetings (Arizona board of regents) |

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| Records Reviewed |
| missed class policies |
| most recent Academic Progress Rate report |
| most recent Federal Graduation Rates report |
| most recent Graduation Success Rate report |
| most recent institutional catalog and bulletin |
| policies and procedures for athletics booster groups |
| policies and procedures for athletics department |
| policies of the institution's governing board which relate to athletics |
| published policies of governing board |
| random sampling of student-athlete eligibility files |
| sample eligibility files |
| sample of student-athlete exit interviews |
| sample of updated job descriptions for athletics administrative staff |
| sample of updated job descriptions for coaches |
| sample of updated performance evaluations for athletics administrative staff |
| sample of updated performance evaluations for coaches |
| sample recruiting logs |
| scheduling policies |
| sports and facility schedules for all sports |
| sports medicine policies |
| sports schedules |
| student-athlete handbook |
| travel policies |
| updated exit interview instrument |
| written policies related to hiring policies and procedures including policies related to the use of outside firms |
| written statments that address diversity |