



UNIVERSITY OF NEBRASKA AT OMAHA



NCAA INSTITUTIONAL PERFORMANCE PROGRAM SELF-STUDY

MAY 2014

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# INTRODUCTION

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## **INSTITUTIONAL INFORMATION**

### **Type of Institution**

Public

### **Year institution was founded**

1908

### **Special Affiliation?**

No

### **Coeducational?**

Yes

### **Total student enrollment (undergraduate and graduate combined) [using a full-time equivalency (FTE basis)]**

12,248

### **Number of Faculty [using a full-time equivalency (FTE) basis]**

520

### **Highest level of academic degree offered**

PhD

### **Institution's governing entity**

Board of Regents

### **Regional accreditation agency**

North Central Association of Colleges and Secondary Schools/Higher Learning Commission

### **Date of most recent regional accreditation self-study**

UNO has chosen the Academic Quality Improvement Program (AQIP) path for accreditation. This is an on-going system portfolio to maintain UNO's accreditation by demonstrating UNO meets accreditation Standards and expectations through various performance measures and activities. The most recent UNO AQIP Systems Portfolio is 2012 AQIP Portfolio with April 2013 Addendum.

### **Current accreditation status**

Accredited

## **ATHLETICS INFORMATION**

### **Subdivision status of athletics program**

Division I (without football)

### **Conference affiliation(s) or independent status**

Summit League | National Collegiate Hockey Conference (Hockey only)

### **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.

# INTRODUCTION

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## **Date of NCAA major infractions case(s) (if any) on the areas of the Institutional Performance Program**

There have been none.

## **Other significant events (with dates) in the history of intercollegiate athletics program in the last 10 years.**

2009-10: Invitation and entrance into the Western Collegiate Hockey Association

2011: Reclassification from NCAA Division II to NCAA Division I

2011: Invitation and entrance into the Summit League

2011: Discontinued Football and Wrestling

2011: Added Men's Golf and Men's Soccer, to maintain 15 varsity athletics programs

2013: Invitation and entrance into the National Collegiate Hockey Conference

## **Changes in key senior-level positions, institutional or athletics program in last 10 years.**

John Christensen was hired as Chancellor in 2007. In 2009 he hired Trev Alberts as Director of Athletics for UNO. This decision has resulted in the director leading the progression of UNO toward the move to Division I, budgetary accountability, and the development of new facilities. As the Director of Athletics, Trev is responsible for performance evaluations and recommendations for salary increases for his staff. Further, Trev's recommendations are sent to the Chancellor for approval just as any other department's request. Trev has established a leadership team that has supported his vision, as well as the Chancellor's, to help UNO become the major metropolitan University and Athletics Department that the community can be proud of, while maintaining fiscal responsibility.

Other key personnel decisions which have occurred during the past seven years included the hiring of new coaches. With the move to Division I there has been a change in how coaches are paid. In the past, most coaches also taught courses in the Health Physical Education and Recreation program and part of their salary was paid by the College of Education. UNO is reducing the number of coaches who teach in the College of Education as part of their employment. This change is being phased in as part of the transition to Division I. UNO also hired a physician to become the Assistant Athletics Director for Athletic Performance, overseeing both the Strength and Conditioning Department and the Athletic Training Department. As a part of this decision, the Athletic Training Department was separated from the Athletic Training Major in HPER and Athletics Department athletic trainers were relieved of their responsibilities to teach in the HPER program; however, student trainers and graduate assistants in Athletic Training will still be maintain their presence within the Athletics Department.

Finally, UNO Athletics continues to hire additional staff to help support the growth and demand for UNO Athletics as it continues the transition into Division I athletics. Support staff already hired include: Assistant Athletic Director - Academics, Director of Compliance, Director of Student-Athlete Development, Director of Ticketing Operations, and Director of Community Relations. Finally, UNO has made a significant step in hiring a full-time Athletics Certification Specialist in Records and Registration to assist with certifying student-athlete eligibility.

## **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) in the last 10 years.**

Over the past 10 years there have been many significant changes in the athletics program. Conference affiliation has changed three times from the North Central Conference to the Mid America Intercollegiate Athletics Association in 2008 to the Summit League in 2011. Similarly, the Hockey team has changed from the Central Collegiate Hockey Association to the Western Collegiate Hockey Association in 2009 to the newly formed National Collegiate Hockey Association in 2013.

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UNO has 16 sports (six men and ten women). Significant changes occurred in 2011 when UNO made the move to Division I status. Football and wrestling were discontinued and men's golf and men's soccer were added.

Admissions standards have stayed very much the same and graduation rates have improved. As noted in the academic integrity section, student-athletes graduate at a higher rate than students generally on UNO's campus and compare very well against their peers.

The fiscal stability of the athletics program has also changed greatly. Revenue opportunities at the Division I level have significantly increased while expenses have gone down due to the changing of the sports sponsorship. For example, men's basketball in the most recent year had \$175,000 of ticket revenue and \$340,000 of guarantee game revenue for a total of \$515,000. The expenses of men's basketball is close to \$700,000. At the Division II level total revenue for men's basketball was \$15,000 while expenses were around \$500,000. This is a net gain. Overall, the department receives institutional subsidies that comprised about 50% of the total athletic budget. Compared with other public, non-football Division I institutions that ranks second lowest. This is important based on the nature of today's fiscal accountability and making sure there is less reliance on state tax payer support.

## **INSTITUTIONAL PERFORMANCE PROGRAM SELF-STUDY INFORMATION**

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### **Steering committee chair**

BJ Reed, Senior Vice Chancellor, Academic and Student Affairs

### **Report coordinator**

John Fey, freelance writer

### **Campus contact**

Angie Sargus, administrative assistant to BJ Reed

### **Institutional Performance Program liaison**

Josh White, Senior Associate Athletic Director

**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.**

Throughout the process, the steering committee and subcommittees were comprised of student-athletes, faculty, staff and administrators from across UNO's university community. The subcommittees drafted the self-study as well as any plans for improvement. All responses were analyzed by the steering committee in meetings held throughout 2013 and spring, 2014. A weblink was set up with the self-study drafts so that the broader university community could comment on the report and all of the work that was completed was reported on by a University of Nebraska Regent. Finally, the University of Nebraska Board of Regents approved the self-study report and plans for improvement.

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**Provide an electronic copy of the institution's written plan for conducting the self-study.**

UNO's written plan is attached to this report. (Written Plan -NCAA Institution Performance Program.pdf)

**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.**

**The University of Nebraska at Omaha**

**Mission**

The University of Nebraska at Omaha is Nebraska's metropolitan university -- a university with strong academic values and significant relationships with our community that transform and improve life.

**UNO will:**

1. Place students at the center of the educational enterprise;
2. Expand the educational achievement, intellectual aspirations and horizons of our students with local, state, national, and global communities;
3. Offer comprehensive educational programs and services of the highest quality;
4. Serve as a recognized center for research, scholarship, creative expression and artistic performance designed to meet the broader community's needs;
5. Provide outreach partnerships that address the concerns and interests of the broader external community and, in doing so, become an integral part of the community;
6. Build understanding and respect in academic and human relationships by reflecting the dynamic and culturally rich nature of the metropolitan area;
7. Exercise statewide responsibility for selected graduate and undergraduate programs.

**Vision**

The University of Nebraska at Omaha will be a metropolitan university of high distinction -- a university with strong academic and scholarly values distinguished by creative relationships with the communities we serve.

**Values**

The University of Nebraska at Omaha community is a diverse group of individuals sharing core values and working together to accomplish a common mission and vision.

**UNO:**

8. Believes that knowledge enriches the lives of all people and is committed to preparing students to face the challenges of living and learning in an ever-changing world;
9. Strives for an ideal educational partnership characterized by the commitment of: students to learning; faculty to the highest ideals of teaching, research, service; and staff to the highest standards of education and service;
10. Values the welfare, talents, and future of our employees and commits to expanding their professional development;
11. Values the educational, cultural, and economic strengths of our communities and is committed to enhancing these through teaching, research, service and outreach;

# INTRODUCTION

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12. Values educated and healthy citizens and is committed to offering programs that improve their quality of life;
13. Encourages, celebrates, and adopts the principles of inclusion, representation, openness and diversity.

## **The University of Nebraska at Omaha Athletics Department**

### **Mission:**

The mission of the University of Nebraska Omaha Athletic Department is to provide its student-athletes with a positive and competitive academic and athletic experience which will prepare them for lifelong achievement and success.

### **Guiding Principles:**

1. Excellence: Upholding superior standards for academic and athletic performance.
2. Passion: Dedication to putting the student-athlete in a position to achieve at the highest level and committing the resources necessary for success.
3. Teamwork: A network of student-athletes, athletics department professionals, and fans committed to the goals and objectives of UNO athletics.
4. Integrity: All athletics department decisions and actions are made honestly.
5. Community: UNO athletics will be engaged in the community and support partnerships that promote service, learning and outreach.

## **ATTACHMENTS**

**Written Plan - NCAA Institution Performance Plan.doc**



The Association’s principle of institutional control vests in the institution the responsibility for the conduct of its athletics program, including the actions of its staff members and representatives of its athletics interests. In fulfilling this principle, the institution shall demonstrate that:

- The institution’s governing board provides oversight and broad policy formulation for intercollegiate athletics in a manner consistent with other units of the institution.
- The chancellor or president is assigned ultimate responsibility and authority for the operation, fiscal integrity and personnel of the athletics program.

Appropriate campus constituencies have the opportunity, under the purview of the chancellor or president to provide input into the formulation of policies relating to the conduct of the athletics program and to review periodically the implementation of such policies.

OPERATING PRINCIPLE 1.1

Institutional Control, Presidential Authority and Shared Responsibilities

**1 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 athletics director to the chancellor or president.**

*Measurable Standard No. 1*  
*The chancellor or president must have and demonstrate clear and direct oversight of the athletics program.*

The Chancellor, with authority and responsibility vested by the Board of Regents of the University of Nebraska (the Board), maintains clear and direct oversight of the University’s intercollegiate athletic program. The Director of Athletics reports directly to the Chancellor, who is the final decision maker for the University of Nebraska Omaha (UNO). The Chancellor and Director of Athletics have in-person bi-weekly meetings, and they also have daily conversations so that the Chancellor may stay abreast of any significant items related to athletics.

No less than twice a year, the Chancellor will have a meeting that involves the governance of athletics that will include other senior administrators, including the Senior Associate Athletics Director, the Director of Compliance, the Faculty Athletics Representative, and the Senior Vice Chancellor for Academic and Student Affairs. Further, once a month, the Chancellor’s Council (a leadership group on campus) will receive an update from the Director of Athletics (or his designee) regarding the most pertinent items related to athletics.

The Chancellor regularly communicates with the Board of Regents, and in conjunction with the Director of Athletics will make various presentations and reports to the Board, as required or requested.

The Director of Athletics reviews with the Chancellor the NCAA Institutional Performance Program, provides updates on the Division I reclassification process, as well as academic progress rate (APR) information on a continual basis. While not required, the Chancellor shares this information with the Board of Regents to keep them apprised of developments on the campus.

Through this structure, the Chancellor exercises ultimate responsibility for the conduct and control of the Athletics Department, including, but not limited to, capital facilities, personnel decisions involving key staff or coaches, compensation, corporate partnerships, major contracts, governance and fundraising. The Chancellor also has elevated the role of the Faculty Athletics Representative (FAR) on campus. The Chancellor and FAR meet on an annual basis for the annual report of FAR activities. However, the Chancellor and FAR meet additionally throughout the year to discuss FAR/Athletics items as necessary. These meetings include briefings



# GOVERNANCE AND COMMITMENT TO RULES

## Operating Principle 1.1

of annual NCAA meetings, NCAA Rules Seminar meetings, Summit Conference meetings and NCHC meetings. Further, there are numerous ad hoc meetings during the year with both the Chancellor and the Senior Vice Chancellor for Academic and Student Affairs. Most recently, the FAR conducted a year-long campaign to meet with various units across campus (e.g., Faculty Senate, Faculty Senate Subcommittees, Student Senate, Academic Advisors Committee, etc.) to explain the role and function of the FAR regarding the campus, community and the NCAA. Also, the FAR is part of the Executive Staff within athletics and attends bi-weekly Athletics Department meetings.

## **2 In the last 10 years, 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.**

We have identified three primary areas in which major decisions have been made relating to intercollegiate athletics on the UNO campus:

1. organizational structure;
2. facilities; and
3. personnel

Within each of these primary areas there are a number of decisions that make up the core of each area.

As it relates to each of the following items, several groups and individuals help shape and direct the vision and direction of the Athletics Department. For decisions requiring Board of Regents approval, Chancellor John Christensen reviews and approves all proposals made to the President of the University of Nebraska system and the Board of Regents. Without the Chancellor's consent, Board of Regents action items will not proceed past the campus level. At the campus level there are three main groups making decisions related to UNO Athletics. These include: 1) Chancellor's Cabinet, 2) Chancellor's Council, and 3) the Executive Staff of UNO Athletics.

### CHANCELLOR'S CABINET

Senior Vice Chancellor for Academic and Student Affairs

Vice Chancellor for Business and Finance

Associate Vice Chancellor for Student Affairs

Associate Vice Chancellor for Academics

Director of Communications

Executive Associate to the Chancellor

Associate Vice Chancellor, Information Services

Associate Vice Chancellor and Legislative Liaison

Executive Director of Information Services

Assistant to the Chancellor

Associate Vice Chancellor, Enrollment Management

Assistant to Vice Chancellor for Community Engagement

# GOVERNANCE AND COMMITMENT TO RULES

## Operating Principle 1.1

### CHANCELLOR'S COUNCIL

Chancellor's Cabinet

All College Deans including Library and International Studies

Faculty Senate President

Staff Advisory Council President

Director of Athletics

Senior Associate Athletic Director

Alumni Association President

Vice President and Director of Development, University of Nebraska Foundation

Assistant to the Chancellor, Equity Access and Diversity

Human Resources Director

Director of Inclusion, Multicultural Affairs

Assistant to Associate Vice Chancellor, Student Affairs

Associate Vice Chancellor, Research and Creative Activity

Director of Institutional Research

Faculty and Staff Representatives

### UNO ATHLETICS EXECUTIVE STAFF

Associate Athletic Directors

Heads of Departments

Senior Women's Administrator

Attend Executive Staff Meeting

Faculty Athletics Representative

Don Leahy and Connie Claussen, Athletic Director Emeriti

Each of these individuals plays a vital role in the decision-making process for UNO Athletics. The Director of Athletics has a direct report line to the Chancellor and communicates daily and holds bi-weekly meetings to discuss the progress of the department. Additionally, the Faculty Athletics Representative has a direct report to the Chancellor. They meet on a regular basis, including monthly meetings and additional sessions or conversations when needed.

## ORGANIZATIONAL RESTRUCTURE

The organizational structure of the UNO Athletics Department changed significantly over the last 10 years. These changes include conference affiliations and the decision to reclassify as a Division I institution, changes to the reporting structure of the UNO Athletics Committee, rebranding the image of the University and creation of THE ONE FUND and reallocation of state resources for budget purposes.

### CONFERENCE ALIGNMENT & MOVE TO DIVISION I

INDIVIDUAL/GROUP	INVOLVED IN DECISION	ROLE
Chancellor	Y	The Chancellor was not involved in initially spearheading this decision. However, upon ultimately deciding the transition to Division I was the proper move, the Chancellor was heavily involved in key matters, and was critical in getting the Board of Regents' approval of the decision.

# GOVERNANCE AND COMMITMENT TO RULES

## Operating Principle 1.1

Athletics Committee	NA	At the time of this decision, the Athletics Committee's role was one whereby they did not actively engage with the Athletic Department. Specifically, Athletic Committee meetings did not address key matters being considered by the Athletic Department. Since the decision to transition to Division I, the Athletics Committee has been charged with being informed of, and involved in, any major decisions being considered by the Athletic Department.
Faculty Senate	N	Due to the fact that the transition to Division I necessitated the need to drop two sport programs and to receive a bid from a Division I conference, the decision to not inform Faculty Senate was done solely for the purpose of confidentiality in case the move to Division I were to fall through.
Student-Athlete Advisory Committee	N	Due to the fact that the transition to Division I necessitated the need to drop two sport programs and to receive a bid from a Division I conference, the decision to not inform the Student-Athlete Advisory Committee was done solely for the purpose of confidentiality in case the move to Division I were to fall through.
Director of Athletics	Y	The decision to move to Division I was spearheaded by the Director of Athletics. As such, the Director of Athletics was heavily involved in all major decisions at all times during the process, including running feasibility reports and informing the public.
Faculty Athletics Representative	Y	The Faculty Athletics Representative was informed of the decision to move to Division I based on his attendance at the Athletic Department's bi-monthly Executive Staff Meetings. The Faculty Athletics Representative was not heavily involved in any key decisions related to the move to Division I.
Senior Woman Administrator	Y	The decision to move to Division I was spearheaded by the Senior Woman Administrator. As such, the Senior Woman Administrator was heavily involved in all major decisions at all times during the process, including running feasibility reports and informing the public.
Other individuals or campus constituencies	Y	Board of Regents – the Nebraska Board of Regents was informed of the decision to move to Division I prior to anything being announced by UNO.

### UNO ATHLETICS COMMITTEE

INDIVIDUAL/GROUP	INVOLVED IN DECISION	ROLE
Chancellor	Y	The Chancellor was informed of the decision that the UNO Athletics Committee oversight would be governed by an entity outside of athletics. While he was not involved with the decisions of where the Athletics Committee control should be housed, the Chancellor did approve the change once it had been suggested.
Athletics Committee	NA	
Faculty Senate	Y	Faculty Senate was informed of the decision that the Athletics Committee oversight would be governed by an entity outside of athletics due to the fact that members of Faculty Senate must reside on the Athletics Committee. As such, a Faculty Senate representative was aware of the decision to house control outside of athletics. Faculty Senate was not involved in any matters related to the decision to house the Athletics Committee outside of Athletics.

# GOVERNANCE AND COMMITMENT TO RULES

## Operating Principle 1.1

Student-Athlete Advisory Committee	N	
Director of Athletics	Y	The Director of Athletics was informed of the decision that the UNO Athletics Committee oversight would be governed by an entity outside of athletics. While he was not involved with the decisions of where the Athletics Committee control should be housed, the Director of Athletics did approve the change once it had been suggested.
Faculty Athletics Representative	Y	The Faculty Athletics Representative was informed of the decision that the UNO Athletics Committee oversight would be governed by an entity outside of athletics.
Senior Woman Administrator	Y	The Senior Woman Administrator was informed of the decision that the UNO Athletics Committee oversight would be governed by an entity outside of athletics. The Senior Woman Administrator was not involved with the decisions of where the Athletics Committee control should be housed.
Other individuals or campus constituencies	NA	Josh White (Sr. Associate Athletic Director) – The decision to house the Athletics Committee external to the Athletic Department was spearheaded by Josh White, Sr. Associate Athletic Director, as a result of the decision to move to Division I. As such, Josh was heavily involved in coordinating the efforts to have key campus personnel serve on the committee, as well as exacting a greater reporting responsibility by the Athletic Department to the Athletics Committee as part of the reestablishment of the committee.

## BRANDING & MARKETING

INDIVIDUAL/GROUP	INVOLVED IN DECISION	ROLE
Chancellor	Y	The Chancellor was informed of the decision by the Athletic Department to engage in rebranding efforts. Additionally, the Chancellor was provided drafts before finalizing the new “O” branding by the Athletic Department. Finally, the Chancellor was informed of the quiet roll-out strategy with regard to the marketing of the new “O” brand image.
Athletics Committee	NA	At the time of this decision, the Athletics Committee’s role was one whereby they did not actively engage with the Athletic Department. Specifically, Athletic Committee meetings did not address key matters being considered by the Athletic Department. Since the decision to transition to Division I, the Athletics Committee has been charged with being informed of, and involved in, any major decisions being considered by the Athletic Department – branding and marketing efforts such as this would now be included as part of the meeting discussions.
Faculty Senate	N	Due to the fact that Academics has different branding standards than Athletics – this is due to the rules of the Nebraska Board of Regents and the Nebraska Central Administration – the decision was made not to inform Faculty Senate. The standards for Academics are more restrictive than what is permitted for Athletics when it comes to branding, so it was ultimately decided not to involve an entity that adheres to different branding regulations than Athletics.

# GOVERNANCE AND COMMITMENT TO RULES

## Operating Principle 1.1

Student-Athlete Advisory Committee	N	
Director of Athletics	Y	The decision to update the branding and marketing of UNO was spearheaded by the Director of Athletics. As such, the Director of Athletics was heavily involved in all major decisions at all times during the process, including selecting the final design and identifying a marketing strategy to roll-out the new branding.
Faculty Athletics Representative	Y	The Faculty Athletics Representative was informed of the decision to rebrand and remarket based on his attendance at the Athletic Department's bi-monthly Executive Staff Meetings. The Faculty Athletics Representative was not heavily involved in any key matters related to the rebranding or remarketing.
Senior Woman Administrator	Y	The decision to update the branding and marketing of UNO was spearheaded by the Senior Woman Administrator. As such, the Senior Woman Administrator was heavily involved in all major decisions at all times during the process, including selecting the final design and identifying a marketing strategy to roll-out the new branding.
Other individuals or campus constituencies	NA	

### THE ONE FUND & BUDGET ALLOCATION

INDIVIDUAL/GROUP	INVOLVED IN DECISION	ROLE
Chancellor	Y	The Chancellor was informed of the decision to implement The One Fund by the Athletic Department and the NU Foundation. While he was not involved with decisions of the creation or operation of The One Fund, the Chancellor did approve the change once it had been suggested.
Athletics Committee	NA	At the time of this decision, the Athletics Committee's role was one whereby they did not actively engage with the Athletic Department. Specifically, Athletic Committee meetings did not address key matters being considered by the Athletic Department. Since the decision to transition to Division I, the Athletics Committee has been charged with being informed of, and involved in, any major decisions being considered by the Athletic Department – budget allocation and implementation of such financial funds as The One Fund would now be included as part of those meetings.
Faculty Senate	N	
Student-Athlete Advisory Committee	N	
Director of Athletics	Y	The decision to address budget allocation, and ultimately implement The One Fund, was spearheaded by the Director of Athletics as a result of the decision to move to Division I. As such, the Director of Athletics was heavily involved in all major decisions at all times during the process, including outlining the shared responsibilities between the Athletic Department and the NU Foundation, and identifying the strategy for which The One Fund would operate by.

# GOVERNANCE AND COMMITMENT TO RULES

## Operating Principle 1.1

Faculty Athletics Representative	Y	The Faculty Athletics Representative was informed of the decision to focus on budget allocation and ultimately implement The One Fund based on his attendance at the Athletic Department's bi-monthly Executive Staff Meetings. The Faculty Athletics Representative was not involved in any key matters related to the rebranding or remarketing.
Senior Woman Administrator	Y	The decision to address budget allocation, and ultimately implement The One Fund, was spearheaded by the Senior Woman Administrator as a result of the decision to move to Division I. As such, the Senior Woman Administrator was heavily involved in all major decisions at all times during the process, including outlining the shared responsibilities between the Athletic Department and the NU Foundation, and identifying the strategy for which The One Fund would operate by.
Other individuals or campus constituencies	Y	NU Foundation – The decision to address budget allocation, and ultimately implement The One Fund, was spearheaded by the NU Foundation as a result of the decision to move to Division I. As such, the NU Foundation was heavily involved in all major decisions at all times during the process, including outlining the shared responsibilities between the Athletic Department and the NU Foundation, and identifying the strategy for which The One Fund would operate by.

### **FACILITIES**

The second area relating to major decisions is that of facilities on the UNO campus and/or facilities that UNO athletics teams use. The most significant of these facilities is the new UNO Community Arena. This will be intended not only as an Athletics facility, but serving both city and community needs. In the fall of 2012, it was announced the Omaha Civic Auditorium would be closing in 2014 due to an estimated need for \$29 million in basic maintenance. As a result, it became apparent there is an imminent community need for a new facility with a minimum capacity of 6,500 persons. After the loss of the Civic Auditorium, the only remaining arenas in the city will either be too big (CenturyLink Center, capacity 17,000) or too small (Ralston Arena, capacity 3,500). Presently, UNO pays to rent out multiple facilities around the metro area and does not receive any revenue from concession sales or donations related to premium seating.

#### NEW ARENA

INDIVIDUAL/GROUP	INVOLVED IN DECISION	ROLE
Chancellor	Y	The Chancellor has been heavily involved in the decision to build a new arena. Specifically, the Chancellor has been aware of all key decision, including selecting the arena location, assuming responsibility with regard to the financial costs associated with the arena (executing university bonds), etc.
Athletics Committee	Y	The Athletics Committee has been informed of the decision to build the new arena. The Athletics Committee has not been involved with any key decisions related to the arena.
Faculty Senate	Y	Faculty Senate has been informed of the decision to build the new arena; this is due to the fact that one member of Faculty Senate resides on the Athletics Committee. Faculty Senate has not been involved with any key decisions related to the arena.

# GOVERNANCE AND COMMITMENT TO RULES

## Operating Principle 1.1

Student-Athlete Advisory Committee	N	
Director of Athletics	Y	The decision to build a new arena was spearheaded by the Director of Athletics. As such, the Director of Athletics is heavily involved in all major decisions at all times during the process, including selecting the location of the arena, securing private funding for the arena, identifying facility needs, analyzing the financial obligations that accompany the new facility, etc.
Faculty Athletics Representative	Y	The Faculty Athletics Representative was informed of the decision to build a new arena based on his attendance at the Athletic Department's bi-monthly Executive Staff Meetings and his involvement on the Athletics Committee. The Faculty Athletics Representative is not involved in any key matters related to the building of the new arena.
Senior Woman Administrator	Y	The decision to build a new arena was spearheaded by the Senior Woman Administrator. As such, the Senior Woman Administrator is heavily involved in all major decisions at all times during the process, including selecting the location of the arena, identifying facility needs, analyzing the financial obligations that accompany the new facility, etc.
Other individuals or campus constituencies	Y	<p>NU Foundation – the NU Foundation has been heavily involved in helping raise funds for arena; this has been a collaborative effort with the Athletic Department.</p> <p>Board of Regents – the Board of Regents was informed of, and approved, the decision to build the arena.</p> <p>Facilities Development Corporation (FDC) – is a non-profit organization made up of community and campus leaders. The FDC is involved in the following ways:</p> <ul style="list-style-type: none"> <li>• Responsible for ensuring the donors interests are being followed and executed in the building of the arena;</li> <li>• Provide insight on arena design from the “community interest” perspective; and</li> <li>• Decide naming rights.</li> </ul> <p>The FDC are informed of the following decisions:</p> <ul style="list-style-type: none"> <li>• Key arena personnel hires; and</li> <li>• Communication plans for the arena.</li> </ul>

### HAMILTON ACADEMIC EXCELLENCE ROOM

INDIVIDUAL/GROUP	INVOLVED IN DECISION	ROLE
Chancellor	Y	The Chancellor was informed of the decision to design the Hamilton Academic Excellence Room. While he was not involved with decisions of the fundraising or design of the Hamilton Academic Excellence Room, the Chancellor did approve the change once it had been suggested.



# GOVERNANCE AND COMMITMENT TO RULES

## Operating Principle 1.1

Athletics Committee	NA	At the time of this decision, the Athletics Committee's role was one whereby they did not actively engage with the Athletic Department. Specifically, Athletic Committee meetings did not address key matters being considered by the Athletic Department. Since the decision to transition to Division I, the Athletics Committee has been charged with being informed of, and involved in, any major decisions being considered by the Athletic Department – academic facilities such as the Hamilton Academic Excellence Room would now be included as part of those meetings.
Faculty Senate	NA	
Student-Athlete Advisory Committee	Y	The Student-Athlete Advisory Committee was involved in the design process of the Hamilton Academic Excellence Room; this includes student-athlete input on such items as furniture, meeting rooms, equipment, etc., to ensure the necessary study resources are provided.
Director of Athletics	Y	The decision to build the Hamilton Academic Excellence Room was spearheaded by the Director of Athletics. As such, the Director of Athletics was heavily involved in all major decisions at all times during the process, specifically with regard to securing the necessary funding to design and furnish the facility.
Faculty Athletics Representative	Y	The Faculty Athletics Representative was informed of the decision to design and build the Hamilton Academic Excellence Room based on his attendance at the Athletic Department's bi-monthly Executive Staff Meetings. The Faculty Athletics Representative was not involved in any key matters related to the building of the new arena.
Senior Woman Administrator	Y	The Senior Woman Administrator was informed of the decision to design and build the Hamilton Academic Excellence Room based on her attendance at the Athletic Department's bi-monthly Executive Staff Meetings. The Senior Woman Administrator was not involved in any key matters related to the building of the new arena.
Other individuals or campus constituencies	Y	NU Foundation – the NU Foundation was heavily involved in helping raise funds for the Hamilton Academic Excellence Room; this was a collaborative effort with the Athletic Department.

### HPER

INDIVIDUAL/GROUP	INVOLVED IN DECISION	ROLE
Chancellor	Y	The Chancellor was informed of the collaborative decision between the Athletic Department and HPER. The Chancellor was not involved in any key matters related to this matter.
Athletics Committee	N	
Faculty Senate	N	
Student-Athlete Advisory Committee	N	
Director of Athletics	Y	The Director of Athletics was informed of the collaborative decision between the Athletic Department and HPER. The Director of Athletics was not involved in any key matters related to this matter.

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Faculty Athletics Representative	Y	The Faculty Athletics Representative was informed of the collaborative decision between the Athletic Department and HPER. The Faculty Athletics Representative was not involved in any key matters related to this matter.
Senior Woman Administrator	Y	The Senior Woman Administrator was informed of the collaborative decision between the Athletic Department and HPER. The Senior Woman Administrator was not involved in any key matters related to this matter.
Other individuals or campus constituencies	Y	Ethan Anderson (Assistant AD – Facilities) – worked in a collaborative fashion with the Director of HPER to coordinate scheduling, use of facilities, timing, etc.

### PERSONNEL

The final area for major decisions involves personnel. The growth in staffing of the Athletics Department reflects the needs which occur in a Division I program. These needs were not present when UNO was a Division II program and, as part of the transition, the department continues to add additional staff.

### ATHLETIC DIRECTOR HIRING

INDIVIDUAL/GROUP	INVOLVED IN DECISION	ROLE
Chancellor	Y	The Chancellor was involved in the decision to hire the current Director of Athletics. Additionally, the Chancellor formed the search committee tasked with interviewing candidates and making a final recommendation. Ultimately, it was the Chancellor's decision to hire the current Director of Athletics.
Athletics Committee	N	
Faculty Senate	N	
Student-Athlete Advisory Committee	N	
Director of Athletics	NA	
Faculty Athletics Representative	Y	The Faculty Athletics Representative was involved in the decision to hire the current Director of Athletics. The Faculty Athletics Representative sat on the search committee as a representative from both Athletics and Academics.
Senior Woman Administrator	Y	The Senior Woman Administrator was involved in the decision to hire the current Director of Athletics. The Senior Woman Administrator sat on the search committee as a representative from Athletics.
Other individuals or campus constituencies	Y	Search Committee – a search committee was commissioned, consisting of a mix of both Athletic Department staff members and Academic staff members.

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### HEAD COACHES HIRING

INDIVIDUAL/GROUP	INVOLVED IN DECISION	ROLE
Chancellor	Y	The Chancellor is informed of decisions by the Athletic Department to hire head coaches. While he was not directly involved with interview process when it comes to hiring head coaches, the Chancellor has commissioned a cabinet (which he oversees) to approve positions for hiring.
Athletics Committee	N	
Faculty Senate	N	
Student-Athlete Advisory Committee	N	
Director of Athletics	Y	The decision to hire head coaches is spearheaded by the Director of Athletics. As such, the Director of Athletics is heavily involved in all major decisions at all times during the process, including establishing position criteria, interviewing possible candidates, and ultimately in making hiring decisions.
Faculty Athletics Representative	Y	The Faculty Athletics Representative is informed of all open searches and strong candidates for head coaching positions. The Faculty Athletics Representative is not usually directly involved in the interviewing or hiring process.
Senior Woman Administrator	Y	The decision to hire head coaches is spearheaded by the Senior Woman Administrator. As such, the Senior Woman Administrator is heavily involved in all major decisions at all times during the process, including establishing position criteria and interviewing possible candidates.
Other individuals or campus constituencies	NA	

### SUPPORT PERSONNEL HIRING

INDIVIDUAL/GROUP	INVOLVED IN DECISION	ROLE
Chancellor	N	The Chancellor is informed of decisions by the Athletic Department to hire support personnel. While he was not directly involved with interview process when it comes to hiring support personnel, the Chancellor has commissioned a cabinet (which he oversees) to approve positions for hiring.
Athletics Committee	N	
Faculty Senate	N	
Student-Athlete Advisory Committee	N	
Director of Athletics	Y	The Director of Athletics is informed of all hiring decisions. Depending on the particular position and the availability of the Director of Athletics, he will conduct interviews with possible candidates.
Faculty Athletics Representative	N	

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Senior Woman Administrator	Y	The Senior Woman Administrator is informed of all hiring decisions. Depending on the particular position and the availability of the Senior Woman Administrator, she will conduct interviews with possible candidates.
Other individuals or campus constituencies	NA	

### CONCLUSION

UNO has made many significant changes within Athletics. The goal of each of these changes has been to improve the athletic program, the reputation of the University and to be transparent and open to the campus and community. UNO is a metropolitan University with a bright future. The faculty, staff, leadership team and constituents of the University are able to provide input on many important decisions made by the Chancellor. This is true within Athletics as well as every other aspect of the University. With the dynamic and strong UNO committee system, information is provided and freely shared; openness and transparency are keys to success. This is the philosophy of the Chancellor and his leadership team at UNO. As UNO completes its transition into Division I Athletics, changes undoubtedly will continue. These changes will be made with the input and direction of the UNO Athletics Committee, the Faculty Senate, the Student-Athlete Advisory Committee, the Faculty Athletics Representative, the Senior Women's Administrator, and other campus constituents.

### **3 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.**

#### *Measurable Standard No. 2*

*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.*

#### *Measurable Standard No. 3*

*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 self-study process.*

The Nebraska Constitution provides for an elected Board of Regents to manage the entire University of Nebraska System, which consists of four campuses, the University of Nebraska at Omaha ("UNO"), the University of Nebraska at Kearney, the University of Nebraska-Lincoln and the University of Nebraska Medical Center. The Board of Regents appoints a President of the System, and the President, subject to the Board's approval, selects a Chancellor for each campus. Chancellors also serve as Vice Presidents of the University of Nebraska System. The Board of Regents delegates the necessary authority for the administration and operation of the University of Nebraska to the President, who in turn, delegates authority to the Chancellor of UNO to administer and operate UNO. The Chancellor is the Chief Executive Officer of the campus, reporting to the University of Nebraska System President. The Chancellors regularly meet with the President to discuss and address campus concerns, as well as attend all Board of Regents public meetings. The Chancellor has clear and direct oversight of the athletics program. The Chancellor is the immediate supervisor of the Director of Athletics and the Director of Athletics reports directly to the Chancellor. The day-to-day decision making and operation of the Division of Intercollegiate Athletics, which is commonly referred to as the "Athletics Department," resides with the Director of Athletics, with assistance from (and through) delegation to his senior staff management team.

The Director of Athletics and his senior staff management team work closely with the Chancellor and members of the Chancellor's management team to keep them abreast of Athletics Department operations. Faculty oversight in

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connection with intercollegiate athletics is exercised through the UNO Athletics Committee, which functions as part of a shared governance system. The Athletics Committee has broad-based membership of 21 members, comprised of five Athletics Department members, the Faculty Athletics Representative, six faculty/staff members, two representatives from the Office of Academic and Student Affairs, two community members, two student-athletes and three students outside of the Athletics Department. Through this direct reporting line, the Chancellor maintains a clear and direct oversight of the athletics program.

The Board of Regents recognizes the integral and important role of intercollegiate athletics for the different campuses and compliance with athletic conference and NCAA Rules and Regulations. The Board of Regents desires to support and promote an appropriate level of intercollegiate athletic activity at the University, but maintains the teaching, research, and outreach missions of the University are the Board's highest priorities. The Board's policy is to maintain a desirable balance between the academic and athletic missions at the University.

The Board of Regents meets approximately six times per year, or more frequently if circumstances require. Before any scheduled meeting, the agenda and minutes from the prior meeting are distributed to Board of Regents members and publicly posted. The Board receives information from the campuses on topics such as admissions, academic achievement, graduation rates, finances, facilities, personnel, fundraising and athletic conference matters.

The following link outlines the Board of Regents policies in regards to all Nebraska campuses within the University of Nebraska system (<http://nebraska.edu/docs/board/RegentPolicies.pdf>).

The following pages within in the above linked document have policies referencing all policies referencing Athletics. They are:

RP 2.1.7 Statement on Intercollegiate Athletics p. 26

RP 2.3.1 Enforcement of Compliance with Athletic Conference and NCAA Rules and Regulations p. 34

RP 6.3.9 Athletic Staff Contracts with Equipment Manufacturers or Suppliers p. 220

RP 6.4.3 Use of UNO Field House, UNL Coliseum, and UNK Health and Sports Center Facility by Political Parties p. 224

RP 6.4.6 Use of Intercollegiate Facilities p. 224

All presentations made to the Board of Regents are referenced below:

March 15, 2013

UNO Arena/Community Facility

<http://borminutes.nebraska.edu/isysquery/3c0f7188-1ee2-4fa2-b3a0-ab0805224b36/4/doc/March%2015%202013.pdf#xml=http://UNCSISYS.uncsdom.uneb.edu/isysquery/3c0f7188-1ee2-4fa2-b3a0-ab0805224b36/4/hilite/>

January 25, 2013

Transfer of real estate at the UNO arena site

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<http://borminutes.nebraska.edu/isysquery/3c0f7188-1ee2-4fa2-b3a0-ab0805224b36/5/doc/January%2025%202013.pdf#xml=http://UNCSISYS.uncsdom.uneb.edu/>

October 26, 2012

Arena

<http://borminutes.nebraska.edu/isysquery/927855a4-3153-4c82-997b-65c4220779fb/1/doc/October%2026%202012.pdf#xml=http://UNCSISYS.uncsdom.uneb.edu/isysquery/927855a4-3153-4c82-997b-65c4220779fb/1/hilite/>

March 25, 2011,

Special meeting re UNO athletic conference alignment

<http://nebraska.edu/docs/board/agendas/Agenda-3-25-11.pdf>

### **4 In the last 10 years, 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.**

*Measurable Standard No. 4*

*The institution must demonstrate 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).*

The following is a list of significant items sent to the University of Nebraska Board of Regents in the past 10 years for approval. All items were approved and noted in the minutes of the Board. Additional information can be obtained through the Board of Regents full reports if needed.

While not required by statute or Board of Regents policy, additional information is provided to the Board by various campus entities to keep the Board apprised of activities on campus.

MEETING DATE	RECOMMENDED ACTION/SUBJECT
September 20, 2013	Approved the intermediate design, amended budget and financing for the University of Nebraska Omaha (UNO)/Community Facility (the "UNO Arena"). Also granted authority to UNO to apply for liquor license for the Arena.
July 18, 2013	Approved the Inter-local Cooperation Agreements with the City of Omaha for the funding of the UNO Arena.
March 15, 2013	Approved the Program Statement and Budget for the University/Community Arena at the University of Nebraska Omaha
March 15, 2013	Approved Project Agreement for the UNO Arena to be the Home of UNO Athletics and for use of the Omaha Community; and authorized the Chancellor of UNO, in consultation with the President and General Counsel, to enter into arrangements with respect to matters related to the UNO Arena.
October 26, 2012	Authorized the President of the University to enter into a letter of intent with developers for construction of an arena at the University of Nebraska Omaha
April 13, 2012	Approved a five-year agreement between UNO and Nelligan Sports Marketing for marketing and sponsorship activities.
March 2, 2012	Approved a lease agreement with the City of Ralston for use of the Ralston Sports and Event Center for UNO Men's Basketball games.
January 27, 2012	Approved the Program Statement and Budget for the Biomechanics Research Facility at the University of Nebraska Omaha.

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March 11, 2011	Approved the selection of Holland Basham Architects to provide architectural design services for the Community Engagement Center at UNO.
March 25, 2011	Granted a resolution regarding UNO athletic conference alignment, which did not require board approval; however, there was a resolution of support from the Regents.
January 23, 2009	Approved the firm of DLR Group, Inc., to provide design services for the University Life Complex at UNO.
September 5, 2008	Approved the Project Budget for Design of the University Life Complex Phase II at UNO. The University Life Complex, planned for the 54-acre site between Center and Spring Streets, addresses a critical need for the UNO campus. The complex will be home to UNO's Baseball, Soccer and Softball teams and will provide recreational facilities for UNO students and for the community. The project will make the Center Location a fully-functional part of the UNO campus with athletic, recreational and fan facilities, parking and improved connectivity to Aksarben Village and UNO's Pacific location.
March 7, 2008	Approved the resolution relating to the Health, Physical Education and Recreation (HPER) financing which increases the "Not to Exceed" rate from 5.5% to 5.7% provided, however, that if the interest rate is in excess of 5.5%, the approval of the Executive Committee of the Board of Regents will be required. Approved the program statement and budget for the construction of a new College of Business Administration building for UNO. Approved the selection of Holland Basham Architects/Gensler to provide architectural design services for the construction of a new College of Business Administration building.
January 18, 2008	Approved the architectural firm of RDG Planning & Design for design services for Health, Physical Education and Recreation (HPER) addition and renovation at UNO.
June 14, 2007	Approved financing of the Health, Physical Education and Recreation facility expansion and renovation at UNO.
June 14, 2007	Approve the Program Statement and Budget for the Health, Physical Education and Recreation (HPER) facility expansion and renovation at UNO.
September 16, 2005	Approved the non-binding Memorandum of Understanding with Ak-Sar-Ben Future Trust providing for the negotiation of a definitive agreement for <ol style="list-style-type: none"> <li>the exchange of parcels of land located in the Ak-Sar-Ben Business and Education Campus, and</li> <li>the acquisition of the Chili Greens property and approximately 17 acres of real property in the vicinity of 64th and Center Streets in Omaha.</li> </ol>

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

- Hiring a Dean or above requires a vote by the Board; however, Director positions within the University, including Director of Athletics, is not a position that requires Board approval. The Director of Athletics is within the authority of the Chancellor to hire and provided to the Board to keep them apprised of the change.
- All purchases and other contracting authority are treated in a similar manner across all University departments. That is, the characteristics of a contract (its size and/or length of term) which trigger required approval by the Board of Regents are the same characteristics which require approval of a contract in an Athletics Department. Some examples include: the construction of the new arena, the building of the Community Engagement Center and the building of the new College of Business building all required a vote.
- Staff evaluations and individual pay increases do not go the Board for vote, but contracts between the faculty unions at UNO and UNK are negotiated and approved by the Board. These are just a few examples of how the Board approves and follows the policies and procedures they have established and are consistent between academic units and athletics programs.



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Additionally, the following policy statement is from the Nebraska Board of Regents on Intercollegiate Athletics for all three of its campuses that offer Athletics programs.

### RP-2.1.7 STATEMENT ON INTERCOLLEGIATE ATHLETICS

The Board of Regents recognizes the integral and important role of intercollegiate athletics at the University of Nebraska-Lincoln, the University of Nebraska Omaha, and the University of Nebraska at Kearney. Intercollegiate athletics provide opportunities for participants to develop important skills, a source of desirable entertainment for non-participating students, and a valuable link with the broader community outside the University.

While it is the intention of the Board of Regents to continue to support and promote an appropriate level of intercollegiate athletic activity at the University, it must remain clear that the teaching, research, and outreach missions of the University are the Board's highest priorities. The Board intends to maintain a desirable balance between the academic and athletic missions at the University.

It is the policy of the Board of Regents that no increases in expenditures of mandatory student fee funds or state general funds shall be used for any future expansion in the number of team sports, the construction of new or expanded intercollegiate athletics facilities, or the hiring of additional athletic department staff. This limitation is not intended to affect nominal inflationary growth in spending by the campus' existing athletic programs or changes required by gender equity considerations related to existing programs. With regard to private support, solicitation of private donations for athletic programs should be conducted in a manner that minimizes competition with private fund raising for academic programs.

Reference: BRUN, Minutes, 60, p. 147 (July 13, 1996)

- 6 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 the department of athletics policies (e.g., review admissions data, review academic performance data, receive periodic reports from the 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. Student-athlete advisory committee; and/or**
  - 5. Other individual(s) or campus group(s)**

*Measurable Standard No. 5*

*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.*

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Group Name	Explain the role and authority of the individual or group as it relates to intercollegiate athletics	Describe how the individual or group has the opportunity (if any) to provide meaningful input into the formulation of the department of athletics policies (e.g., review admissions data, review academic performance data, receive periodic reports from the department of athletics)	Describe how the individual or group has the opportunity (if any) to periodically review policy implementation
Athletics Board or Committee	The UNO Athletics Committee serves as a venue where issues related to athletics are shared with UNO faculty, staff, and community representatives. Additionally, the UNO Athletics Committee provides input, advice, and review of policies and procedures associated with the Athletics Department.	The UNO Athletics Committee meets on a quarterly basis throughout the year. At these meetings, the UNO Athletics Committee: 1. is provided with information/updates from the Athletics Department, and 2. provides input on both new and existing policies and procedures utilized in the Athletics Department.	During the quarterly meetings of this committee, the UNO Athletics Committee discusses policy and implementation in the Athletics Department. When strategic planning takes place in the Athletics Department, the UNO Athletics Committee helps develop the process of planning and helps develop the plan.
Faculty Senate	The UNO Faculty Senate appoints three representatives to the UNO Athletics Committee, which provides input, advice and review of policies and procedures associated with the Athletics Department.	The three Faculty Senate representatives on the UNO Athletics Committee have the opportunity to provide input on athletics policies at the quarterly UNO Athletics Committee meetings.	The three Faculty Senate representatives on the UNO Athletics Committee have the opportunity to review athletics policies at the quarterly UNO Athletics Committee meetings. On occasion, Athletics staff may present information to the Faculty Senate.

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Faculty Athletics Representative (FAR)	<p>UNO's Faculty Athletics Representative (FAR) reports directly to the Chancellor and holds the following specific duties:</p> <ol style="list-style-type: none"> <li>1. Assisting the Athletics Department in interpreting UNO, conference and national governing body regulations;</li> <li>2. Certifying the academic eligibility of athletes;</li> <li>3. Representing the University at conference and NCAA meetings.</li> <li>4. Advising and assisting the Chancellor and Director of Athletics on any aspect of the intercollegiate athletics program for which advice or assistance is requested.</li> </ol>	<p>FAR is a standing ex-officio member of the Athletics Executive Staff and attends regularly scheduled/special meetings (bi-weekly and as called). The FAR is also a member of the UNO Athletics Committee and reviews Athletics Department policies and procedures, initiates policy and protocol items for the Athletics Department, reviews academic and performance data for student athletes, receives periodic reports from the Athletics Department, and reviews admission data. Additionally, the FAR regularly attends NCAA Rules Seminars, NCAA annual meetings and is a member of and attends the National Faculty Academic Representative Association.</p>	<p>During the regularly scheduled and special meetings of the Athletics Executive Staff, the FAR provides input to the Athletics Executive Staff on athletic policy implementation. During the quarterly meetings of the UNO Athletics Committee, the FAR provides input and reviews Athletics Department policy implementation. As a member of the UNO Athletics Committee, the FAR reviews and provides input on Athletics Department policies and procedures.</p>
Student-Athlete Advisory Committee (SAAC)	<p>SAAC strives to:</p> <ol style="list-style-type: none"> <li>1. Represent UNO as the leaders from each team;</li> <li>2. Promote communication between athletics administration and student-athletes;</li> <li>3. Disseminate SAAC and Athletics Department information to teammates;</li> <li>4. Provide feedback and insight into Athletics Department issues;</li> <li>5. Generate a student-athlete voice within the campus Athletics Department formulation of policies;</li> <li>6. Build a sense of community within the athletics program involving all athletics teams;</li> <li>7. Solicit student-athlete responses to proposed conference and NCAA legislation;</li> <li>8. Organize community service efforts;</li> <li>9. Create a vehicle for student-athletes representation on campus-wide committees;</li> <li>10. Promote a positive student-athlete image on-campus.</li> </ol>	<p>The (SAAC) provides a venue for enhanced communication between athletics administration and student-athletes, an avenue for the Athletics Department to disseminate information, a portal to provide feedback and insight into Athletics Department issues, University and NCAA policies and the ability to create a positive student-athlete image on campus through community service efforts and participation on campus-wide committees.</p>	<p>The SAAC offers feedback on rules, regulations and policies that affect UNO student-athletes. The SAAC provides feedback on UNO Athletics Department policies as well as proposed and newly implemented Summit League and NCAA legislation.</p>

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Other individual(s) or campus group(s)	The Chancellor's Council receives monthly updates from Athletics. The Director of Athletics is a member of this council.	The Chancellor's Council provides input on the formulation of Athletics Department policy as requested by the Chancellor.	The Chancellor's Council receives updates regarding Academic Standing and progress of student athletes, departmental initiatives, and policy change or implementation. This group provides feedback on various topics.
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### **7 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.**

The Compliance Office works to maintain the open dialogue with booster club members regarding questions on NCAA rules. The Compliance Twitter account is also used to provide useful information to alumni and boosters and to answer any questions they may have. Additionally, the Director of Compliance annually attends booster club meetings to introduce him or herself to members and to discuss NCAA rules relevant to alumni and boosters. Coaches have also been educated to direct any questions from alumni or boosters to the Compliance Office. The Compliance Office anticipates providing NCAA Compliance Education material in game programs or media guides in order to reach these demographics. UNO does not have any other support groups or foundation boards. Finally, no institutional personnel serve on the UNO athletic booster club (The Blue Line Club), nor any other support groups or foundation boards.

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

MEMBER	REPRESENTATION
Deborah Smith-Howell	Office of Academic & Student Affairs, Chair
Rick Jeffries	Community
Fran Marshall	Community
Willie Austin	Faculty Senate
Scott Vlasek	Faculty at Large
Daniel Hawkins	Faculty Senate
Steve Geiken	Staff Advisory Council
David Conway	Faculty at Large
James McCarty	Office of Academic & Student Affairs
Adam Tyma	Faculty Senate
Brian O'Rourke	Student Athlete
Andrew Ashmore	Student Body
Kelley Wollak	Student Athlete
David Farris	Student Government
Brock Lewis	Student Government
Bill Wakefield	Faculty Advisory Representative (FAR)
Mike Kemp	Athletic Administration
Josh White	Athletic Administration

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Lindsey Stineman Ekwerekwu	Athletic Administration
Jacquelyn Duysen	Athletic Administration
Dani Brooke	Athletic Administration

### **9 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:**

- a. Budget, including all sources of funding;**
- b. Accounting;**
- c. Purchasing; and**
- d. Debt management.**

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

*Measurable Standard No. 6*

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

#### **BUDGET**

The Athletics program follows the same budget process as other University departments. On an annual basis, the Senior Associate Athletic Director/SWA works with the Director of Athletics to prepare a proposed budget, using approved guidelines established by the Office of the President, which is submitted to the office of the Vice Chancellor for Business and Finance for review. The budget is then reviewed and approved by the Chancellor, along with the budgets for all other UNO units. The budget update process begins in April and continues through July. The President of the University of Nebraska submits a total University-wide budget to the Board of Regents for approval.

The Chancellor approves salary increases for all individuals who report directly to the Director of Athletics. The President of the University of Nebraska approves salary increases for the Director of Athletics, as he does for all individuals who report directly to the Chancellor.

The Athletics Department budget includes most funds that are spent on Athletics. In addition to general state support and Athletics generated revenues, funding is received from donations through the University of Nebraska Foundation (Foundation) and the Alumni Association (Alumni) Funds. The Foundation and Alumni funds are included in the Athletics Department budget and receive consistent treatment in the Athletics budget as well as other campus departments.

In addition to the funds allocated to the Athletics Department budget, a portion of the donations to the Foundation and Alumni Association are not included in the Athletics Department budget. These are used for development and cannot be expended through the state University system.

The Board of Regents has a policy on intercollegiate athletics that affects the degree to which the budget should grow:

*While it is the intention of the Board of Regents to continue to support and promote an appropriate level of intercollegiate athletic activity at the University, it must remain clear that the teaching, research and outreach missions of the University are the Board's highest priorities. The Board intends to maintain a desirable balance between the academic and athletic missions at the University.*

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*It is the policy of the Board of Regents that no increases in expenditures of mandatory student fee funds or state general funds shall be used for any future expansion in the number of team sports, the construction of new or expanded intercollegiate athletics facilities, or the hiring of additional athletic department staff. This limitation is not intended to affect nominal inflationary growth in spending by the campus' existing athletic programs or changes required by gender equity considerations related to existing programs. With regard to private support, solicitation of private donations for athletic programs should be conducted in a manner that minimizes competition with private fund raising for academic programs.*

The Senior Associate Athletic Director/SWA monitors the budget throughout the year in coordination with the Director of Athletics and the Office of the Vice Chancellor for Business and Finance. The Director of Athletics also keeps the Chancellor informed of any budgetary issues.

### **ACCOUNTING**

Transactions related to the Athletics Department are processed the same as those for other units at UNO and are recorded in the University's financial system. The Associate Athletic Director for Internal Operations has primary responsibility for athletic financial transactions. Expenses are processed through Accounting Services, a department within the organizational structure of the Office of the Vice Chancellor for Business and Finance. Reports are available for regular monitoring of actual versus budgeted activity in the Athletics Department. Withdrawal documents for funds held by the University of Nebraska Foundation and by the Alumni Association are also processed by the Associate Athletic Director for Internal Operations through the Compliance Officer who is within the organizational structure of the Office of the Vice Chancellor for Business and Finance.

### **PURCHASING**

The Athletics Department follows the same established University policies as other units at UNO, including bidding procedures. Purchasing cards are used for purchases up to \$4,999. Travel cards are available for items related to team travel. The Associate Athletic Director for Internal Operations works with Accounting Services, a department within the organization structure of the Office of the Vice Chancellor for Business and Finance in coordinating all purchases and payments for athletics.

All purchases and other contracting authority are treated in a similar manner across all University departments. That is, the characteristics of a contract (its size and/or length of term) which trigger a required approval by the Board of Regents are the same characteristics that require approval of a contract in the Athletics Department. Some examples include: The construction of the new arena, the Community Engagement Center and the new College of Business building.

### **DEBT MANAGEMENT**

Capital projects are developed as part of a UNO planning process, guided by the UNO Master Plan (Facilities Development Plan) and the Campus Strategic Plan. Multiple stakeholders are involved in the capital planning process. Capital projects are overseen by Facilities Management and Planning, a department within the organization structure of the Office of the Vice Chancellor for Business and Finance. Any debt incurred is issued by either the Board of Regents of the University of Nebraska or the University of Nebraska Facilities Corporation (the Board of Regents also serve as the Board for this entity). The Athletics Department is not involved in issuing or managing debt payments. Currently, the only debt related to athletic activities is for the new Arena being constructed on the Center Street campus. Debt payments will be managed through Finance, a department within the organization structure of the Office of the Vice Chancellor for Business and Finance.

# GOVERNANCE AND COMMITMENT TO RULES

## Operating Principle 1.1

- 10 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.**

*Measurable Standard No. 6*

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

The State of Nebraska operates on a biennial budget basis. The biennium budget process begins with a Regents-approved biennium budget request submitted in May, 14 months before the start of the biennium. On an annual basis, the budget of the Athletics Department is reviewed through the same process as every other unit at UNO. The Fiscal Year is from July 1 – June 30. Each unit on campus submits a proposed budget to the Budget Office, a department within the organization structure of the Office of the Vice Chancellor for Business and Finance for review. For Athletics, the Associate Athletic Director for Internal Operations works with the Director of Athletics to prepare the proposed budget. The proposed budget is submitted to the Budget Office; the Director of Athletics also discusses the athletics proposal with the Chancellor (as do other units that report directly to the Chancellor). The Vice Chancellor for Business and Finance reviews the budget with the Chancellor, and it is approved by the Chancellor, along with the budgets for all other UNO units. The President of the University of Nebraska system submits a total University-wide budget (a consolidated budget including UNO and the other campuses) to the Board of Regents for approval. Budgets are monitored throughout the year by the Associate Athletic Director for Internal Operations and by the Office of the Vice Chancellor for Business and Finance.

- 11 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.**

*Measurable Standard No. 7*

*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 self-study process.*

The Chancellor, Vice Chancellor for Finance and Business, Director of Athletics and the Senior Associate Athletic Director for Internal Operations annually receive the NCAA Financial Dashboard indicators and comparative data. The Athletics Department, at the direction of the Chancellor, annually reviews this data as a subset of the information used in the Athletics Department's strategic planning process. Information obtained from this analysis assists in determining priorities associated with the University's annual budget process and the funding of priorities that are part of the Athletics Department's Strategic Business Plan. Over time, the peer groups utilized for the annual review will be evaluated and revised from time-to-time in order to provide comparative data for planning and funding purposes of universities most similarly situated.

- 12 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.**

Not applicable.



# GOVERNANCE AND COMMITMENT TO RULES

## **OPERATING PRINCIPLE 1.2**

### Rules Compliance

Membership in the Association places the responsibility on each institution to ensure that its staff, student-athletes and other individuals and groups representing the institution's athletics interests comply with the applicable Association rules and regulations. Consistent with this responsibility, the institution shall demonstrate that:

1. It has in place a set of written policies and procedures that are clearly communicated to athletics staff members and those individuals outside athletics who have rules compliance responsibilities. These written policies and procedures must assign specific responsibilities in the areas of rules compliance, including assignment of direct accountability for rules compliance to the individual the chancellor or president assigns overall responsibility for the athletics program.
2. In critical and sensitive areas, institutional compliance procedures provide for the regular participation of persons outside of the department of athletics. The responsibility for admission, certification of academic standing, evaluation of academic performance and administration of financial aid for student-athletes must be vested in the same agencies that have authority in these matters for students in general.
3. Rules compliance is the subject of a continuous, comprehensive educational effort to a wide range of constituencies.
4. A clear and unambiguous commitment to rules compliance is a central element in all personnel matters for individuals involved in the intercollegiate athletics program.
5. At least once every four years, the rules compliance program is the subject of evaluation by an authority outside the department of athletics. This rules compliance evaluation shall include the following areas:
  - Governance and organization
  - Initial-eligibility certification
  - Continuing-eligibility certification
  - Transfer-eligibility certification
  - NCAA Division I Academic Performance Program (APP)
  - Financial aid administration, including individual and team limits
  - Recruiting (e.g., contacts and evaluations, official and unofficial visits)
  - Camps and clinics
  - Investigations and self-reporting of rules violation(s)
  - Rules education
  - Extra benefits
  - Playing and practice seasons
  - Student-athlete employment
  - Amateurism
  - Commitment of personnel to rules compliance activities.

# GOVERNANCE AND COMMITMENT TO RULES

## Operating Principle 1.2

- 1 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.**

### *Measurable Standard No. 1*

*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 self-study process.*

### **CONTRACTS/LETTERS OF APPOINTMENT – RULES COMPLIANCE LANGUAGE**

The UNO Athletics Department is committed to rules compliance and working within the framework of University, Conference and NCAA Bylaws. As of February 2014, all coaches and all Athletics Department staff members have contracts or letters of appointment on file that contain language outlining the institution's commitment to NCAA rules compliance. Other individuals who assist or volunteer with the UNO Athletics Department have been provided written notice of the importance of NCAA compliance in their role. The following language is included in the contracts or letters of appointment provided to the Athletics Department staff.

### **CONTRACTS**

(Section 9. Compliance with NCAA, Conference and University Regulations)

1. Coach agrees to perform Coach's duties in strict compliance with (1) the constitution and bylaws and the rules and regulations of the NCAA, (2) rules and regulations of the Summit League Conference (or any successor thereto), and (3) applicable rules and regulations of the University.
2. In accordance with NCAA legislation, as Head [Sport] Coach, Coach is presumed to be responsible for the actions of all assistant coaches, staff and administrators who report, directly or indirect, to Coach. Coach shall promote an atmosphere of compliance within his or her program and shall monitor the activities of all assistant coaches and administrators involved with the program who report, directly or indirectly, to Coach.
3. While the duties of assistant coaches shall be assigned by Coach, it is understood that Coach and the assistant coaches are directly responsible, separately and collectively, to the Chancellor and the Director of Intercollegiate Athletics for compliance with the policies of the University, the rules and regulations of the Summit League Conference (or any successor thereto), and to the constitution and bylaws (and official interpretations thereof) of the NCAA, as are all other employees of Athletics.
4. Coach understands that Coach has a duty and affirmative obligation to report all instances of noncompliance with State, Conference and NCAA rules and regulations to the University Chancellor, Director of Athletics or duly-appointed designee thereof (i.e., Compliance Officer).

# GOVERNANCE AND COMMITMENT TO RULES

## Operating Principle 1.2

5. In accordance with NCAA legislation, Coach understands that if Coach is found to be in violation of any NCAA rule or regulation, Coach shall be subject to disciplinary or corrective action by the University as set forth in the provisions of the NCAA enforcement procedures, including suspension without pay or termination of employment for significant or repetitive violations.

### **LETTERS OF APPOINTMENT LANGUAGE**

“The University of Nebraska Omaha is committed to the principles of institutional control as well as compliance with the letter and spirit of all NCAA, Conference and institutional regulations. As a University of Nebraska Omaha Athletics Department employee, you shall comply with NCAA, Conference and institutional regulations. Any and all University of Nebraska Omaha Athletics Department employees shall be subject to disciplinary or corrective action as set forth by the NCAA, Conference and/or institutional enforcement procedures should he or she engage in intentional, reckless or other conduct found to be in violation of NCAA, Conference and/or institutional regulations, whether such violations occurred at the University of Nebraska Omaha or during your previous employment at another institution. Such disciplinary action may include, but is not limited to, suspension without pay or termination of employment for significant or repetitive violations. In the event employee becomes aware, or has reasonable cause to believe, that violations of NCAA, Conference and/or institutional bylaws, rules or regulations may have taken place, employee shall promptly report the information to the Director of Compliance at the University. Failure to notify the Director of Compliance may result in disciplinary or corrective action. Employee shall cooperate fully and completely with any investigation or any alleged violation, whether such investigation is conducted by the University, NCAA or any other duly authorized agency or individual.”

### **JOB DESCRIPTIONS – RULES COMPLIANCE LANGUAGE**

As of January 1, 2014, every regular, paid Athletics Department employee has a job description outlining the responsibilities related to his/her respective job, including language as to the importance of, and commitment to, all NCAA rules and bylaws. The following language is included in the job descriptions for all athletic department positions.

#### **ALL HEAD COACHING POSITIONS IN THE ATHLETICS DEPARTMENT**

“Must have a strong knowledge of, and commitment to, the principles of institutional control as well as compliance with the letter and spirit of all NCAA, Conference and institutional regulations. Must actively foster an environment of rules compliance within his or her athletic program.”

#### **ALL ATHLETICS DEPARTMENT POSITIONS, EXCEPT HEAD COACHING POSITIONS**

“Must have a strong knowledge of, and commitment to, NCAA rules and regulations. Employee shall adhere to all applicable NCAA, Conference and institutional rules and policies.”

#### **PERFORMANCE EVALUATIONS – RULES COMPLIANCE LANGUAGE**

As of January 1, 2014, the performance evaluations for the 2013-14 academic year for all personnel within the department of athletics have been edited to now include an assessment of the individual’s commitment and adherence to rules compliance. The performance evaluations rate performance using the following scale: (1) Exceeds Expectations, (2) Meets Expectations, or (3) Needs Improvement. The following language is included in the performance evaluations given to the Athletics Department staff.

#### **ALL HEAD COACHING POSITIONS IN THE ATHLETICS DEPARTMENT**

Adheres to NCAA, Conference and institutional rules and policies (if more than one NCAA infraction occurred as a result of your intentional or patterned negligent actions over the course of the past year, the rating shall not be higher than “Needs Improvement”).

# GOVERNANCE AND COMMITMENT TO RULES

## Operating Principle 1.2

Demonstrates knowledge of, and commitment to, NCAA, Conference and institutional rules compliance.

Actively fosters an environment of rules compliance, including:

Communication – with staff, sport administrator and compliance.

Monitoring – actively looking for possible red flags, asking questions of your staff and program, assigning staff liaison to compliance, etc.

Documenting – program procedures in place, ways in which your program monitors, issues that have arisen or that may potential create future problems.

Holds individuals who directly report to him or her (assistant coaches, students, operations personnel) to the necessary rules-compliance standards.

All Athletics Department Positions, Except Head Coaching Positions:

Adheres to NCAA, Conference and institutional rules and policies (if more than one NCAA infraction occurred as a result of your intentional or patterned negligent actions over the course of the past year, the rating shall not be higher than “Needs Improvement”).

## **2 Demonstrates knowledge of, and commitment to, NCAA, Conference and institutional rules compliance.**

*Measurable Standard No. 2*

*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 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 self-study process.*

### **LETTERS OF APPOINTMENT LANGUAGE SHOULD INCLUDE THE FOLLOWING:**

The following positions outside the department of athletics have been identified as having rules compliance activities:

1. Athletic Certification Specialist, Enrollment Management-Records & Registration;
2. Assistant Director, Enrollment Management-Office of Financial Support and Scholarships;
3. Manager, Student Accounts & Technology, Cashiering/Student Accounts;
4. Financial Aid Processor, Enrollment Management – Office of Financial Support and Scholarships; and
5. Faculty Athletics Representative (FAR).

Prior to the self-study process, only the Faculty Athletics Representative position contained appointment letter language regarding the importance of rules compliance activities. Effective February 1, 2014, the remaining four other relevant positions had the following language added to the appointment letter: “In this position, you are expected to be knowledgeable of, committed to, and adhere to NCAA, Conference, and institutional compliance

# GOVERNANCE AND COMMITMENT TO RULES

## Operating Principle 1.2

rules and policies.” Currently, UNO has no contracted employees outside the Athletics Department supporting rules compliance activities.

### **JOB DESCRIPTIONS – RULES COMPLIANCE LANGUAGE**

Prior to the self-study process, only the Faculty Athletics Representative’s job description included language regarding the importance of rules compliance activities. Effective February 1, 2014, the remaining four other relevant positions had the following language added to the job descriptions: “Must have a strong knowledge of, and commitment to, NCAA rules and regulations. Employee shall adhere to all applicable NCAA, Conference, and institutional rules and policies.”

### **PERFORMANCE EVALUATIONS – RULES COMPLIANCE LANGUAGE**

Prior to the self-study process, only the Faculty Athletics Representative had a component of the performance evaluation regarding the importance of rules compliance activities. Effective February 1, 2014, the remaining four other relevant positions had the following language added to the performance evaluations specific to those positions:

1. “Adheres to NCAA, Conference and institutional rules and policies (if more than one NCAA infraction occurred as a result of your intentional or patterned negligent actions over the course of the past year, the rating shall not be higher than ‘Needs Improvement’).”
2. “Demonstrates knowledge of, and commitment to, NCAA, Conference and institutional rules compliance.”

### **3 Provide the name(s) and title(s) of the institutional staff member outside the department of athletics who has ultimate responsibility in determining student-athletes’ admission to the institution, certification of academic standing and conferment of academic degrees.**

*Measurable Standard No. 3*

*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.*

Chris Liewer, Director of Admissions, has ultimate responsibility for determining the admission of all undergraduate students, including student-athletes. The institution does not have a special policy in place specific to the admission of student-athletes. Mark Goldsberry, Director of Records and Registration, has ultimate responsibility for certification of academic standing and conferral of academic degrees for all students, including student-athletes.

### **4 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).**

*Measurable Standard No. 4*

*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 has assigned direct accountability for rules compliance to the Director of Athletics, Trev Alberts.

# GOVERNANCE AND COMMITMENT TO RULES

## Operating Principle 1.2

- 5 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). Measurable Standard No. 5  
The institution must identify individuals who have rules compliance-related responsibilities and the reporting lines of these individuals

### *Measurable Standard No. 5*

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

### *Measurable Standard No. 6*

*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 academic performance program.*

## **UNO'S FACULTY ATHLETICS REPRESENTATIVE (FAR)**

Dr. Bill Wakefield is a full-time professor in the School of Criminology and Criminal Justice. The FAR reports to, and serves as principal advisor to, the Chancellor on all matters related to intercollegiate athletics. In performing the responsibilities of his role, the FAR serves on the committees of several athletic and faculty boards, interprets NCAA and Conference legislation, monitors the compliance efforts and rules education among campus entities outside of athletics, reviews eligibility certification for athletics programs, participates in suspected rules violations request and advises with student-athlete waiver and reinstatement requests.

Additionally, the FAR meets with the Athletics Department's Executive Staff, which includes the Director of Athletics, Senior Associate Athletics Directors, Academics and Compliance staff members, on a bi-weekly basis to stay apprised of relevant issues and to provide recommendations as an outside party. The FAR meets with Chancellor on an annual basis for the annual report of FAR activities and to make suggestions to the Athletics Department's operations. Additionally, the Chancellor and FAR meet throughout the year to discuss FAR/Athletics items as necessary. These meetings include briefings of Annual NCAA meetings, NCAA Rules Seminar meetings, Summit Conference meetings and NCHC meetings.

# GOVERNANCE AND COMMITMENT TO RULES

## Operating Principle 1.2

### **THE DIRECTOR OF ATHLETICS**

Reporting directly to the Chancellor during in-person bi-weekly meetings, the Director of Athletics is the final authority for all rules compliance within the UNO Athletics Department. As part of his role, the Director of Athletics participates in the inquiry of alleged rules violations, assisting in the preparation of any reports of major infractions submitted to the Conference or the NCAA.

### **DIRECTOR OF COMPLIANCE**

The Director of Compliance reports to the Senior Associate Athletic Director, who reports to the Athletic Director. The Senior Associate Athletic Director has over 15 years experience in NCAA Compliance including working at the NCAA national office. The Director of Compliance is responsible for administering and advancing the Athletics Department's compliance program. The Director of Compliance has direct oversight over amateurism verification, recruiting activities, initial and transfer eligibility, financial aid accuracy, tracking student-athlete benefits and awards and evaluating the athletic programs' playing seasons. Additionally, the Director of Compliance is responsible for investigating and reporting NCAA violations, assisting in eligibility certification and providing compliance education meetings/documents for Athletics Department staff members.

### **HEAD COACHES**

Head Coaches report directly to one of three Senior Associate Athletics Directors, in addition to the Director of Athletics. Assistant Coaches report to their respective Head Coach. Head Coaches are responsible for fostering and maintaining a compliance-conscious culture within their athletic program. This culture includes a commitment to staying educated and being compliant with all NCAA Bylaws, and self-reporting any possible infractions.

### **OTHER KEY INDIVIDUALS WITH RULES COMPLIANCE RESPONSIBILITIES**

#### **ELIGIBILITY CERTIFICATION:**

The Athletic Certification Specialist, housed in the Registrar's office, reviews, analyzes and renders decisions regarding the academic eligibility of all prospective and enrolled student-athletes. The Athletic Certification Specialist serves as a party external to athletics that ensures proper eligibility certification of student-athletes. In conjunction with the Director of Compliance and the Assistant Athletic Director for Academics, the Athletic Certification Specialist verifies that all eligibility certification information being reported to the Conference is accurate.

#### **INVESTIGATION AND SELF-REPORTING OF NCAA VIOLATIONS:**

The Director of Compliance oversees the investigation and self-reporting of all NCAA violations or allegations of violations. For Level III or Level IV violations, the Director of Compliance has direct oversight of the investigation and self-reporting processes. The Director of Compliance may seek counsel by individuals outside the Athletics Department, but is not mandated to report or incorporate individuals outside of athletics into the investigation process. For Level I and Level II violations, the Director of Compliance is required to immediately inform the violation or alleged violation to the following individuals: Director of Athletics, FAR, Chancellor and the University legal counsel. The exact procedure for investigating and reporting violations is classification-dependent and outlined below:

### **LEVEL III OR LEVEL IV VIOLATIONS**

1. Such violation reports may be completed by the UNO Athletic Compliance Office without the participation of the faculty athletics representative ("FAR") – unless the Director of Compliance requests involvement from FAR. As a best practice, it is the UNO Athletics Department custom that the FAR sign off on most, if not all, NCAA violations.



# GOVERNANCE AND COMMITMENT TO RULES

## Operating Principle 1.2

2. Level III/Level IV self-reporting will be completed by the Director of Compliance. Copies of Level III/Level IV self-reports must be provided to the Director of Athletics, the Summit League Commissioner and those staff members either named or with supervisory responsibilities in the area of the violation. The self-report should identify each individual receiving a copy of the self-report. The Director of Athletics and Conference Commissioner will receive a copy of the self-report, including attachments. The circumstances will dictate whether other staff receives attachments. If necessary, the FAR will review a draft and co-sign the report before it is submitted.
3. The UNO Athletic Compliance Office will retain a copy of each Level III/Level IV self-report.
4. At least annually, the compliance staff will prepare a record listing all Level III/Level IV violations, the involved sport, any involved staff member(s), the bylaw(s) that were violated, a brief recitation of the circumstances and any corrective or remedial action. The report will be provided to the Director of Athletics, the FAR and the Athletics Committee.
5. If, at any point, information develops suggesting a violation may not be Level III/Level IV, the FAR will be notified and the process for Level I/Level II violations will commence. At that point, the determination as to scope and direction of inquiry will be made by the FAR. Unless (s)he decides otherwise, the FAR will participate in all aspects of the investigation, including interviews.

### **LEVEL I OR LEVEL II VIOLATIONS**

1. Each interviewee will be reminded of the consequences for failure to report violations and will cooperate with investigations.
2. Interviews will be taped unless the interviewee objects.
3. At least two persons should conduct each interview.
4. The investigation will be conducted in a confidential manner. For academic violations, the Director of Athletics and appropriate staff may participate in the inquiry. Staff members with sports-specific responsibilities are prohibited from participating in interviews.
5. Unless the integrity of the investigation will be compromised, the Chancellor and Director of Athletics will be informed of the progress of the investigation.
6. The Director of Compliance will prepare a report of the violation; however, the FAR must be directly involved in its preparation and must approve the content included in the official violation report.
7. At any point in the investigation, the FAR may elect to convene a review committee.
8. Coaches and staff are expected to cooperate with the Director of Compliance during violation inquiries and appeals. Failure to cooperate may result in additional remedial action by the NCAA and institutional discipline.

### **MONITORING OF FINANCIAL AID**

The Assistant Director for Scholarships is responsible for applying all athletic and non-athletic financial aid scholarships to each student-athlete's accounts. As part of her role, the Assistant Director for Scholarships verifies that student-athletes are not receiving scholarships in excess of what is permitted by the NCAA, including cost-of-attendance.

# GOVERNANCE AND COMMITMENT TO RULES

## Operating Principle 1.2

### **REGISTRAR'S OFFICE/ADMISSIONS**

The Athletic Certification Specialist, housed in the Registrar's office, reviews, analyzes and renders decisions regarding the academic eligibility of all prospective and enrolled student-athletes. The Athletic Certification Specialist serves as a party external to Athletics that ensures proper eligibility certification of student-athletes. In conjunction with the Director of Compliance and the Assistant Athletic Director for Academics, the Athletic Certification Specialist verifies all eligibility certification information being reported to the Conference is accurate. Other than this position, no one else in the Registrar's or Admissions offices has rules compliance responsibilities.

### **NCAA DIVISION I ACADEMIC PERFORMANCE PROGRAM (APP)**

The Athletic Certification Specialist oversees the NCAA Academic Performance Program, encompassing both Academic Progress Rate (APR) and the Graduation Success Rate (GSR).

### **ACADEMIC PROGRESS RATE (APR)**

The Athletic Certification Specialist works with the UNO Athletic Compliance Office and the UNO Athletic Academics Office to collect and prepare the data that must be provided to the NCAA as part of APR. The data analyzes the term-by-term "Eligibility" and "Retention" of all student-athletes who received athletic aid. The Athletic Certification Specialist is responsible for submitting the data from the prior academic year to the NCAA no later than six weeks following the first day of classes each fall semester.

For student-athletes who participate in multiple sports and receive athletics aid, their inclusion in a particular sport's APR calculation shall be determined according to the NCAA rules. Also, the sports of Cross Country, Indoor Track & Field and Outdoor Track & Field have individual APR scores.

TASK	INFORMATION HOUSED	PARTY RESPONSIBLE
Print the most recent Fall and Spring Squad Lists for the current year	UNO Athletic Compliance Office houses all of these documents	UNO Athletic Compliance Office responsible for getting the squad lists to the Athletic Certification Specialist
Enter the required information for all individuals deemed within the "cohort"	Data housed by the Athletic Certification Specialist; PeopleSoft	Athletic Certification Specialist
Determine if any delayed graduation points available	TBD	Athletic Certification Specialist, UNO Athletic Academics Office and UNO Athletic Compliance Office
Review the APR data that is to be submitted to the NCAA	Compliance Assistant Software (CAi)	Athletic Certification Specialist, UNO Athletic Academics Office and UNO Athletic Compliance Office
Submit APR data to the NCAA	CAi	Athletic Certification Specialist
Prepare APR reports for all sports programs	UNO Athletic Compliance Office	UNO Athletic Compliance Office and UNO Athletic Academics Office

### **GRADUATION SUCCESS RATE (GSR)**

The Athletic Certification Specialist works with UNO's Office of Institutional Effectiveness to collect and prepare the GSR data required by the NCAA. It is the responsibility of the Athletic Certification Specialist to submit the data. The UNO Athletics Department does not directly assist in the preparation or submission of the report to the NCAA.

# GOVERNANCE AND COMMITMENT TO RULES

## Operating Principle 1.2

- 6** Indicate by answering “yes” or “no” 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 the institution indicates a specific written policy and step-by-step procedure is not applicable, the institution must provide an explanation.

*Measurable Standard No. 7*

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

Initial eligibility certification	YES
Continuing-eligibility certification	YES
Transfer-eligibility certification	YES
APP	YES
Financial aid administration	YES
Recruiting	YES
Camps and clinics.	YES
Investigations and self-reporting of rules violations.	YES
Rules education.	YES
Extra benefits.	YES
Playing and practice seasons.	YES
Student-athlete employment.	YES
Amateurism.	YES

- 7** Describe how the institution’s written compliance policies and procedures are communicated on an annual basis to the department of athletics staff and individuals outside the department of athletics with rules compliance responsibilities.

*Measurable Standard No. 8*

*The institution must demonstrate that its compliance policies and procedures are directly communicated in writing (e.g. provide hard copy of document, provide Web link 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 self-study process.*

The Director of Compliance provides all Athletics Department staff members with a web link to the Compliance Policies and Procedures Manual on an annual basis. The current Compliance Policies and Procedure Manual was most recently provided to all Athletics Department staff members in February 2014. Going forward, the Compliance Policies and Procedures Manual will be provided to individuals before the start of each academic year. Individuals who become employed by the Athletics Department midway throughout the year are provided an electronic version of the manual during the onboarding process. Individuals and departments that work outside the Athletics Department but who have NCAA compliance responsibilities are also provided a web link to the Compliance Policies and Procedures Manual on an annual basis.

In addition to providing the web link with the Compliance Policies and Procedures Manual, the Athletics Department conducts an annual education session to the academic advisors. During that meeting, the Athletics Department presents a PowerPoint presentation covering pertinent NCAA rules and the policies and procedures

# GOVERNANCE AND COMMITMENT TO RULES

## Operating Principle 1.2

put in place to accomplish the objective of the rule(s).

For newly enacted rules/legislation, the Compliance Office provides the information to coaches as part of the monthly education meetings; for those individuals outside the Department of Athletics with rules compliance responsibilities, the pertinent information is communicated directly to those individuals, oftentimes through educational documents specifically created by the Compliance Office.

### **8 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.**

*Measurable Standard No. 9*

*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.*

### **BOOSTERS**

The Compliance Office works to maintain the open dialogue with booster club members regarding questions on NCAA rules. The Compliance Twitter account also is used to provide useful information to alumni and boosters and to answer any questions they may have. Additionally, the Director of Compliance annually attends booster club meetings to introduce him or herself to members and to discuss NCAA rules relevant to alumni and boosters. Coaches also have been educated to direct any questions from alumni or boosters to the Compliance Office. The Compliance Office anticipates providing NCAA Compliance Education material in game programs or media guides in order to reach these demographics.

### **STUDENT-ATHLETES**

Student-athletes receive rules education throughout the year and in multiple formats. Each fall, the Compliance Office meets with each team to complete required NCAA forms and to review NCAA rules with the student-athletes. During the academic year, Compliance actively educates the coaching staff and instructs coaches to convey the relevant rules and information to student-athletes. Additionally, freshman student-athletes are strongly encouraged to participate in the First Year Experience ("FYE") program, which reviews the NCAA academic standards student-athletes must meet. Compliance continues to be engaged throughout the academic year with student-athletes by maintaining a presence on Twitter at @OmahaCompliance. This Twitter account is used to provide regular education, monitor conduct and remain engaged with student-athletes. At the end of the academic year, the Compliance Office conducts another educational seminar with student-athletes. This seminar focuses on NCAA rules that pertain to permissible summer activities and involvement, including student-athlete employment, outside competition, Countable Athletically Related Activity (CARA) and voluntary workouts, extra benefits and community service appearances. When possible, the Director of Compliance attends monthly SAAC meetings in order to be available to field NCAA-rules related questions or to present rules-education topics. Finally, the Director of Compliance, the Senior Associate Athletic Director of External Operations and the Assistant Athletic Director for Academics respond in person and in writing to questions on NCAA rules.

# GOVERNANCE AND COMMITMENT TO RULES

## Operating Principle 1.2

### **DEPARTMENT OF ATHLETICS STAFF**

Athletics Department staff members with non-coaching responsibilities are provided NCAA “Tip Sheets,” created by the Compliance Office, with clarification and information of the NCAA rules that are relevant to the respective departments. The topics covered in the tip sheets include proposed or enacted legislation that directly affects the particular department, areas where there are concerns that violations could occur without clear information regarding the NCAA rules and areas that have sparked specific questions from staff members.

### **COACHES**

The educational efforts for coaches begin each academic year with the NCAA coach’s certification exam. Beginning August 1 of each year, coaches must successfully pass the coach’s certification exam before being permitted to recruit off campus. Additionally, the Compliance operations include regular monthly Coaches Education Meetings. This monthly meeting is conducted by the Director of Compliance and is designed to provide coaches and administrators with a solid foundation of common NCAA rules, as well as address relevant and critical compliance issues. At this meeting, the Compliance office presents a monthly newsletter (consisting of recruiting calendars, student-athlete info, a violation report, and timely NCAA bylaw information) and any new/updated/timely forms. Coaches are expected to attend all Coaches Education Meetings; should Coaches not be able to attend, they are expected to meet with the Director of Compliance individually to go over any topics covered during the meeting. Finally, the Director of Compliance has an open-door policy whereby coaches can regularly stop in for clarification and interpretation on any and all NCAA and Conference bylaws and regulations.

### **FACULTY**

The Faculty Senate is informed of rules-compliance responsibilities on a biannual basis by the FAR. Additionally, the FAR reaches out to faculty subcommittees and advisory groups periodically to discuss FAR activities, NCAA Compliance and student-athlete activities.

### **INSTITUTIONAL STAFF OUTSIDE THE DEPARTMENT OF ATHLETICS**

Members of UNO University Staff with NCAA-specific responsibilities (i.e., the Office of Financial Support and Scholarships, Records & Registration, Office of Admissions) receive annual education reviews and updates on new legislation and/or procedures. Additionally, the Compliance Office maintains an open dialogue for interpretations and questions on NCAA rules in an informal manner, via phone, email or in person. The Athletic Certification Specialist and the Faculty Athletic Representative each attend the monthly Coaches Education Meetings. Additionally, the Athletic Certification Specialist attends the NCAA Regional Rules Seminar. The Faculty Athletic Representative attends the FARA meeting for The Summit League and the NCAA Regional Rules Seminar. The Director of Compliance meets annually with the Office of Financial Support and Scholarships.

## **9 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 department of athletics 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;**
- c. **Provide the date of the institution’s most recent rules compliance evaluation.**

# GOVERNANCE AND COMMITMENT TO RULES

## Operating Principle 1.2

### *Measurable Standard No. 10*

*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.*

1. Chris Schoemann, Director of Collegiate Sports Services at Bond, Shoeneck and King performed our most-recent rules compliance evaluation.
2. The process used in the selection was determined by the NCAA staff. We were informed by Steve Mallonee and Bridget Niland (liaisons to the Administration Cabinet) that we were to contact Bond, Schoeneck and King for our review.
3. January 29-31, 2013, Supplemental review completed February 2014.

## **10 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 answering "yes" or "no" which areas were included in the institution's most recent rules compliance evaluation. If the institution indicates a specific area is not applicable, the institution must provide an explanation.**

### *Measurable Standard No. 11*

*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.*

### *Measurable Standard No. 12*

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

Governance and organization	YES
Initial-eligibility certification	YES
Continuing-eligibility certification	YES
Transfer-eligibility certification	YES
APP	YES
Financial aid administration, including individual and team limits	YES
Recruiting (e.g., contacts and evaluations, official and unofficial visits)	YES
Camps and clinics	YES
Investigations and self-reporting of rules violations	YES
Rules education	YES
Extra benefits	YES
Playing and practice seasons	YES
Student-athlete employment	YES
Amateurism	YES
Commitment of personnel to rules-compliance activities	YES

# GOVERNANCE AND COMMITMENT TO RULES

## Operating Principle 1.2

- 11 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.**

*Measurable Standard No. 13*

*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.*

As required by this self-study, the Governance and Rules Compliance Sub-Committee assessed the prior compliance review conducted by Bond, Schoeneck, and King in January 2013. The compliance review found UNO's rules-compliance program to be engaged and functioning. However, in reviewing the specific items identified by the NCAA in question 10, Academic Performance Progress (APP) was not included in the prior compliance review.

To satisfy this deficiency, UNO engaged Matt Boyer from the Summit League to provide an external review of the APP program. On April 9, 2014, the University of Nebraska at Omaha received the APP Review Report from Mr. Boyer that the procedures implemented to satisfy the requirements of APP satisfactory. Between the original compliance review completed by Bond, Schoeneck, and King and the supplemental APP Review Report by Matt Boyer of the Summit League, we are confident the rules-compliance program is fully engaged and functioning.

- 12 Identify any relevant corrective action(s) planned as a result of the process described in Self Study Item No. 11 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).

*Measurable Standard No. 14*

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

Attached are copies of the Bond Schoneck and King Compliance Review (Exhibit 1) and APP Review Report (Exhibit 2) completed by the Summit League. While there were no critical errors reported and the rules-compliance program is noted as engaged and functioning, the Department of Athletics did take under advisement a number of the recommendations from the Bond, Schoeneck, and King review and the supplemental Summit League review. Attached as Exhibit 3 is a list of the recommendations the Department of Athletics has identified as a future enhancement or completed enhancements.

- 13 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.**

Not Applicable.

## APPENDIX A

Exhibit 1 UNO Compliance Review (March 2013)

Exhibit 2 Nebraska Omaha APP Review Report (April 2014)

Exhibit 3 Response to Transitional Compliance Review (April 2014)



The Association's fundamental principles indicate that an intercollegiate athletics program shall be designed and maintained as a vital component of the institution's educational system, and student-athletes shall be treated consistently with the student body. Consistent with this philosophy, the institution shall demonstrate that:

1. The institution admits all student-athletes as regularly enrolled, degree-seeking students in accordance with the regular, published entrance requirements that apply to all students;
2. The institution admits only student-athletes who have reasonable expectations of obtaining academic degrees;
  - If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is lower than that of other student-athlete or comparable student-body groups or subgroups, the contrast shall be analyzed and explained by appropriate institutional authorities.
  - If the measures of academic performance of student-athletes, as a whole or for any student-athlete subgroup, are lower than that of other student-athlete or comparable student-body groups or subgroups, this disparity shall be analyzed, explained and, if necessary, addressed (through specific plans for improvement) by appropriate institutional authorities.
3. Academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or conference or Association standards, whichever are higher;
4. If the retention rate of any student-athlete subgroup, is lower than that of all student-athletes, this disparity shall be analyzed, explained, and, if necessary, addressed through specific plans for improvement by appropriate institutional authorities;
5. Written policies related to scheduling are established in all sports to minimize student-athlete conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of NCAA Constitution 3.2.4.14; and
6. Assessment, evaluation and plans for improvement exist 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-admission process or, for those institutions without a special-admission process, student-athletes in the lower quartile of the institution's student academic profile.

OPERATING PRINCIPLE 2.1  
Academic Standards

**1 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.**

*Measurable Standard No. 1*  
*Student-athletes must be governed by the institutional admission policies that apply to all students.*

*Measurable Standard No. 2*  
*Institutional admissions decisions for student-athletes must be made solely by the authority responsible for admissions decisions.*

Student-athletes are admitted with the same process as all other students. Student-athletes are required to meet all eligibility requirements for admission to the University of Nebraska at Omaha. The Offices of Graduate and Undergraduate Admissions are vested with this responsibility. If an undergraduate student does not meet eligibility requirements, he/she may be referred for Admission-By-Review (ABR). The Department of Athletics plays no role in the admission process for student-athletes.

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

*Measurable Standard No. 2*  
*Institutional admissions decisions for student-athletes must be made solely by the authority responsible for admissions decisions.*

*Measurable Standard No. 3*  
*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.*

Students, including student-athletes, who are not qualified for assured admission to UNO may be “Admitted by Review” (ABR). All ABR students are monitored for academic success until they remove all academic deficiencies. The Office of Undergraduate Admissions is responsible for monitoring these students.

The University of Nebraska admission standards require 1) a minimum of 16 specific core courses in the subject areas of math, English, natural sciences, social sciences and foreign language; and 2) being in the top half of the graduating class or having achieved an ACT composite score of 20 or higher (or equivalent SAT score). These requirements are needed for assured admission.

Students with core course deficiencies are required to successfully complete all courses which remove deficiencies within the first thirty (30) credit hours attempted at UNO. Students who are not in the top half of the graduating class or who have not scored the ACT composite of 20 or higher are required to enroll in a First Year Experience Course and will have their grade point average monitored by the Office of Undergraduate Admissions.

# ACADEMIC INTEGRITY

## OPERATING PRINCIPLE 2.1

- 3 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. 2 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 FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID (3A)

This chart shows no significant difference among all first-year students and student-athletes on athletics aid. In fact, the percentage of student-athletes on athletic aid admitted by special admissions is lower in every year since UNO began the transition to Division I. The sole anomaly is in 2011, when special admissions were non-significantly higher for student-athletes on athletic aid than the general population. This was primarily due to the football program, which has been discontinued. No further explanation seems necessary.

### SPECIAL ADMISSIONS BY SPORT FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID (3B)

This chart shows no significant differences among all first-year student-athletes on athletics aid admitted by special admissions broken down by sport. The sole exception is in 2011, the year before UNO began the transition to Division I, when a quarter of the football first-year student-athletes on athletics aid were admitted by special admissions. There was also a small bump in 2013 when 14 percent of the student-athletes on athletics aid in Women's Other Sports were admitted by special admissions. Outside these two, one of which occurred while still a Division II school, no student-athletes on athletics aid have been admitted by special admissions.

- 4 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).**

#### *Measurable Standard No. 4*

*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, transfer), and the academic profile of other student-athlete and comparable student-body groups or subgroups.*

### TEST SCORES BY GENDER FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID (4A)

This chart shows no statistically significant difference among test scores for the general first-year student population and first-year student athletes on athletics aid by gender. For male students, test scores are only one point lower for first-year student-athletes on athletics aid in three of the four years (including one year when UNO was still a Division II school), and in 2014 the scores were identical. For female first-year student-athletes on athletics aid, the scores were higher than the general first-year female population in every year.

### TEST SCORES BY RACIAL OR ETHNIC GROUP – NEW RACE/ETHNICITY CATEGORIES CHART (IPEDS) FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID (4B)

In every category, the scores for first-year student-athletes on athletics aid is the same or higher than the scores for first-year students generally. No explanation is needed.

### TEST SCORES AND GPA BY SPORT FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID (4C)

This is a report-item only. Since no comparisons are being made on this item, no explanation is necessary.

### **5 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 admitted through any of the processes described in Self-Study Item No. 2.**

*Measurable Standard 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.*

All new (freshmen and transfer) student-athletes are required to fulfill a minimum number of weekly AEP hours through the Academic Enhancement Program (AEP). Student-athletes who demonstrate a great academic need may be required to participate in additional services beyond the basic AEP hour requirement with additional educational meetings and activities.

In addition to the weekly hour requirements outlined below, all new student-athletes are required to submit a copy of their syllabi to their respective athletic advisor at the beginning of the semester. The Academic Staff inputs relevant course information into a file for each student-athlete. The student-athletes are then required to meeting weekly or bi-weekly with their athletic advisor to discuss current progress in their courses. The individual files with syllabi information serve as a great tool and resource in these meetings to ensure that both the student and the staff member are aware of upcoming tasks as it pertains to coursework.

#### **THE ACADEMIC ENHANCEMENT PROGRAM OPERATES UNDER THE FOLLOWING STRUCTURE:**

During their first semester at UNO, all freshmen and first-year transfer students are required to spend 6 (six) hours per week in the Hamilton Academic Excellence Room at the University of Nebraska Omaha.

During their second semester at UNO, all freshman students who have a cumulative GPA of 2.99 or below are still required to spend 6 (six) hours per week in the Hamilton Academic Excellence Room. All freshman students who have a cumulative GPA of 3.0 or higher during the spring semester will have their weekly study hours reduced to 3 (three) hours per week.

During their second semester at UNO, all first-year transfer students who have a cumulative GPA of 2.49 or below are required to spend 6 (six) hours per week in the Hamilton Academic Excellence Room. All first-year transfer students who have a cumulative GPA of 2.50 or higher during the spring semester are not required to log any hours in the Hamilton Academic Excellence Room. All sophomore, junior and senior students who have a cumulative GPA of 2.49 or below are required to log 6 (six) study hours per week in the Hamilton Academic Excellence Room. Sophomores, juniors and seniors who have a cumulative GPA of 2.50 or higher are not required to log any hours in the Hamilton Academic Excellence Room.

#### **TUTORING AND EDUCATIONAL ASSISTANT PROGRAM**

The purpose of the Student-Athlete Success Tutoring Program is to provide University of Nebraska at Omaha student-athletes with the opportunity to achieve academic excellence with the support and encouragement of qualified tutors. We encourage student-athletes to utilize the tutoring services offered through campus partnerships to enhance their achievement and improve the quality of their education, while striving for academic excellence. Tutoring is not a resource offered only to struggling students as we strongly encourage our best and brightest students to take advantage of the opportunity to elevate their academic achievement as well. The Student-Athlete Success staff work diligently to connect our students with qualified and trained tutors through campus partnerships.

In addition to tutorial assistance, the Academic Enhancement Program has implemented a mentoring program through providing Educational Assistants (EA) for student-athletes facing academic challenges and transitions. This program is designed to provide student-athletes with individual guidance on a weekly basis. Student-athletes

# ACADEMIC INTEGRITY

## OPERATING PRINCIPLE 2.1

meet with their assigned Educational Assistant weekly to plan, organize and prepare for their upcoming academic responsibilities each semester. The Educational Assistants help the student-athletes become proactive learners and encourage them to reach all their academic goals. This relationship provides the student-athletes with support and the opportunity to share their challenges and successes.

All students are encouraged to use the services of various support programs on campus including the Writing Center, the Speech Center and the Math/Science Learning Center.

### FIRST-YEAR EXPERIENCE PROGRAM

All freshman athletes attending the University of Nebraska Omaha are required to participate in the “First Year Experience” program. This one credit hour course takes place during the fall semester and is overseen by the Director of Student-Athlete Development and an on-campus representative. The First Year Experience (FYE) program is student-athlete specific and is focused on helping to ease the transition from high school to college.

Throughout the course, student-athletes engage in exercises that help them learn and develop their strengths, meet fellow student-athletes, learn to manage the demands that are placed upon student-athletes, and develop personal and educational skills that they will take with them wherever they go. The Athletic Department considers this class instrumental in laying the framework for the freshman student, while creating lasting relationships with other like-minded individuals.

## **6 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. 2. 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.**

### *Measurable Standard No. 6*

*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., forth) quartile of the institution’s general student academic profile or for an alternate group defined by a different benchmark (e.g. quintile)*

The UNO Office of Admissions has developed a task force to evaluate the process of admitting students by the processes described in Item No. 2. Members of the committee include academic advisors, faculty members and staff members. This task force is charged with developing a system to assess and evaluate the acclimation, retention and academic success of students admitted by the processes described in Self-Study Item No. 2.

The below chart demonstrates how student-athletes that were admitted by review acclimated to UNO and also shows their academic progression and whether they persisted to graduation.

# ACADEMIC INTEGRITY

## OPERATING PRINCIPLE 2.1

ID	CAREER	ADMIT TERM	SPORT	ACADEMIC PERFORMANCE INFO	UNIVERSITY SANCTIONS	RE-TAINED	ACCLIMATED*
05848062	UGRD	FA 2010	MFB	2010-11: earned 27 credits; GPA: 2.717 *Withdrew from UNO after Spring 2011	NA	N	Y
00144347	UGRD	FA 2010	WSW	2010-11: earned 29 credits; GPA: 3.481 2011-12: 58 total earned credits; GPA: 3.671 2012-13: 98 total earned credits; GPA: 3.710 2013-14: 121 total earned credits; GPA: 3.758 *Should graduate Summer 2014	NA	Y	Y
09882518	UGRD	Fall 2010	MWR	2010-11: earned 27 credits; GPA: 2.289 *Withdrew from UNO after Summer 2011	Student was placed on academic probation in Fall 2010, left UNO in good academic standing after Summer 2011. Transferred to UNK.	N	Y
14247516	UGRD	Fall 2010	MFB	2010-11: earned 7 credits; GPA: 0.653	Student was placed on academic probation in Fall 2010 and was suspended from UNO after Spring 2011 with 7 earned units and a .653 GPA.	N	N
18949876	UGRD	Fall 2010	MFB	2010-11: earned 22 credits; GPA: 2.739 2011-12: 46 total earned credits; GPA: 3.340 Fall 2012: was enrolled in 12 credits and failed them all, GPA: 2.803	Student was placed on academic probation in Fall 2010 and Spring 2011, and returned to good academic standing after Summer 2011. Last enrolled in Spring 2014 with good academic standing.	Y	Y
37497143	UGRD	Fall 2010	MFB	2010-11: earned 5 credits; GPA: 0.400 *Withdrew from UNO after Spring 2011	Student was placed on academic probation after Fall 2010 and was suspended from UNO after Spring 2011 with 5 earned units and a .4 GPA.	N	N
45671036	UGRD	Fall 2010	MFB	2010-11: earned 26 credits; GPA: 3.115 *Withdrew from UNO after Spring 2011	NA	N	Y

# ACADEMIC INTEGRITY

## OPERATING PRINCIPLE 2.1

51161661	UGRD	Fall 2010	MWR	2010-11: earned 22 credits; GPA: 2.920 Fall 2011: 25 total credits (was enrolled in 14 and earned 3); GPA: 2.102 *Withdrew from UNO after Fall 2011	NA	N	Y
52597288	UGRD	Fall 2010	WBB	2010-11: earned 31 credits; GPA: 2.870 *Withdrew from UNO after Spring 2011	NA	N	Y
56849042	UGRD	Fall 2010	MFB	2010-11: earned 18 credits; GPA: 1.165 *Withdrew from UNO after Summer 2011	Student was placed on academic probation after Fall 2010 and was suspended from UNO after Spring 2011 with 18 earned units and a 1.332 GPA and a 1.165 after Summer 2011	N	N
59346360	UGRD	Fall 2010	MFB	2010-11: earned 21 credits; GPA: 3.459 2011-12: 45 total earned credits; GPA: 3.510 2012-13: 69 total earned credits; GPA: 3.405 2013-14: 93 total earned credits; GPA: 3.462 *Enrolled full-time at UNO for Fall 2014	NA	Y	Y
64119966	UGRD	Fall 2010	MFB	2010-11: earned 22 credits; GPA: 1.973 *Withdrew from UNO after Summer 2011	Student was placed on academic probation after Fall 2010, Spring 2011 and Fall 2011. Student has not enrolled since and left with 22 earned units and a 1.973 GPA.	N	N
65426802	UGRD	Fall 2010	WSO	2010-11: earned 27 credits; GPA: 2.100 2011-12: 62 total earned credits; GPA: 2.693 *Withdrew from UNO after Summer 2012	Student was placed on academic probation after Fall 2010 and was suspended from UNO after Spring 2011. Student returned in Summer 2011 and returned to good academic standing. Student was last enrolled in Spring 2012 and left in good academic standing.	N	Y



# ACADEMIC INTEGRITY

## OPERATING PRINCIPLE 2.1

72143288	UGRD	Fall 2010	MFB	010-11: earned 25 credits; GPA: 2.760 *Withdrew from UNO after Summer 2011	Student was placed on academic probation after Fall 2010 and returned to good academic standing after Spring 2011. Student was last enrolled in Summer 2011 and left UNO in good academic standing.	N	Y
86363588	UGRD	Fall 2010	MBA	2010-11: earned 27 credits; GPA: 2.355 *Withdrew from UNO after Spring 2011	NA	Y	Y
92581078	UGRD	Fall 2010	WVB	2010-11: earned 30 credits; GPA: 4.000 *Withdrew from UNO after Spring 2011	NA	N	Y
80479606	UGRD	Spring 2011	MIH	Spring 2011: earned 12 credits; GPA: 3.167 2011-12: 43 total earned credits; GPA: 2.557 2012-13: 70 total earned credits; GPA: 2.844 *Student also had 15 transfer units *Withdrew from UNO after Spring 2013 and transferred	NA	N	Y
70129452	UGRD	Summer 2011	MIH	2011-12: earned 32 credits; GPA: 2.932 2012-13: 61 total earned credits; GPA: 2.722 2013-14: 82 total earned credits; GPA: 2.826 *Signed professional contract after season in Spring 2014	NA	Y	Y
17148691	UGRD	Fall 2011	MGO	2011-12: earned 27 credits; GPA: 3.827 2012-13: 60 total earned credits; GPA: 3.856 *Withdrew from UNO after Summer 2013	NA	N	Y
22514026	UGRD	Fall 2011	MSO	Fall 2011: earned 12 credits; GPA: 2.750 *Withdrew from UNO after Fall 2011	NA	N	Y

# ACADEMIC INTEGRITY

## OPERATING PRINCIPLE 2.1

26048484	UGRD	Fall 2011	WTR/CC	2011-12: 24 earned credits; GPA: 2.417 2012-13: 48 total earned credits; GPA: 2.437 2013-14: 72 total earned credits; GPA: 2.704 Fall 2014: Enrolled full-time at UNO	NA	Y	Y
30683525	UGRD	Fall 2011	WTR/CC	2011-12: earned 23 credits; GPA: 2.580 2012-13: 46 total earned credits; GPA: 2.391 Fall 2013: 61 total earned credits; GPA: 2.590 *Withdrew from UNO after Fall 2013	Student was placed on academic probation after Fall 2011 and returned to good academic standing after Spring 2012. Last enrolled in Fall 2013 with good academic standing.	N	Y
32006488	UGRD	Fall 2011	MSO	2011-12: earned 21 credits; GPA: 2.751 2012-13: 43 total earned credits; GPA: 3.008 *Withdrew from UNO after Spring 2013	NA	N	Y
42013326	UGRD	Fall 2011	WSW	2011-12: earned 20 credits; GPA: 2.218 2012-13: 36 total earned credits; GPA: 1.868 *Withdrew from UNO after Spring 2013	Student was placed on academic probation after Fall 2011, Spring 2012, Fall 2012, and was suspended from UNO after Spring 2013 with 36 earned units and a 1.868 GPA. Student transferred to UNL in Fall 2013 and was dismissed from UNL after Spring 2014.	N	N
48825039	UGRD	Fall 2011	MGO	2011-12: 22 earned credits; GPA: 2.727 2012-13: 46 total earned credits; GPA: 3.043 2013-14: 70 total earned credits; GPA: 3.143 Fall 2014: Enrolled full-time at UNO	NA	Y	Y
89942045	UGRD	Fall 2011	MBB	2011-12: 24 earned credits; GPA: 2.375 *Had 48 transfer units *Withdrew after summer 2012	NA	N	Y

# ACADEMIC INTEGRITY

## OPERATING PRINCIPLE 2.1

01456055	UGRD	Fall 2012	MBA	2012-13: earned 25 credits; GPA: 1.946 *Transferred out of UNO after Spring 2013	NA	N	Y
03403019	UGRD	Fall 2012	MBA	2012-13: earned 23 credits; GPA: 2.986 Fall 2013: was enrolled part-time at UNO and earned 6 credits; GPA: 2.009 *Withdrew from UNO after Fall 2013	Student was placed on academic probation in Fall 2012 and Spring 2013, withdrew from UNO in good academic standing in Spring 2014.	N	N
18184839	UGRD	Fall 2012	WSB	2012-13: earned 22 credits; GPA: 2.079 *Transferred out of UNO after Spring 2013	Student was placed on academic probation in Fall 2012, returned to good academic standing after Spring 2013, and has not returned.	N	N
25493976	UGRD	Fall 2012	MBB	2012-13: earned 28 credits; GPA: 3.107 2013-14: 52 credits total; GPA: 3.102 Fall 2014: enrolled full-time at UNO	NA	Y	Y
53024787	UGRD	Fall 2012	WTR/CC	2012-13: earned 26 credits; GPA: 3.280 2013-14: 54 credits total; GPA: 2.459 Fall 2014: enrolled full-time at UNO	NA	Y	Y
58137317	UGRD	Fall 2012	WSW	2012-13: earned 24 credits; GPA: 2.722 2013-14: 44 credits total and enrolled in 6 summer credits; GPA: 2.459 Fall 2014: enrolled full-time at UNO, but will not be on the team	NA	Y	Y
62423124	UGRD	Fall 2012	WGO	2012-13: earned 24 credits; GPA: 2.722 2013-14: 44 credits total and enrolled in 6 summer credits; GPA: 2.459 Fall 2014: enrolled full-time at UNO, but will not be on the team	NA	Y	Y

# ACADEMIC INTEGRITY

## OPERATING PRINCIPLE 2.1

67634982	UGRD	Fall 2012	WSB	2012-13: earned 24 credits; GPA: 2.264 Fall 2013: earned 12 credits; GPA: 2.203, Transferred out after Fall 2013	NA	N	Y
79304843	UGRD	Fall 2012	WVB	2012-13: earned 32 credits; GPA: 3.552 *Withdrew from team roster 8/20/13 Fall 2014: enrolled full-time at UNO	NA	Y	Y
82484557	UGRD	Fall 2012	WSO	2012-13: earned 25 credits; GPA: 3.174 2013-14: 52 total credits; GPA: 3.199 Fall 2014: Enrolled full-time at UNO	NA	Y	Y
92380961	UGRD	Fall 2012	MBA	Fall 2012: earned 13 credits; GPA: 2.820 *Withdrew from university at the end of Fall 2012	NA	N	Y
56408008	UGRD	Summer 2013	MIH	2013-14: earned 31 credits; GPA: 3.032 Fall 2014: enrolled full-time at UNO	NA	Y	Y
77376382	UGRD	Summer 2013	MIH	2013-14: earned 32 credits; GPA: 3.188 Fall 2014: enrolled full-time at UNO	NA	Y	Y
18054002	UGRD	Fall 2013	MIH	2013-14: earned 32 credits; GPA: 3.906 Fall 2014: enrolled full-time at UNO	NA	Y	Y

*\*The "acclimation" category was assessed on the criteria of academic trends, academic status as deemed by the university, and progress toward degree*

## 7 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 individuals 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.

*Measurable Standard No. 7*

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

# ACADEMIC INTEGRITY

## OPERATING PRINCIPLE 2.1

### WRITTEN POLICIES

The written policy for determining initial eligibility is set forth in the Department of Athletics' Compliance: Policies and Procedures Manual. That document describes the University of Nebraska at Omaha's commitment to maintaining the integrity of the athletic certification process, describes the procedures for evaluating compliance and identifies the University of Nebraska at Omaha's Compliance Office as the coordinating body in this effort. The Compliance Office takes responsibility for certifying all incoming freshman student-athletes through the NCAA Eligibility Center.

### PROCEDURES

The primary vehicle for determining the eligibility of freshman prospects is the NCAA Eligibility Center. The Compliance Office, coaching staff and the prospect are jointly responsible for collecting and submitting the necessary information to the Center. Coaches submit the names of prospective student-athletes via the Academic Evaluation Form. Additionally, coaches shall submit transcripts and ACT and/or SAT scores to the UNO Athletic Compliance Office. Upon a coach's submission of the Academic Evaluation Form, the UNO Athletic Compliance Office will add the prospective student-athlete to the Institution Request List on the Eligibility Center and complete an Eligibility Calculator to gauge whether prospective student-athletes will meet the NCAA Initial Eligibility standards. The UNO Athletic Compliance Office will inform coaches with a status report on his/her prospective student-athlete's eligibility profile and the likelihood that he/she will be a qualifier or a non-qualifier. It is the coaches' responsibility to inform recruits of their eligibility status and make certain they have registered and submitted all required documentation.

### RESPONSIBLE PARTIES

Jacquelyn Duysen, Director of Compliance

Compliance staff

- 8 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 individuals 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.**

### WRITTEN POLICIES

The written policy for determining transfer eligibility is set forth in the Department of Athletics' Compliance: Policies and Procedures Manual. This document describes the University of Nebraska at Omaha's commitment to maintaining the integrity of the athletic certification process, describes the procedures for evaluating compliance and identifies the University of Nebraska at Omaha Compliance Office as the coordinating body in this effort.

### PROCEDURES

Coaches shall follow similar procedures described under the Initial Eligibility section. Coaches shall submit an Academic Evaluation Form to the UNO Athletic Compliance Office. Coaches also shall provide transcripts from all college institutions that the prospective student-athlete attended. The UNO Athletic Compliance Office will submit an Incoming Transfer Assessment form and the transcripts to the Athletic Certification Specialist, who will evaluate which courses transfer into UNO. The UNO Athletic Compliance Office then will assess the transfer ability of the prospective student-athlete based on whether the prospect is a 4-4, 4-2-4, or a 2-4 transfer. The UNO Athletic Compliance Office will notify the coaching staff of the transfer eligibility of the prospective student-athlete.

# ACADEMIC INTEGRITY

## OPERATING PRINCIPLE 2.1

### RESPONSIBLE PARTIES

Jacquelyn Duysen, Director of Compliance

Tracie Anderson, Athletic Certification Specialist

- 9 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 individuals 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.**

### WRITTEN POLICY

The UNO Athletic Academics Office, Athletic Certification Specialist and UNO Athletic Compliance Office utilize an Eligibility Sheet in certifying progress toward degree and semester course requirements for each sport. Each sport's Eligibility Sheet accurately tracks and monitors the continuing eligibility of all returning student-athletes. The Eligibility Sheet is divided into three sections: Eligible For, Progress-Toward-Degree Requirements and Transfer information.

The UNO Athletic Compliance Office is responsible for completing the "Eligible For" information for all returning student-athletes, and the Athletic Certification Specialist is responsible for gathering the "Progress-Toward-Degree Requirements" and "Transfer" information. The Athletic Certification Specialist uses PeopleSoft to collect all enrollment records and also works directly with campus advisors.

Once the Eligibility Sheet has been completed, the Athletic Certification Specialist and UNO Athletic Academics Office verify the accuracy before certifying student-athletes as eligible for practice and competition. This process is done before the start of each semester.

### PROCEDURES

The UNO Athletic Compliance office shall fill out the End of Season Update Form and The Summit League Season of Competition Report. The UNO Athletic Compliance Office shall then give the forms to the UNO Athletic Sports Information Office, which shall ensure the data is accurate. Finally, coaches shall also examine the forms to ensure the data is accurate.

The UNO Athletic Compliance Office, in conjunction with the Athletic Certification Specialist and the UNO Athletic Academic Office, will certify each student-athlete's eligibility by using the Eligibility Certification Sheets. The Eligibility Certification Sheets will monitor each student-athlete's progress-toward-degree and whether he/she is eligible for practice or competition.

### RESPONSIBLE PARTIES

Jacquelyn Duysen, Director of Compliance

Tracie Anderson, Athletic Certification Specialist

Lindsey Ekwerekwu, Assistant Athletic Director for Academics

- 10 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.

**Information obtained to complete this chart:**

**\*NCAA Federal Graduation Rates Report**

*Measurable Standard No. 8*

*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.*

Based on the 2006-2007 Federal Graduation Rates report, the federal graduation rate for student-athletes receiving financial aid at the University of Nebraska at Omaha is 63 percent. The graduation for all students at the University of Nebraska at Omaha during the same time period is 46 percent. The graduation rate for student-athletes receiving financial aid at the University of Nebraska at Omaha is higher than the all student four-class average. There is no need to address any differences.

Federal Graduation Rates Comparison (10A)

- 11 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 the 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.

**Information obtained to complete this chart:**

**NCAA Federal Graduation Rates Report**

Federal Graduation Rates by Sport (11A)

Federal Graduation Rates by Racial and Ethnic Group (11B)

*Measurable Standard No. 9*

*The institution must analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate of student-athletes 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*



# ACADEMIC INTEGRITY

## OPERATING PRINCIPLE 2.1

Using the 2006-2007 Federal Graduation Rates report, the Subcommittee on Academic Integrity compared the data for all student-athlete subgroups receiving financial aid by team and gender with the graduation success rates for all comparable student subgroups. In most cases, the graduation rates for student-athlete subgroups receiving financial aid are equal to or higher than the four-class average for all comparable student subgroups.

The federal graduation rate for all male student-athletes receiving financial aid at the University of Nebraska at Omaha is 59 percent. The federal graduation rate for the baseball team is 75 percent, the basketball team is 100 percent, the football team is 57 percent and “other” men’s sports is 50 percent. The graduation for all male students at the University of Nebraska Omaha during the same time period is 46 percent. The graduation rate for these subgroups of student-athletes receiving financial aid at the University of Nebraska at Omaha is higher than the all-student four-class average for the comparable student subgroup. There is no need to address any differences.

The federal graduation rate for female student-athletes receiving financial aid at the University of Nebraska at Omaha is 66 percent. The federal graduation rate for the basketball team is 67 percent, for the cross-country/track team is 36 percent, and for “other” women’s sports is 78 percent. The graduation rate for all female students at the University of Nebraska at Omaha during the same time period is 48 percent. With the exception of the women’s cross-country/track team, the graduation rate for these subgroups of student-athletes receiving financial aid at the University of Nebraska at Omaha is higher than the all-student four-class average for the comparable student subgroup. Of the 28 student-athletes on the women’s cross-country/track team, 17 eventually received degrees, three are enrolled in good academic standing, three left the university in good academic standing and four left the university in poor academic standing (one student could not be identified). Thus, 20 of 27 students identified either attained a degree or are currently enrolled (74 percent). Further, it appears that this issue has been resolved as the most current APR (2011-12) is 100%. There is no need to address any differences.

The Subcommittee on Academic Integrity also compared the federal graduation rate for student-athletes receiving financial aid at the University of Nebraska at Omaha by ethnicity and ethnicity by team. In most cases, the graduation rates for student-athlete subgroups receiving financial aid are equal to or higher than the four-class average for comparable student subgroups. The subgroups for which this was not the case fall into three categories.

The federal graduation rate for Black/African American males participating in “other” sports is 0 percent. The federal graduation rate for all students, all male students, all Black/African American students and all Black/African American male students is 46 percent, 46 percent and, 28 percent, and 21 percent, respectively. Of the two students in this subgroup, one student is currently enrolled in good academic standing and the other student left in good academic standing.

The federal graduation rate for White/Non-Hispanic males in “other” sports is 44 percent. The federal graduation rate for all students, all male students, all White/Non-Hispanic students, and all White/Non-Hispanic male students is 46 percent, 46 percent, 48 percent and 45 percent, respectively. Of the nine students in this subgroup, four eventually received degrees, four students left in good academic standing and one left in poor academic standing.

The federal graduation rate for Black/African American males, Hispanic/Latino males and Unknown males participating in football is zero percent. The federal graduation rate for all students and all male students is 46 percent. The federal graduation rate for all Black/African American students and all Black/African American male students is 28 percent and 21 percent, respectively. The federal graduation rate for all Hispanic/Latino students, and all male Hispanic/Latino students is 47 percent and 41 percent, respectively. The federal graduation rate for all Unknown students and all Unknown male students is 34 percent and 26 percent, respectively. Of the five students in these subgroups, two Black/African American students, one Hispanic/Latino student and one student

# ACADEMIC INTEGRITY

## OPERATING PRINCIPLE 2.1

of Unknown ethnicity left in good academic standing; one Black/African American student left in poor academic standing.

Because almost all differences between the federal graduation rates for specific athletic subgroups and for all students and the respective subgroups can be explained either by small cohort size or the fact that students in those sports left the University of Nebraska at Omaha in good academic standing and were still eligible to participate in sports, there is no need for the University of Nebraska at Omaha to develop a plan for improvement for these cohorts.

### **12 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.**

*Measurable Standard No. 10*

*The institution must analyze, explain and address any differences between the corresponding Federal Graduation Rate projected by the most recent NCAA Division I Academic Progress Rate (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.*

Not applicable. The University of Nebraska at Omaha is in the process of reclassifying to Division I and this data is incomplete.

### **13 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.**

*Measurable Standard No. 11*

*The institution must analyze, explain and address any deficiencies between the most recent four-cohort average Graduation Success Rate (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.*

Not applicable. The University of Nebraska at Omaha is in the process of reclassifying to Division I and this data is incomplete.

- 14 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.**

*Measurable Standard No. 12*

*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.*

Not applicable. The University of Nebraska at Omaha is in the process of reclassifying to Division I and this data is incomplete.

- 15 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.**

*Measurable Standard No. 13*

*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 self-study process.*

The Department policy missed class time policy attempts to minimize the number of missed classes due to competitions or travel. It also articulates a goal that student-athletes miss less than 25% of classes. This policy is monitored by requiring that head coaches meet with their respective sport administrator to monitor progress towards this goal. The policy states that "the Athletic Director, Senior Associate Athletic Director and Assistant Athletic Director for Academics will review the missed class time report each year to determine progress towards the 25% goal established by the department and work with the appropriate sport administrators to address progress. This information will also be communicated with the Faculty Athletic Representative and the Athletic Committee."

Several Department procedures successfully reduce the number of conflicts with classes. The scheduling of the athletic facilities is known well before registration, so student-athletes know their practice times in advance. Further, conference schedules are predictable, so conference competitions and most non-conference games are known before registration.

The relationship between the Assistant Athletic Director for Academics (AADA) and the campus academic advisors is vital to the success of the student-athletes. The AADA and the Athletics Certification Specialist attend a monthly meeting of academic advisors. This ensures a good working relationship and frequent communication between advisors and Athletics. The AADA contacts the student-athlete's academic advisors before registration to try to avoid scheduling classes during designated practice times and/or regular days of competition.

# ACADEMIC INTEGRITY

## OPERATING PRINCIPLE 2.1

The Faculty Senate and the Student Senate both have adopted resolutions approving a policy to allow student-athletes to have priority registration for classes, which allows them to register before other members of their class cohort. This also helps reduce the number of course conflicts.

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

*Measurable Standard No. 14*

*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.*

The UNO 2013-14 Undergraduate Catalog (<http://unomaha.smartcatalogiq.com/en/2013-2014/Undergraduate-Catalog/General-Information/Registration-and-Procedures/Attendance>) cites the attendance policy for the general student body. The policy states that "regular attendance is desirable," but that individual instructors are responsible for their own attendance policies and for communicating and managing those policies. Furthermore, it is the student's responsibility to inform their instructors of anticipated absences and that when these absences are due to university sponsored events, a University official is responsible for providing the appropriate information to the students for them to give notice to their instructors. Student-athletes are not given specific exceptions to the policy except to the extent that they may miss more classes than the general student population due to participation in university sponsored events (e.g., athletic competitions).

Page 19 of the Maverick Academic Services Manual (Appendix B) states the Department's attendance policy for student-athletes. In sum, the policy states that class attendance by student-athletes is expected, with the exception of cases involving conflict with university-sponsored events such as athletic competition. In these cases, the policy states that faculty members are asked to provide "reasonable attempts" to give student-athletes an opportunity to make up missed work but that the onus of responsibility is placed upon the student-athlete to complete the work.

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

*Measurable Standard No. 14*

*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.*

The following table provides data on missed class time by sport for AY 2011-12 and 2012-13. Neither the NCAA nor the Summit League have a specific standard; however, the Summit League has a set of "Student Athlete Best Practices." This delineates the process for informing faculty about expected absences for competitions. UNO complies with this guideline. UNO's policy, as mentioned above, is for student-athletes to miss no more than 25% of classes.

To calculate missed class days for student-athletes at UNO, the day was separated into two halves. To determine whether a whole or half day of class was missed noon was used as the cutoff time. Departure times of 4:00 PM or beyond on Fridays were not calculated as a half missed class day due to the fact that night classes are not offered on this weekday. All missed class dates were confirmed with coaches of respective sports.

SPORT	FALL 2011	SPRING 2012	FALL 2012	SPRING 2013
Men's Baseball	0	27	0	14
Men's Basketball	6	6.5	8.5	7

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## OPERATING PRINCIPLE 2.1

Men's Golf	7	7	9	13
Men's Ice Hockey	12	8.5	8.5	14
Men's Soccer	8.5	0	9	0
Men's Tennis	3	7.5	2	4
Women's Basketball	2	9	0	12
Women's Cross Country	2.5	0	4	0
Women's Golf	7	6	10	8
Women's Soccer	13	0	7.5	0
Women's Softball	0	16	0	16.5
Women's Swimming & Diving	2.5	5	4.5	6.5
Women's Tennis	1	7.5	1	7.5
Women's Indoor Track & Field	1	5	1	6.5
Women's Outdoor Track & Field	0	6.5	0	5.5
Women's Volleyball	12	0	10.5	0

UNO's semesters are 15 weeks, so this goal calls for students to miss no more than 18.75 classes per semester. As Table X shows, for academic years 2011-12 and 2012-13, only one sport exceeded this goal in any semester: baseball missed 27 days during spring 2012 due to the unusually high number of away games that spring due to the transition to a full Division I schedule. But in spring 2013, baseball's missed classes fell to 14, under the 25% standard. Most sports are substantially under the 25% standard

The Department has a process for recognizing when the numbers of missed classes for a sport are high and has taken steps to ameliorate this problem, such as having study sessions while out of town or sending tutors with the teams. The GPAs of the teams has been high (3.39 cumulative GPA in fall 2013), so the combination of policies and mentoring have been successful.

## 18 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. 15) and the institution's missed-class policies (as described in Self-Study Item No. 16) are directly communicated in writing to student-athletes, department of athletics staff members and appropriate faculty and administrative staff.

### Measurable Standard No. 15

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

UNO's written policies regarding the scheduling of practices and competition have been communicated to our student-athletes via email on April 25, 2014. These policies were also communicated via email to our entire athletic staff on April 30, 2014. Lastly, the scheduling policies have also been communicated to appropriate faculty and administrative groups (The Athletic Committee and Faculty Senate) via email in April, 2014. Besides communicating these policies, they have also been including in the Academic Services Manual and also on the UNO athletics website so that they are easily accessible.

# ACADEMIC INTEGRITY

## OPERATING PRINCIPLE 2.1

The second half of this standard is achieved through page 19 of the Maverick Academic Services Manual attendance policy (**Appendix B**). The implementation of the policy has been successful. The policy makes it clear to all student-athletes that they are responsible to communicate anticipated absences to their instructors. At the start of each semester, student-athletes are expected to provide each instructor with a letter, provided by the Student Athlete Success staff, informing instructors of the dates they will be missing for travel/competition. This initial travel letter also introduces the faculty to the web-based software system, GradesFirst, which is regularly utilized by the Academic Success staff. During the course of the semester, the Student Athlete Success staff emails instructors the day before travel for competition through GradesFirst. The student-athletes are reminded they have the responsibility to communicate with faculty regarding any missed classes. In addition to the travel letter, the Academic Success staff also utilizes GradesFirst to send progress report requests to faculty three times throughout the semester. This allows faculty to provide feedback regarding class attendance and performance for each student-athlete. This information allows for an accurate and timely assessment of the student-athlete's performance in each class.

- 19** 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.

Not applicable.

**OPERATING PRINCIPLE 2.2**

Academic Support

Members of the Association have the responsibility to conduct intercollegiate athletics programs in a manner designed to protect and enhance the educational experience of student-athletes and to ensure proper emphasis on educational objectives. Consistent with this responsibility, the institution shall demonstrate that:

- 1. Adequate academic support services are available for student-athletes;
- 2. Student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing;
- 3. When it is determined that individual student-athletes have special academic needs, these needs are addressed either through institutional programming or through student-athlete support services;
- 4. The support services are evaluated and approved at least once every four years by appropriate academic authorities outside the department of intercollegiate athletics (e.g. faculty members or academic administrators of the institution);
- 5. There is commitment to the fair and equitable treatment of student-athletes, in support of their academic endeavors; and
- 6. Academic-improvement plans developed as required by the APP have been implemented. After initial campus approval of an academic-improvement plan, if the plan is modified or not fully implemented, the institution shall provide a written explanation prepared and approved by appropriate institutional authorities.



# ACADEMIC INTEGRITY

## OPERATING PRINCIPLE 2.2

- 1 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.**

*Measurable Standard No. 1*

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

Academic support services are available to student-athletes either through institutional programming or through student-athlete support services. The mission statement of the University of Nebraska at Omaha (UNO) Athletic Department states that it will provide student-athletes with a positive and competitive academic and athletic experience, which will prepare them for lifelong achievement and success. It is critical for the success of the student-athletes that they have the support and academic commitment to the Athletic Department. Within UNO, academic support services for student-athletes are placed within the athletic department as well as throughout the university. There are approximately 275 student-athletes who compete in 15 varsity team sports at the university, and academically they have achieved a combined cumulative GPA for the spring 2013 semester of 3.327. For fall 2013, the combined cumulative GPA was 3.389. The athletic department has seen growth in the services it provides, but still relies on many resources of the university to help assist student-athletes. Student-Athletes at UNO have a number of resources available to them.

Over the past two years, UNO Athletics has made significant additions in personnel and resources in this area. Today, there are two full-time advisors, one part-time academic advisor and one intern who help student-athletes with academic counseling and services. Each individual is responsible for certain sports and ensures that students are attending classes, notifying professors of travel dates, monitoring academic progress and providing a support system for student-athletes. Also, as part of the orientation program for new student-athletes, UNO Athletics offers a University Seminar course. This course is designed for incoming freshmen and transfer students and exposes them to resources and opportunities available at the university. Another resource that has made a significant improvement to student-athletes is the addition of priority registration. Finally, UNO has designated one individual in the Registrar's Office who ensures student-athletes are on track for graduation.

- 2 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).**

*Measurable Standard No. 2*

*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.*

*Measurable Standard No. 3*

*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 self-study process.*

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The External Review Committee for UNO Athletics Student Support was convened at the request of Dr. Deborah Smith-Howell, Associate Vice Chancellor for Academic and Student Affairs. The primary goal of the committee is to update and review the External Review conducted in December 2011. This report is part of a series of reports conducted for the NCAA Institutional Program Review and updated as part of the present report in order to evaluate the academic resources currently available at UNO.

As part of the review process, the committee had meetings with a number of Athletics administrators, coaches and staff and reviewed the UNO/UNO Athletics websites as well as the previous report to gain information for this report.

UNO has a number of support facilities on campus for student-athletes as well as all students of the university. Some of these include, but not limited to, the Math and Science Learning Lab, the Writing Center, the Speech Center and the UNO Criss Library all cater to helping students achieve within their academic studies. In 2012, UNO Athletics opened the Hamilton Academic Excellence Room within the UNO Fieldhouse. This facility is designed for the student-athlete and provides a place for monitored, individual and group study time.

Further, the committee determined that the level of staffing, physical space, and financial support for academic support in Athletics meets the needs of all UNO student-athletes.

The University of Nebraska at Omaha Athletics Department continues to develop a strong academic support program for its student-athletes. The Athletics Department's guiding principles as stated in the Mission Statement: Excellence, Passion, Teamwork, Integrity and Community are providing the firm foundation for the continued success of the Student Support Services at the University of Nebraska at Omaha, all personified within the Student Support Services.

### **3 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):**

- 1. The specific academic support services offered to student athletes (if any);**
- 2. Any policies that govern which students can use these services; and**
- 3. 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 add those additional areas using the same analysis.**

*Measurable Standard No. 4*

*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)*

*Measurable Standard No. 5*

*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.*

*Measurable Standard No. 6*

*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 non-institutional academic*

# ACADEMIC INTEGRITY

## OPERATING PRINCIPLE 2.2

*supports specialists). Please note, academic support services evaluation 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 self-study process.*

### ACADEMIC COUNSELING/ADVISING

Student-Athletes at the University of Nebraska at Omaha (UNO) have a number of resources available. Over the past two years, UNO Athletics has made significant additions in personnel and resources in this area. Today, there are two full-time advisors and one part-time academic advisor and one intern who help student-athletes with academic counseling and services. Each individual is responsible for certain sports and ensures that students are attending classes, notifying professors of travel dates, monitoring academic progress and providing a support system for student-athletes. Also, as part of the orientation program for new student-athletes, UNO Athletics offers a University Seminar course. This course is designed for incoming freshman and transfer students and exposes them to resources and opportunities available at the university. Another resource that has made a significant improvement to student-athletes is the addition of priority registration. This policy allows student-athletes to register for classes before their peers. This allows them to select class sections that better align with their practice schedule as well as travel schedule. Finally, UNO has designated one individual in the Registrar's Office who ensures student-athletes are on track for graduation. This individual is housed outside of athletics and conducts the degree audits for all student-athletes.

Student-athletes and athletic department staff members are made aware of these services at the beginning of the year meetings, as well as through the Academic Services manual. The manual is updated annually and is available online at Omavs.com. Additionally, the manual is sent out electronically to all UNO athletic department staff members.

### TUTORING

Tutoring services was the number one issue discussed by the staff, students and the coaches with whom the committee met. The staff and coaches noted that there have been some improvements in the area, but it is still not adequate. Tutoring is currently accomplished by asking students in the honors programs or other areas to volunteer their time to help student-athletes.

Student-athletes and athletic department staff members are made aware of these services at the beginning of the year meetings, as well as through the Academic Services manual. The manual is updated annually and is available online at Omavs.com. Additionally, the manual is sent out electronically to all UNO athletic department staff members.

### ACADEMIC PROGRESS MONITORING AND REPORTING

The monitoring of student-athletes has improved significantly since the last review. The process of using GradesFirst has made a significant improvement to how Athletics monitors student-athletes. It is also a critical tool in communicating with the professors of the student-athletes. Three times per semester, requests are sent to the professors of student-athletes. This system gives the professor, athlete and university a more clearly defined process and relieves the student-athlete of the responsibility of asking faculty for their grades and attendance reports for a class. UNO Athletics can use this program to send travel letters, reminders and other communications to professors. Student-athletes are still required to make contact with their professors the first day of classes and present them with travel dates as well.

Additionally, all new (freshman and transfer) student-athletes are required to fulfill a minimum number of weekly Academic Enhancement Program (AEP) hours. Student-Athletes can track all requirements and activities through GradesFirst.

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Student-athletes and athletic department staff members are made aware of these services at the beginning of the year meetings, as well as through the Academic Services manual. The manual is updated annually and is available online at Omavs.com. Additionally, the manual is sent out electronically to all UNO athletic department staff members.

### **ASSISTANCE FOR SPECIAL ACADEMIC NEEDS**

If a student-athlete comes to UNO with a learning disability, he/she can meet with the Disability Services Office (DSO) to start the process of determining the specific needs for the student. Additionally, if a coach, administrator or other staff member suspects that a student-athlete has a specific need, they can refer the student-athletes to the DSO Coordinator for additional evaluation. Students who qualify for services can be provided with a volunteer note taker, testing accommodations, interpreters, taped or electronic textbooks and other accommodations necessary to allow full access to the educational opportunities offered at UNO.

Student-athletes are made aware of this service through the Academic Services manual. The manual is updated annually and is available online at Omavs.com. Additionally, the manual is sent out electronically to all UNO athletic department staff members. Student-athletes also work closely with their Academic Success staff member and conversations regarding academic success and struggles frequently occur. Referrals are made in these sessions.

### **ASSISTANCE FOR AT-RISK STUDENTS**

At-Risk student-athletes are identified by a number of means such as high school academic performance, and/or test scores, performance at UNO or coach's recommendation. Once identified as at-risk, student-athletes are flagged on the GradesFirst system and are required to meet with their assigned Student-Athlete Services staff member. As part of this process, the student is required to attend additional study center hours and undergo enhanced communications with their academic coordinator. Additionally, at-risk students are often-times assigned an Educational Assistant who serves as a mentor and another layer of resource (see 2.1#5).

Student-athletes that are determined to be at-risk are made aware of this service in the initial one-on-one meeting with the Academic Success staff member at the beginning of each semester. Student-athletes and athletic department staff members are also made aware of these services at the beginning of the year meetings, as well as through the Academic Services manual. The manual is updated annually and is available online at Omavs.com. Additionally, the manual is sent out electronically to all UNO athletic department staff members.

### **ACADEMIC SUPPORT FACILITIES**

UNO has a number of support facilities on campus for student-athletes as well as all students of the university. Some of these include, but not limited to, the Math and Science Learning Lab, the Writing Center, the Speech Center and the UNO Criss Library, all of which cater to helping students' achieve within their academic studies. In 2012, UNO Athletics opened the Hamilton Academic Excellence Room within the UNO Fieldhouse. This facility is designed for the student-athlete and provides a place for monitored, individual and group study time.

Student-athletes and athletic department staff members are made aware of these services at the beginning of the year meetings, as well as through the Academic Services manual. The manual is updated annually and is available online at Omavs.com. Additionally, the manual is sent out electronically to all UNO athletic department staff members.

# ACADEMIC INTEGRITY

## OPERATING PRINCIPLE 2.2

### ACADEMIC EVALUATION OF PROSPECTIVE STUDENT-ATHLETES

The Board of Regents for the University of Nebraska established minimum admission requirements for first-time, first year students who graduated from high school in 1997 or later. The staff works with coaches to review unofficial high school transcripts to let the coach know where the student-athlete stands in terms of becoming a qualifier. The university has 16 core course requirements a prospective student must meet. Additionally, they must meet one of the following:

- Rank in the upper one-half of their graduating high school class;
- ACT composite score of 20 or higher; or
- SAT score of 950 or higher (Total of Critical Reading and Math sections)

Further, the staff will work with the Registrar's Office and academic advisors to evaluate two-year and four-year college transcripts.

### ADMISSION BY REVIEW (SPECIAL MERIT)

Students who do not qualify for Assured Admission by meeting all entrance criteria may be considered for Admission By Review on the basis of special merit. Each applicant will be reviewed and considered for admission on an individual basis. The student's cumulative high school grade-point average, class rank, ACT/SAT scores and the grades received in the core course requirements are all considered a primary factor in the admission evaluation and decision. The student may be asked to provide letters of recommendation from the high school counselor or principal, as well as an educational purpose statement. Students who do not meet the 16 core course requirements and/or whose high school cumulative grade-point average is below a 2.5 or class rank falls below the 3rd quartile will be encouraged to attend a community college to strengthen their academic record before attending UNO. UNO works closely with the local community colleges to determine courses that transfer and satisfy the admission requirements.

All students admitted under Admission By Review will be monitored for academic success until they remove all academic deficiencies. It is anticipated that no more than 25% of the first-time traditional freshman students would be admitted under Admission By Review. Students with academic course deficiencies admitted under "special merit" will be required to sign an Admission by Review Agreement and make up any core course deficiencies by successfully completing an approved college-level course in each area of deficiency within the first 30 hours attempted at UNO. A First Year Experience class is required for students who are admitted under "Admission by Review" who meet the core course requirements but do not meet performance requirements.

### SPECIAL TALENT STUDENTS

Applicants under this category must submit two letters of reference, one from the principal or counselor and the other from another school official, an Educational Purpose Statement, and the documents listed under the "Required Documents (freshman applicants)" section. A representative from the appropriate UNO department (i.e., academic department head, Athletic Director, Special Needs Counselor, Director of Multicultural Affairs) will serve on the Admissions by Review Committee and will be involved in evaluating the evidence of special talent and making a recommendation to the Admissions Office. The admission decision will be based on academic potential and application of special talent in an academic setting. Special talent students will be required to make up core course deficiencies within the first 30 hours attempted at UNO.

### DEFERRED ADMISSIONS

Students who are not admissible under Assured Admission or Admission By Review may be required to obtain additional academic preparation at another postsecondary institution before being eligible for admission to UNO.

# ACADEMIC INTEGRITY

## OPERATING PRINCIPLE 2.2

### HOME-SCHOOLED STUDENTS

Home-schooled students will be reviewed for Assured Admission requirements. Students who earned a GED in place of high school graduation are required to provide ACT or SAT scores and an official high school transcript for grades 9-12 from any secondary school where course work was completed. Home-schooled students must provide a copy of the letter from the state that confirms the parent has filed with the Department of Education regarding the home schooling of the student. The parent also must submit official GED scores, official ACT or SAT scores and official transcripts for grades 9-12 from any high schools or post-secondary schools attended. An ACT composite score of 20 or above (or a combined score of 950 in the Critical Reading and Math section of the SAT) may be presented in lieu of GED scores. High school course work completed through home-study curriculum should be presented on a record showing the scope and sequence of the instructional program designed to lead to basic skills for grades 9-12 as denoted in State Statute 79-1701. Documentation is required regarding the home-study curriculum and must be provided for admission consideration by the primary teacher/administrator of the home school.

To assist home-school students and administrators with compiling the necessary documentation, UNO has created a requirement checklist. Contact information is provided on this form and can be found online at: [www.ses.unomaha.edu/admissions/admin\\_require.php](http://www.ses.unomaha.edu/admissions/admin_require.php). Applicants who do not qualify for assured admission by meeting all entrance criteria may be considered for admission to the University under Admission by Review on the basis of special merit. Each applicant will be reviewed and considered for admission on an individual basis. Students who are admitted without completing all 16 core course requirements will be required to sign an Admission by Review Agreement and must successfully complete an approved college-level course in each area of deficiency within the first 30 semester hours of credit attended at UNO.

### GENERAL EDUCATION DIPLOMA (GED)

Applicants at least 18 years of age who successfully complete equivalent training such as General Education Diploma (GED) will be reviewed for Assured Admission requirements. Students who earn a GED in place of high school graduation should submit official high school transcripts reflecting all high school course work completed and official GED scores. Students who are under the age of 21 are required to provide official ACT or SAT results. Applicants who do not qualify for assured admission by meeting all entrance criteria may be considered for admission to the University under Admission by Review on the basis of special merit. Each applicant will be reviewed and considered for admission on an individual basis. Students who are admitted without completing all 16 core course requirements will be required to sign an Admission by Review Agreement and successfully complete an approved college-level course in each area of deficiency within their first 30 semester hours of credit at UNO.

### FRESHMAN APPLICANTS GRADUATING FROM HIGH SCHOOL PRIOR TO JANUARY, 1997

Freshman students who graduated from high school before January 1, 1997, are exempt from meeting the core course requirements as long as they present evidence of ability to complete university course work. Applicants must have graduated from a regionally accredited (North Central or equivalent) high school or have earned a high school equivalency degree (General Education Diploma - GED). ACT or SAT scores are required only if applying to the College of Engineering or the College of Information Science and Technology.

Student-athletes and athletic department staff members are made aware of these services through the UNO Undergraduate Catalogue. This catalog is available online.

### STUDENT-ATHLETE DEGREE SELECTION

UNO offers more than 150 majors, and UNO continues to add new and relevant majors in order to meet the needs of the community, state, region and nation. Student-athletes are free to select any of the majors available at UNO.

# ACADEMIC INTEGRITY

## OPERATING PRINCIPLE 2.2

Student-athletes and athletic department staff members are made aware of these services through the UNO Undergraduate Catalogue. This catalog is available online. Student-athletes are also made aware of their academic options in meetings with their campus academic advisor, as well as continued conversations with their Academic Success staff member.

### **LEARNING ASSESSMENTS**

All students have the opportunity to earn advanced placement (AP) in and credit for courses at UNO. Specifically, for Math, English, Chemistry, French and Spanish, students are required to take an assessment that will place them into a course that is appropriate for their learning current level. This testing is coordinated by the campus Testing Center and results are determined by each department.

As part of the First Year Experience course (FYE) the Gallup Strengths Quest assessment is administered to all freshman student-athletes. This assessment helps the student-athletes understand their own individual strengths and personal qualities while also learning how to interact with others and their unique characteristics. Student-athletes in the FYE course also take the Myers-Briggs Test, which deals directly with each person's personality types and cognitive styles, as well as the Strong Interest Inventory, which assists the students in major selection and career development.

The University of Nebraska at Omaha participates in the Advanced Placement (AP) program of the College Entrance Examination Board (CEEB). A maximum of 32 hours of credit may apply toward graduation. Advanced Placement credit is based on criterion examination(s) administered by CEEB. The Dean's Office of the College of Arts & Sciences manages the program. The current University policies regarding specific subject areas accepted and scores required will vary based on the course. Any AP test score of 5 also will gain Honors credit for Honors Program members up to a maximum of 10 credits.

Entrance into certain Math courses is contingent on a student's ACT Math Sub-Score, or his/her score on either the Algebra COMPASS Exam or Calculus COMPASS Exam.

English composition and/or proficiency in English composition is required of most students at UNO. The EPPE, developed by the English Department, is used to determine placement or proficiency in Freshman Composition by testing vocabulary, reading comprehension and composition skills.

Students intending to take Chemistry 1180, General Chemistry I, as their initial college chemistry class are expected to take the Chemistry Diagnostic Test (CDT). To enroll in Chemistry 1180, undergraduates must score 12 or more correct answers on the CDT, any Chemistry Advanced Placement Test score or a prior grade of C or better or current enrollment in a college chemistry course such as Chemistry 1140.

All students with prior Spanish or French language experience who wish to enroll in their first UNO Spanish or French course, including incoming and transfer students, must take the Spanish Placement Exam (SPE) or French Placement Exam (FPE). Students with no prior Spanish or French experience need not take these exams.

The Foreign Languages Department will use results of the SPE/FPE to determine the most appropriate level of Spanish or French language study into which a student should enroll. Students who place into Spanish or French at the 1120-level or higher may be eligible for retroactive credit for UNO courses they test out of. Students must earn a final course grade of "C" or better in the course in which they are placed and enrolled into in order to receive retroactive credit.

All freshman student-athletes are required to enroll in the FYE course the fall of their first year at UNO. Non-student-athletes are highly encouraged to enroll in the course as well, as it is a great introduction to the university and collegiate life.



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Students are informed of these services and requirements during their advising sessions and/or orientation sessions. They are also informed of this information by their academic advisors.

The list of courses and the respective requirements for the Advanced Placement program can be found online at: <http://registrar.unomaha.edu/ap.php>

Information pertaining to placement exams and the specific requirements can be found online at: <http://testingcenter.unomaha.edu/exams.php>

Staff is informed of these services through the UNO Undergraduate Catalogue and at training/orientation sessions. Advisors also receive information at the monthly Academic Advisors Committee meetings.

Student-athletes and staff are made aware of these services through the UNO Undergraduate Catalogue. This catalog is available online.

### **SUCCESS SKILLS**

The First Year Experience (FYE) course that student-athletes take in the first semester is geared toward preparing the students for their collegiate academic career. The course is intended to enhance first-year students' potential for success in college and provide for academic and career exploration. The course focuses on three primary themes: student sense of self, student as learner and developing linkages with the UNO community. FYE prepares students to meet the individual and interpersonal challenges of college life. Among one of the main objectives of the course is assisting the students in creating effective study schedules through time management and effective study skills. The students also are required to identify their campus academic advisors and schedule a meeting with them to further engage the students and encourage investment with their academic responsibilities.

In addition to enrolling in FYE, first year student-athletes also meet with their assigned athletic advisor each week to discuss their course progress and to reinforce appropriate time-management skills. With this in mind, all new student-athletes are required to submit a copy of their syllabi to their respective athletic advisor at the beginning of the semester. The Academic Staff inputs relevant course information into an Excel file for each student-athlete. The student-athletes are then required to meeting weekly or bi-weekly with their athletic advisor to discuss current progress in their courses. The individual files with syllabi information serve as a great tool and resource in these meetings to ensure that both the student and the staff member are aware of upcoming tasks as it pertains to coursework.

All incoming freshmen at UNO are strongly encouraged to enroll in FYE, but freshman student-athletes are required to enroll in FYE in the fall semester of their freshman year. Freshman student-athletes are also required to attend weekly meetings with their respective athletic advisor regarding their academic progress.

Student-athletes are made aware of these responsibilities and services during their official visits and conversations with campus advisors and athletic advisors before enrollment. They are also further reminded of these services during the beginning-of-the-year team meetings.

Student-athletes and athletic department staff members are also informed of this service through the Academic Services manual. The manual is updated annually and is available online at Omavs.com. Additionally, the manual is sent out electronically to all UNO athletic department staff members.

### **STUDY HALL**

Our Academic Enhancement Program (AEP), housed within the Hamilton Academic Excellence Room, offers a quiet, conducive study environment in which student-athletes may work with a tutor individually or as a group to succeed



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## OPERATING PRINCIPLE 2.2

in the classroom. All new (freshman and transfer) student-athletes are required to fulfill a minimum number of weekly AEP hours through the Academic Enhancement Program (AEP). Student-athletes who demonstrate a great academic need may be required to participate in additional services beyond the basic AEP hour requirement with additional educational meetings and activities. Student-athletes can track all requirements and activities through GradesFirst.

### *Hamilton Academic Excellence Room Hours of Operation*

*Sunday: Monday – Thursday: Friday:*

*5 p.m. – 9 p.m. 8 a.m. – 9 p.m. 8 a.m. – noon*

Student-athletes are made aware of these responsibilities and services during their official visits prior to enrollment; student-athletes are further reminded of these services during the beginning of the year team meetings. Student-athletes and athletic department staff members are also informed of this service through the Academic Services manual. The manual is updated annually and is available online at Omavs.com. Additionally, the manual is sent out electronically to all UNO athletic department staff members.

### **FIRST YEAR/TRANSFER ORIENTATION**

A New Student Orientation Policy and Procedures Packet has been developed for all new student-athletes and transfer student-athletes and is distributed to all new, incoming student athletes.

Student-athletes are made aware of this service by the Office of New Student Orientation once they have been admitted. Student-athletes are further reminded of these services during conversations with their Academic Success Staff member leading up to the start of the fall semester. Student-athletes and athletic department staff members are also informed of this service through the Academic Services manual. The manual is updated annually and is available online at Omavs.com. Additionally, the manual is sent out electronically to all UNO athletic department staff members.

### **MENTORING**

The Academic Enhancement Program has implemented a mentoring program through providing Educational Assistants (EA) for student-athletes facing academic challenges and transitions. This program is designed to provide student-athletes with individual guidance on a weekly basis. Student-athletes meet with their assigned Educational Assistant weekly to plan, organize and prepare for their upcoming academic responsibilities each semester. The Educational Assistants help student-athletes in becoming proactive learners and encourage them to reach all their academic goals. This relationship provides the student-athletes with support and the opportunity to share their challenges and successes.

Student-athletes and athletic department staff members are made aware of these services at the beginning of the year meetings, as well as through the Academic Services manual. The manual is updated annually and is available online at Omavs.com. Additionally, the manual is sent out electronically to all UNO athletic department staff members.

### **POST-ELIGIBILITY PROGRAMS**

A student-athlete exhausting athletic eligibility in four years and still needing additional coursework to complete his/her degree can apply for post-eligibility aid as allowed by the NCAA. Post-eligibility programs are considered on a case-by-case basis. The Athletic Director and Associate Athletic Directors, along with the Director of Compliance and Assistant Athletic Director for Academics, must approve any request for post eligibility funding.

# ACADEMIC INTEGRITY

## OPERATING PRINCIPLE 2.2

Student-athletes who have exhausted their eligibility and still have remaining coursework are eligible for post eligibility programs.

Student-athletes who have exhausted their eligibility and still have remaining coursework are informed of possible post-eligibility programs from their Coach, Sport Administrator and their respective athletic advisor.

Student-athletes and athletic department staff members are made aware of these services through the Academic Services manual. The manual is updated annually and is available online at Omavs.com. Additionally, the manual is sent out electronically to all UNO athletic department staff members.

### **4 Please submit an electronic copy of the written report from the most recent academic support services evaluation.**

#### *Measurable Standard No 6*

*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 non-institutional 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 self-study process.*

#### *Measurable Standard No. 7*

*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 evaluations but it is NOT an exhaustive list. Institutions are required to evaluate ALL relevant services provided]*

- *Academic counseling/advising resources and services;*
- *Tutoring;*
- *Academic progress monitoring and reporting;*
- *Assistance for special academic needs;*
- *Assistance for at-risk students;*
- *Academic support facilities;*
- *Academic evaluation of prospective student-athletes;*
- *Student-athlete degree selection;*
- *Learning assessments;*
- *Success skills;*
- *Study hall;*
- *First year/transfer orientation;*
- *Mentoring;*
- *Post-eligibility programs; and*
- *Any other relevant services provided to student-athletes*

- 5 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 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.**

*Measurable Standard No. 10*

*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 evaluations as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.*

The External Review Committee for UNO Athletics Student Support was convened at the request of Dr. Deborah Smith-Howell, Assistant Vice Chancellor for Academic and Student Affairs. The primary goal of the committee is to update and review the External Review conducted in December of 2011. This report is part of a series of reports conducted for the NCAA Institutional Program Review and updated as part of the present report in order to evaluate the academic resources currently available at UNO.

The 2013-14 Program Review Committee included of the following members of the UNO Faculty:

Mr. Scott Vlasek, Director, Aviation Institute (Chair)

Dr. Robert Shuster, Chair, Geography / Geology

Dr. William Wakefield, Professor, UNO Faculty Academic Representative

Dr. Michael Hilt, Associate Dean, College of Communications, Fine Arts, & Media

None of the individuals who conducted the review have day-to-day responsibilities in the academic support services area. Instead, they were selected because of their knowledge of UNO, their familiarity with the different colleges at UNO and their ability to access information from the athletic department.

The review was completed on January 15, 2014.

- 6 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.**

No outside individuals or entities were used as part of the review.

- 7 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, identity the individuals involved with this review.**

# ACADEMIC INTEGRITY

## OPERATING PRINCIPLE 2.2

### *Measurable Standard No. 10*

*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 to the written report.*

UNO has had two academic services reviews in the last 2 years (December, 2011 and January, 2014). Because of this, many of the suggested action items related to the 2011 review were implemented since that date. As indicated in the 2014 report, an entire academic center has been built, an Assistant Athletic Director for Academics has been hired, a Director of Student-Athlete Development as well as an Assistant Academic Counselor has been hired. All new technology equipment has been purchased, as has an academic progress monitoring system (GradesFirst).

The academic integrity subcommittee met about the most recent evaluation and went through it in detail in January and February, 2014. While they noted there were some suggested recommendations within the report, they didn't believe any plans for improvement were need as part of the IPP process as significant progress has been made in the academic support area during the last 2 years.

### **8 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:**

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

There are no relevant corrective actions planned as part of the most recent academic support services review.

### **9 List the most recent APR Improvement Plans developed and approved by the institution for any team if required by the NCAA Division I Committee on Academic Performance. In each case, provide:**

- 1. The original goal(s);**
- 2. The step(s) taken by the institution to achieve the goal(s);**
- 3. The date(s) the step(s) was completed; and**
- 4. An explanation for any partial or noncompletion of the original goals(s) and/or step(s) to achieve.**

### *Measurable Standard No. 11*

*The institution must provide evidence that the most recent NCAA Division I Academic Progress Rate improvement plans developed and approved by the institution during the previous self-study or as required by the NCAA Division I 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.*

No APR improvement plans have been required to this point.

# ACADEMIC INTEGRITY

## OPERATING PRINCIPLE 2.2

- 10** 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.

Not applicable as there are no plans for improvement that were needed as part of Operating principle 2.2.

### APPENDIX B

Exhibit 1 Maverick Academic Services Report

Exhibit 2 Maverick Academic Services Manual

# ACADEMIC INTEGRITY

## CHARTS

### Test Scores by Racial or Ethnic Group - New Race/Ethnicity Categories Chart (IPEDS) FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID\*

Operating Principle 2.1, Self-Study Item No. 4, pg. 16

Calculate and provide the average (mean) standardized test scores for all first-year students and first-year student-athletes who received athletics aid\* (include nonqualifiers who were ineligible for athletically related aid) during the four most recent academic years, by racial or ethnic group Report all scores as either recentered SAT or ACT sumscores. Individual student-athlete scores should be converted using the conversion chart before the average (mean) test scores are calculated. If possible, this procedure should be used in converting the scores of first-year students generally. Otherwise, the average score for first-year students generally may be converted using the conversion chart. List the most recent academic year's data first and include all first-year students entering the institution during the year.

		Racial or Ethnic Group - All Entering First-Year Students																	
		Am. In./AN		Asian		Native Hawaiian /PI		Black/ African American		Hispanic/ Latino		White/ Non-Hispanic		NR Alien		Two or More Races		Unknown	
		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	
Average Standardized Test Score	2014	19	12	22	114	18	5	19	228	20	509	24	2938	19	6	23	188	23	93
	2013	20	7	21	116	26	4	19	220	21	456	24	2797	22	9	23	169	24	35
	2012	19	8	22	81	-	-	19	217	20	442	24	2787	-	-	22	139	24	228
	2011	21	9	22	77	-	-	19	216	21	353	24	2975	24	4	22	116	23	51

		Racial or Ethnic Group - All Entering First-Year Student-Athletes on Aid																	
		Am. In./AN		Asian		Native Hawaiian /PI		Black/ African American		Hispanic/ Latino		White/ Non-Hispanic		NR Alien		Two or More Races		Unknown	
Average Standardized Test Score	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	Score	# of Students
	2014	-	-	-	-	-	-	-	-	-	-	25	32	-	-	25	3	25	4
	2013	-	-	-	-	-	-	-	-	-	-	24	39	-	-	-	-	-	-
	2012	-	-	-	-	-	-	-	-	22	3	23	37	-	-	-	-	-	-
	2011	-	-	-	-	-	-	19	7	-	-	25	44	-	-	24	6	25	3

\*Institutions that do not award athletics aid should compile these data for first-year student-athletes who were recruited, in accordance with NCAA Division I Bylaw 13.02.13.1 (recruited prospective student-athlete).

Note: Institutions are not required to report data if the number of students in a group is two or less.

Am. Ind/AN - American Indian-Alaskan Native  
NR Alien - Nonresident Alien

Name of person completing the chart: Andrew Jacobsen

Title: Business Analyst - Office of Institutional Effectiveness

Note: UNO implemented a new Student Information System in Fall 2010. As a result, admissions data is not available for year 2010. Counts shown are only for students with a recorded ACT score.

# ACADEMIC INTEGRITY

## CHARTS

### Test Scores by Gender FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID\*

Operating Principle 2.1, Self-Study Item No. 4, pg. 16

Calculate and provide the average (mean) standardized test scores for all entering first-year students and first-year student-athletes who received athletics aid\* (include nonqualifiers who were ineligible for athletically related aid during the four most recent academic years, by gender. Report all scores as either recentered ACT or SAT sumscores. Individual student-athlete scores should be converted using the conversion chart before the average (mean) test scores are calculated. If possible, this same procedure should be used in converting the scores of first-year students generally. Otherwise the average score for first-year students generally may be converted using the conversion chart. List the most recent academic year's data first and include all first-year students entering the institution during the year.

	Year	Gender							
		Male Students		Male Student-Athletes		Female Students		Female Student-Athletes	
		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2014	24	2066	24	11	23	2321	25	34
	2013	24	1792	23	14	23	2021	24	33
	2012	24	1954	23	28	23	2239	23	21
	2011	24	1937	23	31	23	2074	25	34

\*Institutions that do not award athletics aid should compile these data for first-year student-athletes who were recruited, in accordance with NCAA Division I Bylaw 13.02.13.1 (recruited prospective student-athlete).

Name of person completing the chart: Andrew Jacobsen

Title: Business Analyst - Office of Institutional Effectiveness

Note: UNO implemented a new Student Information System in Fall 2010. As a result, admissions data is not available for year 2010.

# ACADEMIC INTEGRITY

## CHARTS

### Test Scores and GPA by Sport FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID\* Operating Principle 2.1, Self-Study Item No. 4, pg. 17

Calculate and provide the average (mean) standardized test scores and core-course grade-point average for first-year student-athletes who received athletics aid\* (including nonqualifiers who were ineligible for athletically related aid) during the four most recent academic years by sport group. Report all scores as either recentered SAT or ACT sumscores. Individual student-athlete scores should be converted using the conversion chart before the average (mean) test scores are calculated. List the most recent academic year's data first and include all first-year students entering the institution during the year. For student-athletes certified through the early academic certification program beginning August 1, 2008, institutions should base student-athlete core-course GPA on his/her six semester academic transcript. (see NCAA bylaw 14.3.1.1.1)

		Sport Group															
		Football		Men's Basketball		Baseball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/Cross Country		Women's Other Sports	
		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	2014	-	-	3.33	3	2.97	8	-	-	3.22	18	3.39	8	3.48	5	3.7	27
	2013	-	-	2.75	3	3.55	12	-	-	3.41	14	2.9	5	3.94	3	3.58	31
	2012	-	-	2.76	4	3.15	9	-	-	3.26	24	2.59	5	3.39	3	3.73	27
	2011	2.93	27	-	-	3.14	12	-	-	2.91	16	3.61	5	3.3	4	3.73	20

		Sport Group															
		Football		Men's Basketball		Baseball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/Cross Country		Women's Other Sports	
		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2014	-	-	-	-	22	3	-	-	25	6	26	4	24	5	25	25
	2013	-	-	-	-	24	6	-	-	22	7	-	-	28	3	24	28
	2012	-	-	20	3	23	7	-	-	22	16	-	-	23	3	23	17
	2011	23	16	-	-	-	-	-	-	22	10	22	4	25	3	24	24

Institutions that do not award athletics aid should compile these data for first-year student-athletes who were recruited, in accordance with NCAA Division I Bylaw 13.02.13.1 (Recruited prospective student-athletes).

Note: Institutions are not required to report data if the number of students in a group is two or less.

Name of person completing the chart: Andrew Jacobsen

Title: Business Analyst - Office of Institutional Effectiveness

Note: UNO implemented a new Student Information System in Fall 2010. As a result, admissions data is not available for year 2010.



**Special-Admissions by Sport**  
**FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID BY SPORTS GROUP\***  
Operating Principle 2.1, Self-Study Item No. 3, pg. 16

1. Indicate the total number of entering first-year student-athletes receiving 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.

	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	
Year	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
2014	-	45	-	4	-	-	-	-	-	-	-	7	-	4	-	5	-	25
2013	5	51	-	7	-	-	-	-	-	-	-	10	-	-	-	3	4	28
2012	3	49	-	8	-	3	-	-	-	-	-	17	-	-	-	3	-	17
2011	10	65	-	-	-	-	4	16	-	-	-	19	-	4	-	6	-	24

\*Institutions that do not award athletics aid should compile these data for first-year student-athletes who were recruited, in accordance with NCAA Division I Bylaw 13.02.13.1 (recruited prospective student-athlete).

Note: Institutions are not required to report data if the number of students in a group is two or less.

**Name of person completing the chart:** Andrew Jacobsen

**Title:** Business Analyst - Office of Institutional Effectiveness

Note: UNO implemented a new Student Information System in Fall 2010. As a result, admissions data is not available for year 2010.

**Special Admissions  
FOR FIRST-YEAR STUDENTS GENERALLY  
AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID\***  
Operating Principle 2.1, Self-Study Item No. 3, pg. 16

1. Indicate the numerical percentages 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.

	Year	1	2
		All First-Year Students	All First-Year Student-Athletes on Athletics Aid
Percent of Specially Admitted Students	2014	11.74%	0.00%
	2013	11.64%	9.80%
	2012	12.64%	10.20%
	2011	13.66%	15.38%

\*Institutions that do not award athletics aid should compile these data for first-year student-athletes who were recruited, in accordance with NCAA Division I Bylaw 13.02.13.1 (recruited prospective student-athlete).

Note: Institutions are not required to report data if the number of students in a group is two or less.

**Name of person completing the chart:** Andrew Jacobsen

**Title:** Business Analyst - Office of Institutional Effectiveness

Note: UNO implemented a new Student Information System in Fall 2010. As a result, admissions data is not available for year 2010.

# ACADEMIC INTEGRITY

## CHARTS

### Federal Graduation Rates by Racial and Ethnic Group

Operating Principle 2.1, Self-Study Item No. 14, pg. 20

Information obtained to complete this chart:

- 2006-2007 NCAA Federal Graduation Rates Report (<http://fs.ncaa.org/Docs/newmedia/public/rates/index.html>)

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	-	-	-	-	-	75%	-	-	-	75%														
Basketball	-	-	-	-	-	100%	-	-	-	100%														
CC Track	-	-	-	-	-	-	-	-	-	-														
Football	-	-	-	0%	0%	71%	-	-	0%	57%														
Women's Other Sports and Mixed Sports	-	-	-	0%	-	44%	100%	-	-	50%		63%	59%	46%		0%	43%	-	21%	41%	45%	83%	-	26%

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	-	-	-	100%	-	60%	-	-	-	67%														
CC Track	-	-	-	-	-	36%	-	-	-	36%														
Women's Other Sports	-	100%	-	-	100%	79%	-	-	0%	78%		63%	66%	48%		17%	50%	-	31%	54%	50%	38%	-	42%

All Students	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
46%	9%	47%	-	28%	47%	48%	65%	-	34%

# ACADEMIC INTEGRITY

## CHARTS

### Academic Success Rates - Men's and Women's Sports

Operating Principle 2.1, Self-Study Item No. 13

Information obtained from <http://fs.ncaa.org/Docs/newmedia/public/rates/index.html> to complete this chart:

- 2006-07 NCAA Academic Success Rates Report (column 2 below)

1	2	3
Men's Team	Team ASR	Avg SA's ASR
Baseball	60%	64%
Basketball	79%	
Football	-	
Golf	-	
Ice Hockey	52%	
Soccer	-	
Tennis	-	
Other	-	

1	2	3
Women's Team	Team ASR	Avg SA's ASR
Basketball	88%	77%
Cross Country/Track	50%	
Golf	75%	
Soccer	91%	
Softball	86%	
Swimming and Diving	73%	
Tennis	73%	
Volleyball	82%	

Note: UNO was Division II in 2006, so the Academic Success Rate report exists, but the Graduation Success Rate report does not.

**Federal Graduation Rates by Sport**

Operating Principle 2.1, Self-Study Item No. 11, pg. 19

Information obtained to complete this chart:

- 2006-2007 NCAA Federal Graduation Rates Report (<http://fs.ncaa.org/Docs/newmedia/public/rates/index.html>)

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	75%	46%	43%	63%	59%
Basketball	100%				
CC Track	-				
Football	57%				
Men's Other Sports and Mixed Sports	50%				

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
Basketball	67%	46%	49%	63%	66%
CC Track	36%				
Women's Other Sports	78%				

## Federal Graduation Rates - Comparison Chart

Operating Principle 2.1, Self-Study Item No. 10, pg. 18

Information obtained to complete this chart:

- 2006-2007 NCAA Federal Graduation Rates Report (<http://fs.ncaa.org/Docs/newmedia/public/rates/index.html>)

	<b>FGR</b>
All Students	46%
Student-Athletes	63%

**It is the principle of the Association to conduct and promote its athletics programs free from gender bias. In accordance with this fundamental principle, the institution shall:**

- 1. Demonstrate that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athlete and athletics department personnel.**
- 2. Formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains, or continues to progress toward, a program that is equitable for both genders. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons, and timetables.**

**OPERATING PRINCIPLE 3.1**

Gender Issues

- 1 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 maybe appropriate.**

**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.**

*Measurable Standard No. 1*  
*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.*

University of Nebraska at Omaha (UNO) is organized to ensure ongoing compliance with NCAA rules and federal law. UNO is devoted to equitable practices and is organized to further its efforts related to gender-issues. The Director of Athletics, who oversees the department of athletics staff, coaches and student athletes, reports directly to the Chancellor, who is responsible for all non-academic matters of the institution.

Administratively, Equity, Access & Diversity is critical in monitoring and acting upon gender issues, particularly as they relate to matters of harassment and employment equity. The Assistant to Chancellor for Equity, Access & Diversity is designated to handle bias-, discrimination-, and harassment related concerns for faculty, staff and students.

Along with Human Resources, the Office of Equity, Access and Diversity (EAD) monitors equitable practices University-wide. EAD “leads the campus-wide effort to develop and sustain an inclusive and supportive campus climate. EAD reports directly to the Chancellor, and the head of the office also serves as UNO’s Title IX Coordinator and ADA/504 Compliance Officer.” There is also a Title IX Deputy Coordinator on campus designated to handle bias-, discrimination-, and harassment-related concerns for faculty, staff and students. Among the office’s duties are to generate the campus affirmative action plans for women, in alignment with the regulations from the U.S. Department of Labor, to provide institutional responses by external complaints or governmental audits and to investigate illegal discrimination and harassment.

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.1

Also, UNO's Office of Compliance and Student-Athlete Academic Success, guided by the Director of Compliance, strives to integrate all the campus units that deal directly with student-athletes, including, but not limited to, financial aid office, the registrar's office and student support services, to ensure and monitor compliance.

### **2 Describe how matters concerning gender equity for department of athletics staff, coaches and student-athletes are monitored evaluated and addresses on a continuing basis.**

As an integral part of the University of Nebraska at Omaha, student-athletes, coaches and staff have access to all support services offered on campus. The University complies with and enforces all federal and state laws prohibiting discrimination and other forms of harassment. As issues arise, the Athletic Department collaborates with the appropriate department, division or designated administrator as outlined through University policy, operating protocol and/or the Student Code of Conduct.

The Athletics Department annually completes the Department of Education and the NCAA Equity in Athletics Disclosure Act (EADA) reporting protocols. This information is made public at <http://ope.ed.gov/athletics/>.

Communication within the Athletics Department is fostered in several ways. Head coaches meet bi-weekly, and the entire athletic staff members meet monthly to promote communication between the coaching staff and Athletics and/or other University administration. Student-athletes are able to participate through informal communication or formally through the Student-Athlete Advisory Committee (SAAC), which is made up of coach nominated student-athletes who provide insight on the rules, regulations and policies that affect student-athletes' lives on campus. The Athletics Department also distributes exit interviews and offers one-on-one exit interviews to get feedback from student-athletes regarding their experience.

Communication is also fostered throughout UNO. UNO has an Athletics Committee made up of representative from the Faculty Senate, Chancellor's Cabinet, Deans' Committee, Student Senate and faculty/staff/students from Athletics. The committee meets on a quarterly basis.

In order to continue to enhance equity when it comes to gender issues, during orientation UNO discusses the options available to student-athletes to voice and address potential issues that arise, such as the importance of serving on the committees above, completing exit interviews, etc.

### **3 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.**

*Measurable Standard No. 1*

*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.*

Within the Athletics Department, the Director of Athletics is the point of contact for all concerns on gender issues. Moreover, the Director of Athletics maintains an active open door policy and is intentional about discussing gender issues at regular standing staff meetings and on an individual basis. The Director of Athletics addresses the student-athletes annually regarding his availability and encourages them to inform him of their concerns.

The quarterly head coaches' meetings and monthly all-staff compliance meetings provide the opportunity to regularly address issues relevant to NCAA and university policies and procedures related to gender issues topics, including sports sponsorship, participation, facilities and harassment prevention, etc.



# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.1

Furthermore, the Student-Athlete Advisory Committee serves as an avenue for communication to student-athletes about the department's commitment to gender equity, including soliciting feedback about student concerns.

Also within the Athletics Department, UNO initiated the Maverick Life Skills program, based on the philosophy of the NCAA CHAMPS/Life Skills program, which is intended to make student athletes' collegiate experience meaningful, intentional and empowering. Among the goals of the program is to promote respect for diversity among student-athletes, including gender diversity.

UNO has implemented other avenues to address gender issues. The Chancellor's Commission on the Status of Women (CCSW), started in 1972, serves "as an advisory council to the Chancellor and other university administrators on issues that relate to women faculty, staff and students at the University of Nebraska at Omaha," and monitors and makes suggestions that improve the status of woman at UNO. CCSW co-sponsors the Claussen-Leahy Run/Walk (formerly known as the UNO Women's Walk), an annual fundraising campaign for all athletic teams at UNO. Additionally, the Office of Student Life & Leadership Development provides programming and houses student organization of specific interest to women specifically for women, i.e., Women for Women International, Gender & Sexual Orientation (GSO), Society of Women Engineers and Women in Science Technology and Engineering & Math Wi-STEM.

UNO provides gender-equity related training to all student athletes. In Fall 2013, student-athletes completed online Title IX harassment prevention training offered by United Educators entitled "Show Some Respect - Prevent Harassment" and/or "Healthy Relationships" focusing on dating violence & harassment. Further, the Student Athletic Advisory Committee has partnered with Green Dot, a bystander intervention program to combat relationship violence.

UNO encourages its student-athletes to participate in committee memberships that allow them a voice related to gender issues within the department and throughout the University. Along with the Student-Athlete Advisory Committee (SAAC), six student athletes (three male and three female) were also included in the committee development for the NCAA reclassification and certification process.

The Athletics Department communicates and collaborates with the Office of Academic and Student Affairs as well as Mav-Rec Wellness (which focuses on several facets of wellness such as emotional, environmental, financial, intellectual, occupational, physical, social and spiritual), Multicultural Affairs, Student Life and Leadership Development and the Counseling Center to ensure a broad and integrated commitment to gender-related issues.

UNO's Faculty Athletic Representative (FAR) is the liaison for student-athletes between their responsibilities as students and athletes. The FAR role is to assist students to deal with any issues, including gender-related issues, that arise in either domain as well as be a bridge for students between the two domains.

In order to continue and enhance equity when regarding gender issues when it comes to programming, UNO should encourage its Athletic staff to attend related events (i.e., NCAA Convention, Title IX seminars, NCAA Regional Rules conference, etc.) and continue to provide sensitivity training on a case-by-case basis, as needed. Furthermore, feedback will be sought from other key personnel who are in regular contact with the student-athletes regarding potential issues that may not be voiced through traditional channels (i.e., feedback from the athletic trainers who are in constant contact with students).

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.1

- 4** For the two/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.

[Please note, reclassifying institutions may not have all three previous years of data, since they are only required to be in compliance with Division 1 legislation for the two years immediately preceding the start of the self-study process. However, all NCAA member institutions are requested to provide the data to the national office, so it is possible that reclassifying institutions have submitted the previous three years of data. At minimum, reclassifying institutions must analyze the previous two years of data in response to the self-study item.]

*Measurable Standard No. 2*

*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.*

In 2011, before UNO began reclassification into a Division I University, there was some disparity in the enrollment and athletic participation (total enrollment was 48% male and 52% female, while athletic participation was 60% male and 40% female). At that time, UNO had six male sports (Baseball, Basketball, Football, Hockey, Tennis and Wrestling) and eight female sports (Basketball, Golf, Soccer, Softball, Swimming, Tennis, Track & Field/Cross Country and Volleyball). However, after reclassification began, Football and Wrestling were no longer offered and men's Golf and Soccer were included to align with the sports offered at peer institutions, particularly the member institutions of the Summit League, which UNO aspired to join.

Over the past two years, after the reclassification process started, enrollment has been generally consistent (2011 and 2012 = 48% male and 52% female; 2013 = 47% male and 53% female) and participation in athletics for the past two years has also been consistent (46% male and 56% female - the percentage is greater than 100% because some female athletes compete in more than one sport).

Based on the past two years of data, during the reclassification process, the total number of head coaches, and the gender breakdown, at UNO is comparable with other like Universities. At UNO, over the past two years, approximately 42% of the coaches were male and 58% were female; comparably, at like institutions, approximately 44% were male and 56% were female.

The figures for assistant coaches for UNO and comparable universities are more equitable with regard to the number of coaches and gender breakdown in 2013. At UNO, approximately 45% of the assistant coaches were male and 55% were female; comparably, at like institutions, the proportions were the same.

- 5** 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.

*Measurable Standard No. 2*

*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.*

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.1

### **ATHLETICS STUDENT-ATHLETIC AID**

In the most recent fiscal year, athletic grant-in-aid allocations totaled 2,276,918, of which 1,039,355 (45.63% of equivalencies) went specifically to men and 1,091,884 (53.91% of equivalencies) to women, which is within one point of the institutional male-to-female undergraduate student ratio (47.0% and 53.0%, respectively). The student athlete ratio is 46.2% male, 53.8% female.

The most-recent fiscal year is an improvement relative to the proportionality prong compared to the previous year. During the 2011-12 academic year, athletic grant-in-aid allocations totaled 2,359,702, of which 1,006,230 (44.43% of equivalencies) went to men and 993,735 (57.3% of equivalencies) went to women, which was not within one point of the institutional male to female undergraduate ratio in 2012 (48.2% male and 51.8% female).

### **COACHING SALARIES. BENEFITS AND BONUSES SALARY**

Comparing sport to sport, with the exception of Men's Hockey, the University is compensating its head coaches at an equitable or higher level than national averages according to EADA data and the Summit League's annual salary survey. The base salary of women's team sports (Basketball, Golf, Soccer, Softball, Swimming, Tennis, Track & Field/Cross Country and Volleyball) rank slightly less than men's team sports (Baseball, Basketball, Golf and Tennis, excluding Hockey). Including Men's Hockey skews the salary figures toward men's teams for head coaches; however, because of the national caliber of the coach and the importance of the sport, the high salary reflects the nature of the sport and is comparable to national statistics of salaries for Hockey coaches in similar markets. Overall, the base compensation for women is higher than the national averages for non-football Division I institutions; men's compensation is commensurate with national averages (if Hockey is not included).

Among assistant coaches, when not including Hockey, salary rates were highly consistent across gender-comparable sports. Similar to the salary averages for head coaches, the average salary is skewed toward men's teams for assistant coaches. However, with or without Hockey salaries included, UNO assistant coach salaries were higher than the comparable institutions' averages.

### **BENEFITS**

Fringe benefits are centralized through the Office of Human Resources and are paid for by the University for all University full-time employees. In addition to the fringe benefits to all University full-time employees, all the head coaches and assistant coaches have courtesy vehicles.

### **BONUSES**

Bonuses are stipulated by the coach's conferences, which come into play for conference championships. The conference-based stipulated bonuses are the same for men and women.

### **COACHING. OTHER COMPENSATION AND BENEFITS PAID BY A THIRD**

The University has not identified any issues relative to this area since no coaching salaries and/or benefits are paid for by a third party, nor does the University intend to adopt this practice.

Support Staff/Administrative Salaries. Benefits and Bonuses Paid by the University and Related Entities.

The bulk of support-staff resources are at the department level and not allocated specifically to men or women's teams. In 2010-11, there were minor salary dollars devoted to support staff, with men's sports receiving

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.1

approximately eight-ninths of the funding. Still, more than 95 percent of support-staff expense was not allocated at the team level. In 2011-12, after moving to Division I-AAA, there were minor salary dollars devoted to support staff with approximately three-fourths of the funding allocated to men's teams, but more than 94 percent was not allocated at the team level. In 2012-13, all support-staff salary dollars were eliminated, and 100 percent of the Support Staff/Administrative Salaries was not allocated at the team level.

### **SUPPORT STAFF/ADMINISTRATIVE OTHER COMPENSATION AND BENEFITS PAID BY A THIRD PARTY**

The University has not identified any issues relative to this area since no coaching salaries and/or benefits are paid for by a third party, nor does the University intend to adopt this practice.

### **RECRUITING**

Data from the past two years, since UNO started the reclassification process, show that about 58% of the recruiting expenses are attributed to men's teams. The expense to recruit is skewed due to the costs associated with each sport. For example, the cost to recruit for Hockey is higher because the pool of potential recruits is not necessarily local (i.e., many strong recruits are in Canada, which increases expenses to watch recruits' games, etc.).

### **TEAM TRAVEL**

Travel budgets have been consistent for the past three years, with approximately 58% of the travel budget for men's sports' travel. The travel budget is skewed to men for two main reasons: First, a large portion of the travel cost for men comes from Hockey, and the cost of traveling for league play for hockey is expensive because of the location of conference members and outside the conference.

Second, team schedules are considered hand-in-hand with game guarantees, so the travel costs are higher for men's teams, but the revenue produced through game guarantees offsets the travel expenses.

### **EQUIPMENT. UNIFORMS AND SUPPLIES**

During the three-year review period, the allocation of equipment expenses has shifted considerably. In 2010-11, 80% of the expenses were attributed to men's sports. After starting the reclassifying process the following year, the percentage attributed to men's sports dropped from 80% to 48.1% and increased slightly the next year to 53.4%. After the 2010-11 academic year, more expenses were not team specific, (29% in 2011-12 and 19.8% in 2012-13). All sports receive comparable quality equipment and supplies that meet the needs of their program and of student-athletes.

The majority of the differential in men's and women's sports equipment comes from the Men's Hockey program, which is based on the nature and cost of the equipment. For example, hockey includes uniforms, skates, pads, sticks, etc. Specifically, hockey sticks can cost anywhere from \$100-\$200, and each athlete can go through 15-20 sticks per season.

### **GAMES EXPENSES**

Over the past three-year review period, game expenses have shifted somewhat to the sporting teams, while the gender difference has narrowed. Unallocated game expenses have gone from 8.1% in 2010-11 to zero over the past two years. There was a sizeable increase in game expenses for women's teams in 2012-13 (a proportional increase of 10.7%), a result of an increase in expenses across the board but specifically in Women's Basketball.

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Included in these figures are the cost of the officials for each sport and the venue in which the sport is played. Men's sports, particularly Hockey, are higher, which accounts for the skewed percentages.

### **FUNDRAISING. MARKETING AND PROMOTION**

Over the three-year period, spending in this category only occurred at the department level. Costs are through centralized marketing and fundraising coordination and are not being specified by team. Athletics is using its fundraising, marketing and promotion opportunities to promote the overall program. UNO strives to be equitable in its coverage.

### **SPORT CAMP EXPENSES**

Over the past three years, the expenses for women's volleyball have significantly influenced the proportion of sport camp expenses. In 2010-11, 69% of the expenses were attributed to women's sports, primarily because of Volleyball. Similarly, in 2011-12, most of the expenses (66.6%) were accounted in women's sports. Last year there was a shift, where 56.6% of the expense was attributed to men's sports (particularly Men's Hockey), which is partially due to a decrease in the Women's Volleyball camp expenses. Coaches run their own camps and completely manage the expenses, which is directly related to the revenue that is produced by the camp.

### **MEDICAL EXPENSES AND MEDICAL INSURANCE**

No gender issues were identified in this category. Student athletes from both genders have access to the same University secondary insurance coverage, physician care and equipment and supplies provided by the Athletic Training Room. The University has physician care contracts that outline standards of care specific to student-athletes, as well as Sports Medicine policies and procedures. All student athletes need to carry their own primary care service, and UNO carries secondary care at the same level for all athletes.

### **MEMBERSHIPS AND DUES**

In 2011, UNO paid dues to its WCHC membership as well as up-front costs and membership dues to the NCHC (approximately \$1.4 million). Over the past two years, memberships and dues have primarily been skewed to men's teams (80.2% and 59.2%, respectively), but the bulk of the influence is based on the cost of membership and dues related to Men's Hockey.

### **TOTAL OPERATING EXPENSES**

Since starting the reclassifying process, total operating expenses have been consistent. The overall percentages are skewed toward men's teams, mainly due to the inclusion of Men's Hockey, but the majority of the expenses are not allocated by gender. While there will be some skew because of the sports at UNO, particularly Hockey, the University continues to work so that there is an equitable share of women athletes and related expenses.

## **6 Using the program areas for gender issues:**

1. 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
2. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;
3. Using the data provided in (2) 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

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

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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

4. 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 (3) 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.]

### ACCOMMODATION OF INTERESTS AND ABILITIES

#### A

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.

Appointed by the Gender/Diversity Issues and Student-Athlete Well-Being subcommittee chair, a working group was created to study and respond to the question 3.1, which included the 15 program areas. The working group initiated its review of the 15 program areas in Fall 2013. The working group, in collaboration with the Diversity working group within the subcommittee, created and administered a comprehensive survey in late 2013. Overall, the completion rate of the survey was high.

In addition to the survey, the Title IX Coordinator conducted the following: a comprehensive facilities tour; two focus groups with student-athlete representatives from a number of teams during early winter semester; focus group with select staff/administrators from the Athletic Department; select interviews of coaches and athletic administration; reviewed and analyzed financial reporting data and select general ledger samples; the 2013 Gender Equity Review prepared by the Assistant to the Senior Vice-Chancellor and relevant policies and procedures.

A draft of self-study responses was submitted to the steering committee at the end of February. The draft was approved May 6, 2014

The Gender Working Group examined the following resources to complete its self-evaluation:

2011-2013 Equity in Athletics Report  
2012 -2013 Equity in Athletics Report  
2011- 2012 NCAA Financial Report  
2012 - 2013 NCAA Financial Report  
Fall 2013 Student Gender/Diversity Survey  
Fall 2013 Faculty Gender/Diversity Survey  
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### **B**

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

UNO has increased student-athlete participation over the past two years, for both men and women. In 2012, UNO eliminated its Football and Wrestling programs, and Men's Golf and Soccer were included to align with the sports offered at peer institutions, particularly the member institutions of the Summit League, which UNO aspired to join. Over the past two years, after the reclassification process started, enrollment has been generally consistent (2011 and 2012 = 48% male and 52% female; 2013 = 47% male and 53% female) and participation in athletics for the past two years has also been consistent (46% male and 56% female - the percentage is greater than 100% because some female athletes compete in more than one sport).

Based on the past two years of data, during the reclassification process, the total number of head coaches, and the gender breakdown, at UNO is comparable with other like Universities. At UNO, over the past two years, approximately 42% of the coaches were male and 58% were female; comparably, at like institutions, approximately 44% were male and 56% were female. The figures for assistant coaches for UNO and comparable Universities are more equitable with regard to number of coaches and gender breakdown in 2013. At UNO, approximately 45% of the assistant coaches were male and 55% were female; comparably, at like institutions, the proportions were the same.

Presently there are both male and female club sports at UNO in Men's and Women's Volleyball and mixed-gender sport clubs in Equestrian, Bass Fishing, Dance Ensemble, Endurance, Frisbee Golf, Racquetball, Trap & Skeet and Soccer.

### **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 data shows that the proportion of male student-athletes and female student-athletes is proportionate to the general enrollment numbers for the student body.

### **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.

It is the University's long-term commitment to continue to comply with the proportionality prong. Before the end of the Spring 2014 quarter, the University shall form the Gender Equity Committee (GEC), which will be a standing committee for the entire duration of the five-year gender-issues plan.

As prescribed by the NCAA, the GEC will be subdivided into three subcommittees: Participation Opportunities, Scholarships and Benefits. Specific to continued compliance with prong two, the Participation Opportunities Subcommittee will examine the following: overall sports sponsorship programming, expansion options for women's participation and relative financial considerations. The committee shall make a recommendation to the Chancellor, the Senior Chancellor and the Director of Athletics as needed.



# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.1

### **ATHLETICS SCHOLARSHIPS**

Scholarship dollars are 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;

Appointed by the Gender/Diversity Issues and Student-Athlete Well-Being Subcommittee chair, a working group was created to study and respond to the question 3.1, which included the 15 program areas. The working group initiated its review of the 15 program areas in Fall 2013. The working group, in collaboration with the Diversity working group within the subcommittee, created and administered a comprehensive survey in late 2013. Overall, the completion rate of the survey was high.

In addition to the survey, the Title IX Coordinator conducted the following: a comprehensive facilities tour; two focus groups with student-athlete representatives from a number of teams during early winter semester; focus group with select staff/administrators from the Athletic Department; select interviews of coaches and athletic administration; reviewed and analyzed financial reporting data and select general ledger samples; the 2013 Gender Equity Review prepared by the Assistant to the Senior Vice-Chancellor and relevant policies and procedures.

A draft of the self-study was submitted to the steering committee on April 30, 2014 for review. It was then submitted and formally approved by the Chancellor's Cabinet May 6, 2014.

The Gender Working Group examined the following resources to complete its self-evaluation:

2011-2013 Equity in Athletics Report  
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#### **B**

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

To compare the financial aid figures to participation, each student athlete was counted only once (regardless of the number of sports in which the student competed). Of the total athletic financial assistance awarded, 48.7% is awarded to men's sports and 51.2% is awarded to women's sports. Those figures loosely mirror the percentage of athletic involvement by gender in the student-athlete population; the 116 Male student athletes comprise 43.6% of the total 266 student-athlete population, while the 150 female student athletes comprise 56.3% of the student-



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athletic population. Total athletic financial aid in dollars provided to women is \$1,091,184 (across 104 women), while the amount is \$1,039,355 to men (92 men on aid). Thus, women received 12.7% more financial aid than their participation rate.

### **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

During the 2011-12 and 2012-13 academic years, athletic grant-in aids were distributed at a percentage proportionate to the student body male-to-female ratio. The University has consistently provided a greater percentage of athletic grants-in-aid to female student athletes than male student-athletes.

### **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.

It is the University's long-term commitment to continue to provide aid to women and men at the same proportion as their respective rate of participation in the intercollegiate athletics program. Before the end of the Spring 2014 quarter, the University shall form the Gender Equity Committee (GEC), which will be a standing committee for the entire duration of the five-year gender-issues plan.

As prescribed by the NCAA, the GEC will be subdivided into three subcommittees: Participation Opportunities, Scholarships and Benefits. Specific to continued compliance, the Scholarships Subcommittee will examine the following: equitability of aid awarded to men and women at the same proportion as the rate of participation in the intercollegiate athletics program. The committee shall make a recommendation to the Chancellor, the Senior Vice Chancellor and the Director of Athletics as needed.

## **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;

Appointed by the Gender/Diversity Issues and Student-Athlete Well-Being Subcommittee Chair, a working group was created to study and respond to the question 3.1, which included the 15 program areas. The working group initiated its review of the 15 program areas in Fall 2013. The working group, in collaboration with the Diversity working group within the subcommittee, created and administered a comprehensive survey in late 2013. Overall, the completion rate of the survey was high.

In addition to the survey, the Title IX Coordinator conducted the following: a comprehensive facilities tour; two focus groups with student-athlete representatives from a number of teams during early winter semester; focus group with select staff/administrators from the Athletic Department; select interviews of coaches and athletic administration; reviewed and analyzed financial reporting data and select general ledger samples; the 2013 Gender Equity Review prepared by the Assistant to the Senior Vice-Chancellor and relevant policies and procedures.

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.1

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### **B**

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

Thorough onsite visits revealed that for comparable sports each of the men's and women's teams are provided uniforms, apparel, footwear, equipment and supplies that are necessary for practice and competition in accordance with NCAA rules.

Resources are equitably distributed between genders, based upon the differences in needs specific to the sport, roster size and coach's priorities and style preferences. Equipment and supplies are maintained and replaced according to prescribed schedules across all sports and comparable by genders. Surveys from both student-athletes and coaches did not indicate gender inequities.

Athletics has centralized all ordering and inventory maintenance to provide greater compliance, budget and quality control.

### **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

For similar sports, equipment and supplies are of comparable quality and quantity for both women and male student-athletes. Both genders are provided top-quality apparel in similar amounts, and equipment is comparably maintained and replaced for both male and female student-athletes. Although there are differences in budget allocations in some sports, particularly due to the costs associated with Men's Hockey equipment, there is no difference in the quality of what is provided to the men's and women's programs, and differences are justifiable by needs of specific programs.

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.1

### **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.

Deficiencies were not identified.

### **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;

Appointed by the Gender/Diversity Issues and Student-Athlete Well-Being Subcommittee chair, a working group was created to study and respond to the question 3.1, which included the 15 program areas. The working group initiated its review of the 15 program areas in Fall 2013. The working group, in collaboration with the Diversity working group within the subcommittee, created and administered a comprehensive survey in late 2013. Overall, the completion rate of the survey was high.

In addition to the survey, the Title IX Coordinator conducted the following: a comprehensive facilities tour; two focus groups with student-athlete representatives from a number of teams during early winter semester; focus group with select staff/administrators from the Athletic Department; select interviews of coaches and athletic administration; reviewed and analyzed financial reporting data and select general ledger samples; and the 2013 Gender Equity Review prepared by the Assistant to the Senior Chancellor and relevant policies and procedures.

A draft of the self-study was submitted to the steering committee on April 30, 2014 for review. It was then submitted and formally approved by the Chancellor's Cabinet May 6, 2014.

The Gender Working Group examined the following resources to complete its self-evaluation:

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### **B**

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

Since 2012, the University has invested significant funds to improving practice and competition facility renovations to the following locations: Caniglia Field (Men's and Women's Soccer);

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.1

Sapp Field House (locker room improvements). Additionally, in 2013 the university committed significant funding to the construction of an on-campus arena which will house the Men's Hockey team and both Men's and Women's Basketball teams. These investments have and will continue to have a direct and positive impact on scheduling opportunities for all sport programs in an equitable manner.

In reviewing the data from the student-athletes and coaches surveys and direct communication with coaching staff, the committee found that overall there were no major gender issues concerning scheduling of contests and practice times. Athletics is 20 committed to supporting the maximum allowable contest opportunities and all programs, regardless of gender.

In terms of opportunities for pre- and post-season competition, the University is unable to participate at an NCAA Championships level until full active status is obtained following the reclassification process. The priority objective of Athletics is to ensure that all sports have primary conference membership and opportunities for championships.

### **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

A review of schedules shows no equity concerns. As an Independent, transitioning institution, every team has been challenged by additional road games and unbalanced seasons.

### **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.

The Gender Equity Committee found no issues in the scheduling of games and/or practice time. If any inequities occur in the future with the addition of facilities, plans to address these inequities would be developed as necessary as part of an annual review.

## **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;

Appointed by the Gender/Diversity Issues and Student-Athlete Well-Being Subcommittee chair, a working group was created to study and respond to the question 3.1, which included the 15 program areas. The working group initiated its review of the 15 program areas in Fall 2013. The working group, in collaboration with the Diversity working group within the subcommittee, created and administered a comprehensive survey in late 2013. Overall, the completion rate of the survey was high.

In addition to the survey, the Title IX Coordinator conducted the following: a comprehensive facilities tour;

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.1

two focus groups with student-athlete representatives from a number of teams during early winter semester; focus group with select staff/administrators from the Athletic Department; select interviews of coaches and athletic administration; reviewed and analyzed financial reporting data and select general ledger samples; the 2013 Gender Equity Review prepared by the Assistant to the Senior Vice-Chancellor and relevant policies and procedures.

A draft of the self-study was submitted to the steering committee on April 30, 2014 for review. It was then submitted and formally approved by the Chancellor's Cabinet May 6, 2014.

The Gender Working Group examined the following resources to complete its self-evaluation:

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### **B**

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

Travel expenses have increased exponentially for UNO athletics for both genders. The percentage of travel allowance spent on men's teams has increased to 57 percent of the travel budget. This increase is due in part to the annual game guarantee amount secured by Men's Basketball. For example, in 2013-14, Men's Basketball traveled to Hawaii, Nevada, South Carolina, plus other long-distance destinations. Increased game guarantee revenue from Mens' Basketball in the amount of \$340,000 accomodated travel for their team as well as other UNO teams.

Most UNO teams travel by bus or plane. The Men's and Women's Golf, Men's Tennis and Track teams were the only teams to travel by van.

### HOUSING FURNISHED DURING TRAVEL

When overnight travel is required, each team stays in moderate to good lodging establishment selected by a member of the coaching staff. Athletes share rooms; all teams assign two (2) or three (3) participants to a room. If three (3) are assigned to the room, a rollaway bed is provided.

### LENGTH OF STAY BEFORE AND AFTER COMPETITIVE EVENTS

Teams arrive either the day before or in sufficient time to warm up before a competitive event and leave immediately after the even in order to return to campus. Occasionally when commercial air travel is involved, participants may stay overnight when the commercial flight is scheduled for the next day.

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.1

### MEALS

Generally, teams eat as a group with the coach paying the full bill. The hotel usually provides breakfast. When participants are given meal money, the amount varies from team to team and averages between 20 and 35 per student athlete.

### 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];

Expenditures for travel have increased significantly in the past three years. The move to Division I, the addition of sports, Independent scheduling and joining new conferences serve as factors that have impacted travel expenses across all sports. The increased travel expenses can be partially attributed to Men's Hockey conference one alignment in 2012 and 2013, which was more in line with the WCHA Conference participation, and which required the Hockey team to travel to distant locations for competition. For example, the Hockey team was required to travel to Alaska during the 2012 season, which resulted in higher-than-average travel costs. Men's Baseball and Basketball teams also experienced higher expenditures in 2012 and 2013 due to UNO's reclassification efforts and the need to obtain opportunities for competition. Additionally, expenditures for Men's Basketball travel were offset by revenue generated from game guarantees, which ranged from \$75k to \$90k.

High expenditures for Men's Baseball can be attributed to travel costs for preseason competition. The Women's Softball team, however, participated in more local or regional tournament play, allowing it to travel by bus, and expenses have been offset by tournaments that cover lodging costs in lieu of game guarantees.

### 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.

The Athletics Department should review each team's travel budget to see whether there are trends that may, or may not, be contributing to inequities, such as travel-party size across gender comparable sports. For the most part, however, UNO's reclassification efforts will reduce any current disparities providing all teams with more in-conference competition opportunities.

Additionally, annual review of travel budgets versus expenses by the GEC will allow the Athletics Department to flag trends and review for factors that may or may not justify budget differentials.

## 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;

Appointed by the Gender/Diversity Issues and Student-Athlete Well-Being Subcommittee chair, a working group was created to study and respond to the question 3.1, which included the 15 program areas. The working group initiated its review of the 15 program areas in Fall 2013. The working group, in collaboration with the Diversity

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working group within the subcommittee, created and administered a comprehensive survey in late 2013. Overall, the completion rate of the survey was high.

In addition to the survey, the Title IX Coordinator conducted the following: a comprehensive facilities tour; two focus groups with student-athlete representatives from a number of teams during early winter semester; focus groups with select staff/administrators from the Athletic Department; select interviews of coaches and athletic administration; reviewed and analyzed financial reporting data and select general ledger samples; and the 2013 Gender Equity Review prepared by the Assistant to the Senior Vice-Chancellor and relevant policies and procedures.

A draft of the self-study was submitted to the steering committee on April 30, 2014 for review. It was then submitted and formally approved by the Chancellor's Cabinet May 6, 2014.

The Gender Working Group examined the following resources to complete its self-evaluation:

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### **B**

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

UNO offers academic counseling and advising to all studentathletes regardless of gender through the Student Athlete Success Program. The Student-Athlete Success Program is designed to assist student-athletes in making the best possible academic and personal transition to the University of Nebraska at Omaha. We are responsible to the student, not for the student. The staff works closely with administrators, coaches, faculty and campus student services personnel to help student-athletes better balance the demands of academic responsibilities with participation in athletics. The services available, congruent with the institution's educational mission and its academic policies and procedures, are designed to recognize the importance of a culturally diverse environment and to facilitate the student's academic commitment, performance, and responsibility.

The Student-Athlete Success Program's purpose is to positively influence student-athletes by providing:

- Academic monitoring
- Weekly academic progress meetings
- Mentoring through professional relationships that promote integrity
- and responsibility through dialogue and example

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- Communication with faculty regarding academic progress, competition travel and general feedback
- Interpreting UNO and NCAA requirements
- Tutorial assistance
- Registration assistance
- Information and access to institutional support services
- Life skill and leadership development programming
- Career development
- Textbook program
- Laptop computers for travel
- First Year Experience course regarding academic and personal development specific to student-athletes.

### **ACADEMIC ENHANCEMENT PROGRAM (AEP)**

All new (freshmen and transfer) student-athletes will be required to fulfill a minimum number of weekly AEP hours through the Academic Enhancement Program (AEP). Certain student-athletes who demonstrate a great academic need may be required to participate in additional services beyond the basic AEP hour requirement. Student-Athletes can track all requirements and activities through GradesFirst.

### **TUTORING PROGRAM**

The purpose of the Maverick Student-Athlete Academic Success Tutoring Program is to provide UNO student-athletes with the opportunity to achieve academic success with the support and encouragement of peer tutors. We invite student-athletes to use the Tutoring Program to enhance their achievement and improve the quality of their education. Tutoring is not just a resource offered to struggling students as we strongly encourage our best and brightest students to take advantage of the opportunity to elevate their academic achievement as well. Surveys indicated that student-athletes identify and use services equitably.

The Academic Coordinator and Compliance Director work closely with coaches to ensure that the progress of at-risk students is tracked efficiently and that those students are receiving the proper academic assistance through tutors and mentoring. The Academic Resource Center provides computer hardware and a comfortable study space available to all student-athletes regardless of gender. Further, a comprehensive Life Skills Program was started in 2002 to assist student-athletes in the areas of career building and personal growth and also to promote community service projects.

### **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

Primary student-athlete academic support at UNO is available regardless of gender. Student-Athletes are able to use free tutoring and learning assistance programs on a first-come, first-served basis. Each student-athlete has



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an academic advisor designated by the major department or college. Within the Athletics Department are the Director of Academic Success, Student Athlete Development Coordinator and Director of Compliance, in addition to two graduate students and several interns. All provide services for all student-athletes regardless of gender. The Hamilton Academic Excellence Room is fully equipped with technology and resources for student-athlete studies and is open to all student-athletes, regardless of gender, seven days a week.

### **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.

The self-study review did not uncover any specific issues. However, the plans for maintenance recommend annual reviews for programming trends and evaluating the subsequent Academic Services and Support Evaluation per operating principle 2.2.

### **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.

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;

Appointed by the Gender/Diversity Issues and Student-Athlete Well-Being Subcommittee chair, a working group was created to study and respond to the question 3.1, which included the 15 program areas. The working group initiated its review of the 15 program areas in Fall 2013. The working group, in collaboration with the Diversity working group within the subcommittee, create and administered a comprehensive survey in late 2013. Overall, the completion rate of the survey was high.

In addition to the survey, the Title IX Coordinator conducted the following: a comprehensive facilities tour; two focus groups with student-athlete representatives from a number of teams during early winter semester; focus group with select staff/administrators from the Athletic Department; select interviews of coaches and athletic administration; reviewed and analyzed financial reporting data and select general ledger samples; the 2013 Gender Equity Review prepared by the Assistant to the Senior Vice-Chancellor and relevant policies and procedures.

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### **B**

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

A survey of all coaches revealed no difference in type of contract, experience and qualifications, nature of coaching duties or working conditions between coaches of men's and women's teams. A review of salaries revealed consistency with national averages and equity.

Comparing sport to sport, with the exception of Men's Hockey, the University is compensating its head coaches at an equitable or higher level than national averages according to EADA data and the Summit League annual salary survey. The base salary of women's team sports (Basketball, Golf, Soccer, Softball, Swimming, Tennis, Track & Field/Cross Country and Volleyball) rank slightly less than men's team sports (Baseball, Basketball, Golf and Tennis; excluding Hockey). Including Men's Hockey skews the salary figures toward men's teams for head coaches; however, because of the national caliber of the coach and the importance of the sport, the high salary reflects the nature of the sport and is comparable to national statistics of salaries for hockey coaches in similar markets. Overall, the base compensation for women is higher than the national averages for non-football Division I Institutions. Men's compensation is commensurate with national averages (if Hockey is not included).

### **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

From the coaching and student-athlete surveys and review of head coaching contracts and salaries, the subcommittee believes that the quality and compensation of UNO's coaching staff is equitable. Among assistant coaches, when not including Hockey, salary rates were highly consistent across gender-comparable sports. Similar to salary averages for head coaches, the average salary is skewed toward men's teams for assistant coaches. However, with or without Hockey salaries included, UNO assistant-coach salaries were higher than the comparable institutions' averages.

### **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.

The plan requires UNO to continue to maintain gender parity among the head coaching staff and to

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charge the Gender Equity Committee to monitor gender parity on an annual basis.

### **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.

#### **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;

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#### **B**

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

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A comprehensive onsite tour of the Sapp Fieldhouse, Health and Physical Education Building, Ralston Arena, Caniglia Field and Chili Greens was made to determine gender equity for athletes in terms of (1) coach/assistant coach offices; (2) administrative staff areas; and (3) shared practice areas and separate women's and men's facilities/locker rooms for comparable sports teams (i.e. Women's and Men's Basketball, Women's and Men's Soccer, etc.). The inspection tours also included visiting athletic team locker rooms, restrooms and shower facilities that have been allocated for both genders.

Findings revealed that concerted efforts have been made to ensure equity regardless of gender, as follows:

1. Each of the men's and women's athletic teams has equitable access to facilities for practice and competition; and
2. Student-athletes' locker rooms, practice and competitive facilities are equally maintained for men's and women's sports.

The exceptions to the above involve the use of the Centurylink Center as a competitive facility for Men's Hockey and the Men's Basketball team's use of Ralston Arena for competition and limited practice. Both the Centurylink Center and Ralston Arena locker areas are equipped similarly to the women's sport spaces, but the competitive facilities are substantially better than those at Sapp Fieldhouse.

Since 2012, the University has invested significant funds to improving practice and competition facility renovations to the following locations: Caniglia Field (men's and women's soccer); Sapp Field House (locker room improvements). Additionally, in 2013, the University committed significant funding to the construction of an on-campus arena which will house the Men's Hockey team and both Men's and Women's Basketball teams. These investments have had and will continue to have a direct and positive impact on equity in practice and competition facilities for both Basketball teams and the Hockey program.

Another issue of note is the lack of a private locker room area and private practice facility for Women's Swimming/Diving. Although the practice pool in the Health and Physical Education Building is well-equipped and maintained, the Women's Swim team often shares that space with open swim during practices. The Women's Swim team competes at the HPER pool facility, which is well-equipped.

### **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

Since 2012, the University has invested significant funds to improving practice and competition facility renovations to the following locations: Caniglia Field (Men's and Women's soccer) and Sapp Fieldhouse (locker room improvements). Additionally, in 2013, the University committed significant funding to the construction of an on-campus arena which will house the Men's Hockey team and both Men's and Women's Basketball teams. These investments have had and will continue to have a direct and positive impact on equity in practice and competition facilities. The spaces fall under University-planned

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maintenance schedules and are adequately and equitably maintained. Custodial services are consistent and regularly take place.

UNO's urban location limits its ability to expand the existing Athletics facilities' footprint. Instead, efforts have been made to renovate existing spaces.

Overall, for comparable sports team practice areas, facilities and locker rooms, conscientious efforts have been made to ensure gender equity exists. Deliberate thoughtfulness has gone into women and men athletes having access to high-quality practice spaces and comfortable, well-appointed, secure locker rooms.

In general, student-athletes have expressed few complaints, although both the Women's Swim team revealed challenges with not having a dedicated locker room.

### **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.

While, overall, facilities grade out as being equitable, the completion of the UNO Community Arena has been identified as central to our five-year plan. This project demonstrates long-range commitment to gender equity, competitive excellence and student well-being.

Moreover, the GEC shall review and provide feedback for all subsequent reprogramming of existing Athletics facilities space.

## **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;

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In addition to the survey, the Title IX Coordinator conducted the following: a comprehensive facilities tour; two focus groups with student-athlete representatives from a number of team during early winter semester; focus group with select staff/administrators from the Athletic Department; select interviews of coaches and athletic administration; reviewed and analyzed financial reporting data and select general ledger samples; the 2013 Gender Equity Review prepared by the Assistant to the Senior Vice-Chancellor and relevant policies and procedures.

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

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A draft of the self-study was submitted to the steering committee on April 30, 2014 for review. It was then submitted and formally approved by the Chancellor's Cabinet May 6, 2014.

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### **B**

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

The Strength and Conditioning Facilities are located in the Sapp Fieldhouse. It is 6,500 square feet and in excellent condition. The University employs two full-time professional strength and conditioning coaches, three part-time coaches, one graduate assistant, and one undergraduate student assistant. The program is for the exclusive use of intercollegiate 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

There is one training facility located in an area of the Fieldhouse close to most of the locker rooms. The training room received positive reviews from coaches and training-room staff. There is a space for private treatments.

Findings revealed that concerted efforts have been made to ensure equity regardless of gender in that: (a.) There is enough of a variety of sizes of equipment provided for physical therapy in the training room so that the right proportional size equipment is available for both men and women. (b.) Weight resistance increments are small enough for therapeutic use for women and large enough for therapeutic use for men. (c.) All men's and women's varsity home contests are covered by an athletic trainer equally.

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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.

No deficiencies were identified.

### **Housing and Dining Facilities and Services**

Housing provided; special services as part of housing; dining arrangements.

### **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;

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### **B**

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

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Housing and dining services are equitably available to all student athletes, without regard to gender. Student-athletes live either in on-campus housing or off campus.

Dining services are equitable for all student-athletes as they are integrated into the general student-body campus life experience.

### **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

There is no special housing for student-athletes. Both male and female student-athletes live in residence halls or off campus. When classes are not in session, residence halls remain open for all students. There is no standard policy for dining when student-athletes are on campus when classes are not in session. Hockey players receive \$30 day. There are no issues with access to equal housing for student-athletes. The vision of dining opportunities is adequate.

### **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.

No deficiencies in housing and dining were noted through the self study process. Therefore, the plan for improvement requires the University to maintain gender equity and charges the newly developed Gender Equity Advisory Committee to monitor the same on an annual basis.

### **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;

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In addition to the survey, the Title IX Coordinator conducted the following: a comprehensive facilities tour; two focus groups with student-athlete representatives from a number of teams during early winter semester; focus group with select staff/administrators from the Athletic Department; select interviews of coaches and athletic administration; reviewed and analyzed financial reporting data and select general



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ledger samples; and prepared the 2013 Gender Equity Review by the Assistant to the Senior Vice-Chancellor and relevant policies and procedures.

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### **B**

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

The Athletics Communications staff consists of one full-time Athletics Communications Director and two full-time Assistant Communications Directors, one male and one female. The Sports Information Director has 16 years of experience in college athletics. The Communications Director is assigned to cover Cross Country, Hockey and Golf. The female Assistant Director is assigned to Volleyball, Men's Basketball, Swimming and Diving, Baseball and Women's Tennis. The male Assistant Director is assigned to Men's Soccer, Women's Soccer, Women's Basketball, Softball and Men's Tennis.

### **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

All sports have separate media guides. Posters are produced featuring Men's and Women's Basketball, Hockey, Volleyball, Baseball, and Softball. Schedule cards are produced for the above-listed programs in addition to Men's and Women's Soccer. The quantity and quality of publication and other publicity/promotional resources are equivalent.

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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.

No deficiencies in publicity and awards were noted through the self-study process. Therefore, the plan for improvement requires the University to maintain gender equity and charges the newly developed Gender Equity Advisory Committee to monitor the same on an annual basis.

### **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;

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### **B**

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

Administrative assistance overall is provided in an equitable fashion to all programs regardless of gender.

In 2011, the Athletics Department spent \$2,152,333 on Support staff/Administrative salaries, and in 2012, the Athletics Department spent \$2,294,387 on Support staff/Administrative Salaries. The increase can be attributed to staff salary increases and the hiring of a Director of Academic Success in August 2012 and the Director of Student Success in early 2013. The bulk of administrative spending is not allocated at the team level.

All head and assistant coaches have adequate and equitable office space in terms of location, relative square footage, technology, fixtures and maintenance and custodial support. All head coaches have their own offices, and there is sport-to-sport equity relative to assistant coach offices. Adjacencies are consistent across genders. All sports' coaches are provided with the necessary office equipment to do their jobs effectively.

### **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 data above shows minimal changes in support-staff budgets. In addition to paid staff members, the department also supports graduate assistants. The disparity noted in 2012 is due to the addition of a Director of Academic Success. The decision to add the Director of Academic Success was the direct result of UNO's efforts to maintain NCAA compliance.

### **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.

No notable disparities were identified. The plan for maintenance will include annual monitoring by the Office of Human Resources for subsequent increases in support-staff structures to ensure continued gender-equity compliance.

## **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;

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.1

Appointed by the Gender/Diversity Issues and Student-Athlete Well-Being Subcommittee chair, a working group was created to study and respond to the question 3.1, which included the 15 program areas. The working group initiated its review of the 15 program areas in Fall 2013. The working group, in collaboration with the Diversity working group within the subcommittee, created and administered a comprehensive survey in late 2013. Overall, the completion rate of the survey was high.

In addition to the survey, the Title IX Coordinator conducted the following: a comprehensive facilities tour; two focus groups with student-athlete representatives from a number of teams during early winter semester; focus group with select staff/administrators from the Athletic Department; select interviews of coaches and athletic administration; reviewed and analyzed financial reporting data and select general ledger samples; and prepared the 2013 Gender Equity Review by the Assistant to the Senior Vice- Chancellor and relevant policies and procedures.

A draft of the self-study was submitted to the steering committee on April 30, 2014 for review. It was then submitted and formally approved by the Chancellor's Cabinet May 6, 2014.

The Gender Working Group examined the following resources to complete its self-evaluation:

2011-2013 Equity in Athletics Report  
2012-2013 Equity in Athletics Report  
2011-2012 NCAA Financial Report  
2012-2013 NCAA Financial Report  
Fall 2013 Student Gender/Diversity Survey  
Fall 2013 Faculty Gender/Diversity Survey  
Spring 2013 Student Needs and Interest Survey  
Spring 2013 Head Coaches Questionnaire results  
Staffing Demographics Analysis  
UNO Intercollegiate Athletics Mission Statement  
UNO Student Athlete Handbook  
UNO Department of Athletics Policy & Procedure Manual  
Fall 2012, Fall 2013 Enrollment Profile Reports

### **B**

Data from the last two years, since UNO started the reclassification process show that about 58% of the recruiting expenses are attributed to men's teams. An analysis of the percentage of recruiting dollars spent indicate that although expenditures increased, the total recruiting spending for men's teams in relation to the entire recruiting budget decreased from \$82,836 (78% of the entire student-athlete recruiting budget) in 2011 to \$105,691 (58%) in 2012. At the same time, recruiting dollars spent for women's teams increased from \$22,568 (22%) in 2011 to \$74,840 (42%) in 2012.

In team-to-team comparisons, men's and women's golf were the most disparate from \$919 for men and \$309 spent by the women's team, however this is part of the overall operating budget for these sports and it is how they chose to spend the money. Men's and women's basketball were nearly identical in their spend and same with baseball and softball.

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.1

### **C**

The data demonstrates that UNO has made a significant effort to expand recruiting opportunities for women's sports since the move to Division I. Further, from interviews and the review of the data, each sport is given an operating budget and from that they decide how much they want to spend on recruiting.

### **D**

There are no issues with respect to the opportunities to recruit or resources allocated to men's and women's sports. If any inequities occur in the future with respect to recruiting opportunities, plans to address these inequities would be developed as necessary as part of an annual review.

### **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;

Appointed by the Gender/Diversity Issues and Student-Athlete Well-Being Subcommittee chair, a working group was created to study and respond to the question 3.1, which included the 15 program areas. The working group initiated its review of the 15 program areas in Fall 2013. The working group, in collaboration with the Diversity working group within the subcommittee, created and administered a comprehensive survey in late 2013. Overall, the completion rate of the survey was high.

In addition to the survey, the Title IX Coordinator conducted the following: a comprehensive facilities tour; two focus groups with student-athlete representatives from a number of teams during early winter semester; focus group with select staff/administrators from the Athletic Department; select interviews of coaches and athletic administration; reviewed and analyzed financial reporting data and select general ledger samples; and prepared the 2013 Gender Equity Review by the Assistant to the Senior Vice-Chancellor and relevant policies and procedures.

A draft of the self-study was submitted to the steering committee on April 30, 2014 for review. It was then submitted and formally approved by the Chancellor's Cabinet May 6, 2014.

The Gender Working Group examined the following resources to complete its self-evaluation:

2011-2013 Equity in Athletics Report  
2012-2013 Equity in Athletics Report  
2011-2012 NCAA Financial Report  
2012-2013 NCAA Financial Report  
Fall 2013 Student Gender/Diversity Survey  
Fall 2013 Faculty Gender/Diversity Survey  
Spring 2013 Student Needs and Interest Survey

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.1

Spring 2013 Head Coaches Questionnaire results  
Staffing Demographics Analysis  
UNO Intercollegiate Athletics Mission Statement  
UNO Student Athlete Handbook  
UNO Department of Athletics Policy & Procedure Manual  
Fall 2012, Fall 2013 Enrollment Profile Reports

### **B**

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

The Department of Athletics is committed to providing programs and services that address the retention rate of student-athletes, coaches and staff on an equitable basis for men and women.

Compensation, duration and conditions of contracts, professional development and services are provided on an equitable basis for men and women. The University offers programs on various topics related to minority/gender-equity issues on an equitable basis for men and women. There has been little turnover in coaching and athletic staff over the past few years save for the elimination of coaches and athletic staff connected to the Football and Wrestling programs, which were eliminated. In 2013, there was one promotion of a female coach from Assistant Basketball Coach to Head Women's Basketball Coach.

### **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 University has enjoyed relative stability as it relates to retaining coaches. As a result, there have been no issues identified regarding retaining quality coaches.

The Department of Athletics works directly with Human Resources to provide equitable opportunities and programs designed to address retention. The Department of Athletics relies on the Institution to offer such programs, as well as utilizing opportunities provided by the NCAA. Based on these variables, it has been determined that there are no deficiencies in this program area.

### **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.

No deficiencies in retaining student-athletes, coaches or staff were noted through the self-study process. Therefore, the plan for improvement requires the University to maintain gender equity and charge the newly developed Gender Equity Advisory Committee to monitor the same on an annual basis.

### **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

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.1

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;

Appointed by the Gender/Diversity Issues and Student-Athlete Well-Being Subcommittee chair, a working group was created to study and respond to the question 3.1, which included the 15 program areas. The working group initiated its review of the 15 program areas in Fall 2013. The working group, in collaboration with the Diversity working group within the subcommittee, created and administered a comprehensive survey in late 2013. Overall, the completion rate of the survey was high.

In addition to the survey, the Title IX Coordinator conducted the following: a comprehensive facilities tour; two focus groups with student-athlete representatives from a number of teams during early winter semester; focus group with select staff/administrators from the Athletic Department; select interviews of coaches and athletic administration; reviewed and analyzed financial reporting data and select general ledger samples; and prepared the 2013 Gender Equity Review by the Assistant to the Senior Vice-Chancellor and relevant policies and procedures.

A draft of the self-study was submitted to the steering committee on April 30, 2014 for review. It was then submitted and formally approved by the Chancellor's Cabinet May 6, 2014.

The Gender Working Group examined the following resources to complete its self-evaluation:

2011-2013 Equity in Athletics Report  
2012-2013 Equity in Athletics Report  
2011-2012 NCAA Financial Report  
2012-2013 NCAA Financial Report  
Fall 2013 Student Gender/Diversity Survey  
Fall 2013 Faculty Gender/Diversity Survey  
Spring 2013 Student Needs and Interest Survey  
Spring 2013 Head Coaches Questionnaire results  
Staffing Demographics Analysis  
UNO Intercollegiate Athletics Mission Statement  
UNO Student Athlete Handbook  
UNO Department of Athletics Policy & Procedure Manual  
Fall 2012, Fall 2013 Enrollment Profile Reports

### **B**

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

The organizational structure of the Department of Athletics encourages direct communication between all members of the staff and their immediate supervisor on a regular basis, as well as interaction with all support-services areas of the department. The Department of Athletics provides avenues through which student athletes, Department staff and coaches are able to participate in the governance and decision-



# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.1

making process, as well as access leadership opportunities. The Department of Athletics also provides various avenues for coaches and staff to provide input regarding formulation of departmental policies and procedures. This structure facilitates the involvement in program-specific, as well as department-wide, governance and decision-making.

Overall, the Department of Athletics has been engaged in strategic planning, and several staff members have been involved to some extent. Ideally, moving forward with future plans with Division I will encourage additional interested staff to assume more active roles in the ongoing process. Also, several Department of Athletics staff members and student-athletes have been involved in this NCAA Certification Self-Study process and have provided valuable input. Finally, the principle avenue for student-athlete participation in governance and decision-making is through the Student-Athlete Advisory Council (SAAC), which offers an opportunity to provide comments and suggestions as representatives for their respective teams. UNO has included male and female student-athletes in the NCAA certification and transition workgroup committees and process. Where leadership opportunities are present, UNO encourages both male and female student-athletes to participate.

### **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, the Gender Equity Subcommittee found that overall gender representation is good, and no issues were identified.

### **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.

The Department of Athletics will continue to monitor and evaluate opportunities that will be beneficial to student-athletes, coaches and staff and make those opportunities available, regardless of gender. It also will continue to have coaches and other athletic personnel encourage and nominate male and female student-athletes on each team to serve on the Student-Athlete Advisory Committee (SAAC), Athletics Committee and other governance and decision-making bodies. It will encourage active participation, recruitment and dissemination of information from student-athlete representatives on governing decision-making bodies.

## **8 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.**



# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.1

*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.*

The gender-issues plan will be compared to the EADA reports and NCAA financial reports annually and presented to the Gender Equity committee for review. The committee will address any issues that may arise. The individuals responsible for the annual review include Trev Alberts, Director of Athletics; Ann Oatman, Associate Director of Athletics/Senior Woman Administrator; and Josh White, Senior Associate Athletic Director. The Gender Equity Committee membership, responsible for comparing the annual review to the gender-issues plan, includes Chair, Ann Oatman, Associate Director of Athletics/Senior Woman Administrator, Department of Intercollegiate Athletics; Charlotte Russell, Title IX Coordinator; Lindsey Ekwerekwu, Assistant Athletic Director - Academics; Jacqueline Duysen, Lead Compliance Specialist, Department of Intercollegiate Athletics; Ethan Anderson, Assistant Athletic Director - Event Management.

### **9 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.**

The institution's gender-issues plan must include the following requirements:

1. Include identification of issues or problems confronting the institution.
2. Include measurable goals the institution intends to achieve to so address issues or problems.
3. Include specific steps the institution will take to achieve its goals.
4. Include a specific timetable(s) for completing the work.
5. Identify the individuals and/or offices responsible for carrying out the actions identified by the institution.

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.1 | GENDER ISSUES | PLAN FOR IMPROVEMENT

ELEMENTS		GOALS	STEPS		
Program area	Issues in self study	Measurable goals	Steps to achieve goals	Individuals/Officers responsible for implementation	Specific timetable for completing work
Accommodation of Interests and abilities	No issues identified	Provide athletic participation opportunities that are proportionate to the student undergraduate enrollment. (UNO meets the requirements of Prong 1 of the Title IX guidelines - 48%/47% of enrollment are men and 46% of athletes are male)	Monitor to ensure continued compliance by the establishment of Gender Equity Committee (GEC) - Participation Opportunities Subcommittee which will be a standing committee for the entire duration of the five-year gender issues plan.	Director of Athletics, Senior Associate Director of Athletics/Senior Woman Administrator, Assistant Director of Athletics for Business Affairs	June 2014 Convene GEC GEC Meets 1x per academic year for duration of gender issues plan
Athletic Scholarships	No issues identified	Maintain the comparable athletic scholarships for men and women.	Continue to track the percentage of enrolled students and student-athletes and compare these figures to the number of scholarships provided. GEC Scholarship Subcommittee to examine equitability of aid awarded to men and	Director of Athletics, Senior Associate Director of Athletics/Senior Woman Administrator, Assistant Director of Athletics for Business Affairs	June 2014 Convene GEC Scholarship Sub Committee. GEC Meets 1x per academic year for duration of gender issues plan
Equipment and Supplies	No issues identified	Maintain comparable equipment and supplies for men's and women's teams.	Should an inequity occur with respect to equipment and supplies, a plan to address such inequity would be developed as necessary as part of an annual review.	Director of Athletics, Senior Associate Director of Athletics/SWA, Assistant Director of Athletics for Academics, Faculty Athletic Representative	Fall 2014 and annually thereafter

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.1 | GENDER ISSUES | PLAN FOR IMPROVEMENT

ELEMENTS		GOALS	STEPS		
Program area	Issues in self study	Measurable goals	Steps to achieve goals	Individuals/Officers responsible for implementation	Specific timetable for completing work
	In response to the Compliance Review in the Fall of 2013, student-athletes voiced a concern over comparable equipment, particularly as it.	Provide information to student-athletes that demonstrates UNO guidelines that ensure equitable equipment and supplies to all student athletes.	Include a breakdown of how equipment and supplies are distributed to each team for student-athletes in a "Frequently Asked Questions" so student-athletes are aware of the equity.	Chancellor, Director of Athletics, Senior Associate Athletic Director/Senior Woman Administrator	Beginning Fall 2014 Address FAQ items in orientation. FAQ to be updated and reviewed during annual student-athlete orientation
Scheduling of Contests and Practice Times	No issues identified	Continue to provide equitable opportunities to men's and women's teams in all aspects of scheduling for competition, practices, and post season	Continue to track requests and identify trends to detect any inequity in scheduling	Director of Athletics, Senior Associate Athletic Director/SWA	Fall 2014 and ongoing thereafter
Travel Allowance	No issues identified	Provide equitable modes of transportation and housing during travel, length of stay before and after competitions, dining, and per diem allowances.	Continue to review the policies and procedures for travel allowances and per diem to maintain equitable opportunities across all sports regardless of gender. Adjust after annual review.	Director of Athletics, Senior Associate Director of Athletics/Senior Woman Administrator, Assistant Director of Athletics for Business Affairs	Fall 2014 and thereafter the GEC - Benefits Subcommittee
Transportation	No issues identified	Continue to monitor transportation mediums and require sport administrator approval.	Continue to review the policies and procedures "for travel allowances and per diem to maintain equitable opportunities across all sports regardless of gender. Adjust after annual review.	Director of Athletics, Senior Associate Director of Athletics/Senior Woman Administrator, Assistant Director of Athletics for Business Affairs	Starting in Fall 2014 and continuing through 2019, review on an annual basis.

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.1 | GENDER ISSUES | PLAN FOR IMPROVEMENT

ELEMENTS		GOALS	STEPS		
Program area	Issues in self study	Measurable goals	Steps to achieve goals	Individuals/Officers responsible for implementation	Specific timetable for completing work
Housing	No issues identified	Continue to provide equitable housing during away competition per Department travel policy.	Continue to review policies and procedures for travel allowances and per diem to maintain equitable opportunities. Adjust after annual review.	Director of Athletics, Senior Associate Director of Athletics/Senior Woman Administrator, Assistant Director of Athletics for Business Affairs	Starting in Fall 2014 and continuing through 2019, review on an annual basis
Dining	No issues identified	Continue to provide equitable dining during away competitions per Department travel policy and University per diem guidelines.	Continue to review policies and procedures for travel allowances and per diem to maintain equitable opportunities. Adjust after annual review.	Director of Athletics, Senior Associate Director of Athletics/Senior Woman Administrator, Assistant Director of Athletics for Business Affairs	Starting in Fall 2014 and continuing through 2019, review on an annual basis
Academic Support Services	No issues identified	Continue to provide equitable access to academic support services for all student-athletes through tutoring, one-on-one mentoring meetings, and advisement	Continue to review policies and procedures for travel allowances and per diem to maintain equitable opportunities. Adjust after annual review.	Director of Athletics, Senior Associate Director of Athletics/SWA, Assistant Director of Athletics for Academics, Faculty Athletic Representative	Starting in Fall 2014 and continuing through 2019, review on an annual basis
Coaches	No issues identified	Continue to provide equitable levels of coaching to all programs and provide equitable opportunities for compensation by utilizing peer institutional	Continue to monitor	Chancellor, Director of Athletics, Senior Associate Athletic Director/Senior Woman Administrator	Starting in Fall 2014 and continuing through 2019. GEC to review on an annual basis

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.1 | GENDER ISSUES | PLAN FOR IMPROVEMENT

ELEMENTS		GOALS	STEPS		
Program area	Issues in self study	Measurable goals	Steps to achieve goals	Individuals/Officers responsible for implementation	Specific timetable for completing work
Locker Rooms, Practice and Competitive Facilities	Due to the location of the swimming pool, which is located in the Health, Physical Education and Recreation building, the swim team must share a locker room that is open to the public	Provide the women's swim team with a private locker room facility	Reallocate/reconstruct existing women's locker room area to facilitate a private locker room for swim team	Director of Athletics, Senior Associate Athletic Director/ SWA	Fall 2015
Medical and training Facilities and services	No issues identified	Continue to provide equitable access to medical and training facilities and services. Increase the availability and quantity of training staff to better support off	Continue to review athletic training and sport medicine policies and procedures to make sure there is equitable access to services and facilities.	Director of Athletics, Senior Associate Athletic Director/SWA, GEC, Assistant Athletic Director, Performance, Head Athletic Trainer	Starting in Fall 2014 and continuing through 2019, review on an annual basis
Housing, Dining, Facilities and Services	No issues identified within program area evaluation	Continue to provide equitable access to campus housing and dining facilities and services	Continue to monitor	Director of Athletics, Senior Associate Athletic Director/Senior Woman Administrator	Starting in Fall 2014 and continuing through 2019, GEC to review on an annual basis
Publicity and Awards	No issues identified	Continue to market and promote the overall athletic program, striving to be equitable across men's and women's athletics.	Continue to monitor to ensure that there is equitable access to marketing services.	Director of Athletics, Senior Associate Athletic Director/Senior Woman Administrator, Associate Director of Athletics Communications	Starting in Fall 2014 and continuing through 2019, review on an annual basis
	Quantity and/or Quality of Publications and/or promotional devices - No issues identified.	Continue to provide equitable publications and promotional devices for men's and women's programs.	Evaluate the equity of quantity and quality of publications and promotional devices on an annual basis.	Director of Athletics, Associate Director of Athletics for External Affairs, Sports Information Director, Assistant to Director of Athletics (Broadcasting)	Starting in Fall 2014 and continuing through 2019, review on an annual basis

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.1 | GENDER ISSUES | PLAN FOR IMPROVEMENT

ELEMENTS		GOALS	STEPS		
Program area	Issues in self study	Measurable goals	Steps to achieve goals	Individuals/Officers responsible for implementation	Specific timetable for completing work
	Institutional and outside awards - No issues identified	Continue to provide equitable access to Institutional and outside awards for men's and women's programs.	Evaluate the equity of access to Institutional and outside awards on an annual basis.	Director of Athletics, Associate Director of Athletics for External Affairs, Sports Information Director, Assistant to Director of Athletics (Broadcasting)	Starting in Fall 2014 and continuing through 2019, review on an annual basis
Support Services	No issues identified	Maintain parity among sport programs and evaluate compensation and promotion opportunities.	Continue to monitor to ensure that there is equitable access to marketing services.	Director of Athletics & Senior Associate Athletic Director of Athletics in collaboration with Human Resource and the Office of Equity, Access & Diversity	Starting in Fall 2014 and continuing through 2019, review on an annual basis
Recruitment of Student-Athletes	No issues identified	Maintain comparable equal opportunities for recruiting and appropriate dollars allocated for men's and women's teams.	Should an inequity occur with respect to recruiting opportunities, a plan to address such inequity would be developed as necessary as part of an annual review.	Director of Athletics & senior Associate Athletic Director/Senior Woman Administrator	Starting in Fall 2014 and continuing through 2019, review on an annual basis
Retention	No issues identified	Continue to maintain gender equity. GEC to review retention data.	Continue to monitor to ensure that there will be equitable support services provided to all UNO sport teams.	Director of Athletics, Senior Associate Athletic Director/Senior Woman Administrator, GEC	Starting in Fall 2014 and continuing through 2019, review on an annual basis

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.1 | GENDER ISSUES | PLAN FOR IMPROVEMENT

ELEMENTS		GOALS	STEPS		
Program area	Issues in self study	Measurable goals	Steps to achieve goals	Individuals/Officers responsible for implementation	Specific timetable for completing work
Participation in Governance and Decision-Making	No issues identified	Continue to select gender-diverse representation on governance and decision-making bodies.	<ol style="list-style-type: none"> <li>1. Continue to have coaches and other athletic personnel encourage and nominate male and female student-athletes on each team to serve on the Student-Athlete Advisory Committee (SMC), Athletics Committee, and other governance and decision-making bodies.</li> <li>2. Encourage active participation, recruitment and dissemination of information from student athlete representatives on governing decision-making bodies.</li> </ol>	Senior Associate Athletic Director/SWA, Director of Student Athlete Development	Starting in Fall 2014 and continuing through 2019, review on an annual basis

It is the principle of the Association to conduct and promote its athletics programs free from gender bias. In accordance with this fundamental principle, the institution shall:

- 1. Demonstrate that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel.
- 2. Formally adopt a written plan for the future for the intercollegiate athletics program that ensure the institution maintains, or continues progress toward, a program that is equitable for both genders. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, personal responsible, and timetables.

OPERATING PRINCIPLE 3.2

Diversity Issues

Within gender-issues and diversity-issues written plans, specific numerical targets may be 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 area, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

1 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.

The Athletics Department’s executive staff (Athletic Director, Senior Associate Athletic Directors, various Associate and Assistant Athletic Directors and Faculty Athletic Representative) meet biweekly. Further, coaching staff compliance meetings also take place each month. These regular meetings provide a forum for discussion of diversity issues should they arise.

Depending on the nature of the issue, monitoring and evaluation occurs in the Athletics Department and also through specific persons in the University’s administration. Policies and procedures provide student-athletes and staff who have diversity-related questions or concerns with specific avenues to have them addressed. Formal departmental procedures do not exist with regard to addressing diversity-related concerns beyond reporting through department or university channels. The IPP process confirmed no issues related to diversity issues.

Complaints and concerns from coaches and/or athletics staff that are not resolved within the Athletics Department are directed to the Assistant to the Chancellor for Equity, Access & Diversity, or UNO’s Employee Relations Specialist. Student-athletes are encouraged to bring any diversity issues forward to either the respective head coach, student-athlete advisory committee (SAAC) or sport administrator. Student-athletes may also bring diversity issues directly to the Assistant to the Chancellor for Equity, Access & Diversity. The Athletics Department and these offices work cooperatively to resolve diversity complaints consistent with both Athletics Department and University policies.

At the time of hire, all University employees are educated about the University’s mission and commitment to diversity via the New Employee Orientation.

As previously mentioned, the (SAAC) provides students with a forum to discuss and address myriad issues and ideas, including any that may pertain to diversity. According to the SAAC and Athletics Department staff, matters related to diversity typically are directed through coaching staff to team supervisor to department leadership. The SAAC works with numerous clubs and organizations and reports to the Director of Student-Athlete Development who will communicate with the Equity, Access & Diversity office as needed.



# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.2

Following is the Affirmative Action/ Equal Opportunity Statement:

*The University of Nebraska at Omaha is committed to maintaining an environment for all students, faculty, staff and visitors that is fair and responsible -- an environment which is based on one's ability and performance. To that end, it is the policy of the University of Nebraska at*

*Omaha that any form of discrimination because of race, color, age, disability, religion, sex (including sexual harassment), national origin, marital status, GINA (Genetic Information Act), Vietnam-era status, political affiliation, sexual orientation, or any unlawful reason shall not be tolerated. In keeping with this commitment, the University also will not tolerate discrimination prohibited under this policy against students, faculty, staff, and visitors by anyone acting on behalf of the University of Nebraska at Omaha.*

## **2 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.**

*Measurable Standard No. 1*

*The institution must demonstrate how the institutions' and department of athletics' written commitment and expectations related to diversity are communicated directly to department of athletics staff, coaches and student-athletes.*

UNO's Affirmative Action/Equal Opportunity Statement is posted on its website. Included in the content of the policy statement is the following: "The University of Nebraska has adopted a policy of affirmative action which: 1) Determines the extent to which underrepresented groups are under-utilized in major categories; 2) Develops goals for the future representation of individuals from traditionally underrepresented groups as a result of the affirmative action plan; 3) Identifies and eliminates employment practices that adversely affect those protected by applicable law except where those practices are necessarily related to occupational qualification; 4) Adopts employment standards based on merit and valid job qualifications; 5) Develops a representative pool of employees; 6) Establishes system to assure effective implementation of the Affirmative Action Plan." The policy also defines and addresses sexual harassment and makes clear discrimination is prohibited and will not be tolerated.

As part of its Values, UNO's Campus Strategic Plan (located on the university's website), indicates that UNO "is a diverse group of individuals sharing core values and working together," is committed to "increase recruitment and retention of a diverse faculty & staff and will foster an institutional culture and climate that attracts and develops students, faculty and staff of diverse talents and backgrounds." Similar words are also found in the Office of Academic and Student Affairs Strategic Plan. Additionally, the Office of Academic and Student Affairs has posted in its website a document entitled "Now is the Time - Meeting the Challenge for a Diverse Academy" that provides employees with reflective questions on the subject of diversity in an attempt to create a more diverse and inclusive environment in the institution. This is available to all employees and students at UNO.

UNO's Office of Equity, Access & Diversity states in its website that the office "was established to streamline diversity efforts at" UNO. It leads the effort to develop and sustain an inclusive and supportive campus climate. The reach of this office includes, but is not limited to, Title IX and ADA/504 responsibilities.

The written statements referred to above are posted on UNO's website and are available for all employees, athletes and students to see. Periodically, information is further communicated through e-Notes/Mavericks Daily, the daily communication distributed to employees. Some things are printed in The Gateway, UNO's

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.2

student newspaper. As an example of this, on December 10, 2013, information on Title IX and sexual harassment, plus who to contact on campus to report sexual harassment, was published in The Gateway.

Article III No Tolerance Policy of the General Rules, Regulations, and Policies for Intramural Sports put out by UNO's Campus Recreation, states: The Office of Campus Recreation in conjunction with the University of Nebraska Omaha has adopted a "NO Tolerance" policy, which specifically prohibits the use of grossly abusive language, which insults, taunts, or challenges another person. This language includes swearing, obscenities, and epithets directed at an individual's race, color, ethnic identity, religion, sex, or which is personally abusive, degrading, and insulting. In addition, in accordance with the University of Nebraska at Omaha's discrimination and Sexual Harassment Policy, the Intramural Sports Department does not condone the occurrence of sexual harassment within the realm of intramural activities. Such actions on the part of any intramural participant will not be tolerated and will be fully investigated by the department. (For a more specific description and explanation of this policy please refer to UNO's Discrimination and Sexual Harassment Policy, which can be found, at Campus Recreation, HPER 100.)

Additionally, both UNO's EEO/AA policy, and its position on Diversity & Inclusion is clearly communicated to each new employee in the half-day orientation program all are invited and expected to attend upon hire.

UNO's Office of Equity, Access & Diversity (EAD)spearheads communications to all campus departments, faculty, staff, coaches, students and student-athletes concerning issues related to diversity. The EAD provides the campus community information, online training and services centered on diversity components which include sexual harassment tutorials, statement on consensual relationships, and affirmative action in employment, procedures for resolution of complaints, and complaints procedures for discrimination.

In January 2014, all student-athletes were asked by EAD to undergo e-training on harassment/sexual harassment, clearly communicating to them UNO's policy and position in this area. However, other than this recent request, there has been no ongoing communication on the institution's written statements on diversity and non-discrimination directed specifically to athletics staff, coaches and student athletes.

There is no readily available evidence that demonstrates how issues and concerns related to the overarching topic of diversity exclusively communicated directly to the Department of Athletics staff, coaches, and student-athletes. The results of the survey conducted of student-athletes and coaches reveal a lack of awareness and participation on the part of those in the Athletics Department with regard to the University's policies on diversity/inclusion and the trainings and activities provided by EAD.

### **3 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 Athletics Department's executive staff (Athletic Director, Senior Associate Athletic Directors, various Associate and Assistant Athletic Directors and Faculty Athletic Representative) meet biweekly. Further, coaching staff compliance meetings also take place each month. These regular meetings provide a forum for discussion of diversity issues should they arise.

Depending on the nature of the issue, monitoring and evaluation occurs in the Athletics Department and also through specific persons in the University's administration. Policies and procedures provide student-athletes and staff who have diversity-related questions or concerns with specific avenues to have them addressed. Formal departmental procedures do not exist with regard to addressing diversity-related concerns, beyond reporting through department or university channels.

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Diversity-related complaints and concerns from coaches and/or athletics staff that are not resolved within the Athletics Department are directed to UNO's Office of Equity, Access and Diversity (EAD). Student-athletes are encouraged to bring any diversity issues forward to either their respective head coach, Student-Athlete Advisory Committee (SAAC), or sport administrator. Student-athletes may also bring diversity issues directly to UNO's Office of Equity, Access and Diversity (EAD).

In response to the NCAA Division I Self-Audit the Athletic Department is undergoing, in January 2014, student-athletes were given two different opportunities to address diversity concerns they might have. Two focus-group meetings were held with a total of 23 student-athletes for this purpose. Another focus group was held with members of Athletics staff. Additionally, all student-athletes and all coaches were sent a diversity survey to be completed anonymously. Results of the survey, as well as outcome of focus groups, indicate an inclusive environment in Athletics accepting of diversity and inclusion.

Web-based exit interviews are requested of all exiting student-athletes. Any issues related to diversity that may surface are examined by the executive team. To date, no changes to the process have been made as issues related to diversity have not arisen within the Athletics Department.

### **4 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.**

*Measurable Standard No. 2*

*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.*

UNO has a number of programs and activities in place for the campus that apply to all, including coaches, Department of Athletics staff and student-athletes. These include the following:

- UNO's Student Government has created five Student Agencies charged with the mission to promote, educate and serve the UNO campus. These agencies represent those student populations that have been typically under-represented on campus. UNO provides each of these agencies with its own space located within the Student Government office in the Milo Bail Student Center. The five Student Agencies are: 1) American Multicultural Students, 2) Gender and Sexual Orientation, 3) International Student Services, 4) Network for Disability Awareness, and 5) Women's Resource Center.
- UNO's Department of Black Studies, the Department of Latin/Latin American Studies, and the Native American Studies Program all contribute information, learning opportunities, events and activities open to the campus and addressing traditionally underserved populations.
- UNO's Multicultural Affairs organization provides scholarship aid, academic and personal support for all students on campus. Additionally, it works in collaboration with the greater Omaha metropolitan community to build an environment of inclusivity on campus.
- UNO's Disability Services Office collaborates with students, faculty and staff to ensure equal access to all UNO programs and activities for individuals with disabilities.

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

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- The Chancellor's Commission on the Status of Women serves as an advisory council to the Chancellor on issues that relate to women faculty, staff and students at UNO. It recommends ways to improve status of women and is comprised of volunteers from faculty, staff and students. Results from this commission include backing voter registration efforts on campus; supporting the establishment of day-care facilities for students, faculty and staff; identifying pay inequities between male and female faculty; and initiating and implementing a program to combat sexual harassment on campus.
- UNO's Military and Veteran University Services Office introduces ways to provide military and veteran students a smooth transition to the campus lifestyle, ensuring their successful recruitment, transition, academic progress and graduation at UNO. It's a one stop office that advocates for military personnel, veterans and their dependents.
- A GLBTQ (Gay, Lesbian, Bisexual, Transgender and Questioning/Queer) student support group meets for one hour every Tuesday, for part of the year, on campus and is open to all students.
- As part of the Athletics Department NCAA CHAMPS/Life Skills program segment on diversity, a diversity event was held Feb. 2014 that focused on racism, prejudice and stereotyping and how it affects society today. This event was facilitated by UNO's Multicultural Affairs department and was a required event for freshmen in the Athletics Department.
- In February 2014, the Athletics Department hosted Safe Space training for student athletes, coaches and staff. This session, presented by UNO's Counseling Center, discussed LGBTQ topics and how to work with students who may be experiencing such life events.
- Other than these recent events, there is no readily available evidence that demonstrates there are ongoing programs and activities provided for coaches, department of athletics staff and student-athletes exclusively that address diversity issues. Likewise, there are no demonstrated programs centered on addressing diversity issues that include programs and activities designed to suit the needs of under-represented groups or individuals of diverse backgrounds.
- The results of the survey of student-athletes and coaches reveal a lack of awareness and participation on the part of those in the Athletics Department with regard to the University's policies on diversity/inclusion and the trainings and activities provided by EAD.

### **5 Describe how the institution actively recruits department of athletics staff, coaches and student-athletics from underrepresented groups or diverse backgrounds including a description of actions and strategies taken to increase diversity.**

*Measurable Standard No. 3*

*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.*

As Athletics focuses on building the student-athlete pipeline for the future, it has invited groups from Boys Town (working with at-risk children and their families), Girls, Inc. (Inspiring girls to be "strong, smart and bold"), the Boys and Girls Club of Omaha (works with youth to reach their full potential, especially with those needing it the most), Catlin Elementary School (visual & performing arts magnet school within the Omaha Public School system), Dads with Downs, and Autism Action to games and other UNO-related events to expose them to the many possibilities within Athletics.

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Our coaches are constantly recruiting from peer cities, especially those in the regions of the Summit League. For example, our coaches have targeted Minneapolis, Kansas City, Milwaukee, Des Moines and Denver as regional cities from which to recruit. Besides actively recruiting in these cities, we have also started scheduling games in these (and other) cities because of their metropolitan nature. We are able to play a contest and then actively recruit in high schools within that area. Lastly, we are making an effort to market our Athletics programs in the underrepresented areas in Omaha which are more diverse in nature.

In regards to staff and coaches in the Athletics Department, in 2013, the Athletics Department hired a female Director of Compliance, plus a black male and a female assistant Women's Basketball coach. However, there is no readily available evidence that demonstrates how the University actively recruits staff and coaches from underrepresented groups or diverse backgrounds.

### **6 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.**

*Measurable Standard No. 4*

*The institution must provide evidence that an assessment and comparison of the institutions' and department of athletics' hiring practices has occurred at least once every five years.*

The following addresses the institution's hiring practices, minimally utilized by the Athletics Department. These practices consist of efforts and processes implemented to ensure a diverse pool of talent is sourced, interviewed and considered for different positions at UNO. Usually, a search/interview team is put in place to ensure different perspectives are included in the process of identifying viable candidates, interviewing applicants and making hiring recommendations. UNO also strives to ensure the diversity of search teams.

UNO, as stated in its Campus Strategic Plan, is committed to increase recruitment and retention of a diverse student body, faculty and staff. As such, the institution's hiring practices, inclusive of the Athletic Department, include dissemination of the open position both internally (posting of job) and externally. Assistance is offered to hiring departments in developing a diverse applicant pool. Additionally, depending on the open position, different community and field- specific organizations and journals are contacted to post positions in order to attract and generate a diverse pool of applicants. Jobs are posted in UNO's "job opportunities" website for external candidates to see and they are often posted on other external job boards. The extent of external job postings depends on the job. For some positions, recruitment is extended outside Nebraska. Jobs are also posted with the Nebraska Government Worksite (NEWorks).

While there hasn't been a comparison done of UNO's hiring practices, the Gender Equity/Diversity Issues committee will do an assessment in the Fall, 2014 and this is reflected in the 5-year plan for improvement.

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- 7** 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.

*Measurable Standard No. 5*

*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.*

UNO has had very limited use of outside firms for hiring purposes and there has not been any use of outside firms for UNO Athletics with regarding to hiring an Athletic Director or high profile coaches. Instead, the process used has gone through the normal process used by the University. For example, in 2011, when a Head Women's Basketball Coach was hired, the job description was filled out by the supervisor in athletics and forwarded to Human Resources. In turn, the job was advertised on the UNO website as well as the NCAA and NACDA websites for interested candidates. Once a list was compiled, phone interviews were conducted and then in person off site interviews were conducted for 8 applicants, two of which were minority candidates. Then three visited campus to meet with approximately 30 different individuals before a selection was made.

After reviewing data and interviewing candidates, the athletic department recognizes the need for better and more consistent communication with Human Resources, especially with future hires most likely being higher profile as University becomes an active Division I member.

- 8** For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for the following:

- Full-time senior administrative department of athletics staff members (i.e.. assistant director of athletics up through the director of athletics level);
- 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);
- Full- and part-time head coaches;
- Full- and part-time assistant coaches (including graduate assistant and volunteer coaches);
- Faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics. faculty athletics committee) members and
- Other advisory or policy-making group (e.g., governing. board subcommittee for athletics, student-athlete advisory committee) members (if any).

[Note: Use the supplied chart (Racial or Ethnic Composition of Personnel on Page No. 51 ) to compile the data requested in this self-study item.)

### SENIOR ADMINISTRATIVE DEPARTMENT OF ATHLETICS STAFF MEMBERS

For the period covered from 1/1/11-12/31/13, the number of senior administrative athletic department staff, whether full-time or part-time, stayed constant. There was a total of five individuals in this category each year. Three continue to be full-time and two part-time. All five are "white, non-Hispanic".

### OTHER PROFESSIONAL ATHLETIC DEPARTMENT STAFF



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For the period covered from 1/1/11-12/31/13:

As of 2013, there were one full-time Asian and 23 whites and three Blacks, one Hispanic and 19 whites part-time.

In 2012, there were two full-time Asians, two Blacks and 31 whites and one Black, 36 white and six unknown part-time

In 2011, there were two full-time Asians, one Black, two Hispanics and 33 white and two Black, one Hispanic and 28 white part-time.

### FULL AND PART-TIME HEAD COACHES

For the period covered from 1/1/11-12/31/13, there have been 12 full-time head coaches each year. All 12 are white non-Hispanic.

### FULL AND PART - TIME ASSISTANT COACHES

For the period covered from 1/1/11-12/31/13 all Assistant Coaches have been full time.

As of 12/31/13, of the 15 Assistant Coaches, one was Asian/Pacific Islander, two Blacks, and 12 whites.

In 2012, there were 15 Assistant Coaches, one Asian, two Blacks, two Hispanics and 10 whites.

In 2011, there were 11 Assistant Coaches, one Asian, one Black, two Hispanics and seven whites.

### FACULTY-BASED ATHLETICS BOARD OR COMMITTEE MEMBERS

In 2013, there were a total of 20 members of the Athletic Committee. Representation is as follows:

In 2013: two Blacks and 18 white Non-Hispanic

In 2012: two Blacks, eleven White Non-Hispanic, two Unknown

In 2011: one Black, ten White Non-Hispanic, one Unknown

### OTHER ADVISORY OR POLICY MAKING GROUP

In 2013, there was a total of 29 members of the Student-Athlete Advisory Committee (SAAC). Representation is as follows:

In 2013, two Blacks, 21 Whites, and two Non-Resident Aliens, and four Unknown

In 2012, one Black, 24 White, two Non-Resident Aliens, and one Unknown

In 2011, one Asian Pacific Islander, one Black, one Hispanic, 19 Whites, and one Unknown

## **9 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 and for all students.**

**[Note: Use the supplied chart (Racial or Ethnic Composition of all Students to compile the data requested in this self-study item.]**

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### AMERICAN INDIAN/ALASKAN NATIVES

In 2011-2012, the total number of American Indian, Native Alaskan students at UNO was 72. During that year, the number of student-athletes in that category was 0.

In 2012-2013, the total number of American Indian, Native Alaskan students at UNO was 60. During that year the number of student-athletes in that category was 0.

In 2013-2014, the total number of American Indian, Native Alaskan students at UNO was 63. During that year, the number of student-athletes in that category was 0.

### ASIAN

In 2011-2012, the total number of Asian students at UNO was 356. During that year, the number of student-athletes in that category was 1.

In 2012-2013, the total number of Asian students at UNO was 381. During that year, the number of student-athletes in that category was 1.

In 2013-2014, the total number of Asian students at UNO was 406. During that year, the number of student-athletes in that category was 1.

### NATIVE HAWAIIAN/PACIFIC ISLANDERS

In 2011-2012, the total number of Native Hawaiian/Pacific Island students at UNO was 10. During that year, the number of student-athletes in that category was 0.

In 2012-2013, the total number of Native Hawaiian/Pacific Island students at UNO was 8. During that year, the number of student-athletes in that category was 1.

In 2013-2014, the total number of Native Hawaiian/Pacific Island students at UNO was 14. During that year, the number of student-athletes in that category was 1.

### BLACK/AFRICAN AMERICAN

In 2011-12, the total number of Black/African American students at UNO was 859. During that year, the number of student-athletes in that category was 14.

In 2012-13, the total number of Black/African American students at UNO was 871. During that year, the number of student-athletes in that category was 12.

In 2013-14, the total number of Black/African American students at UNO was 907. During that year, the number of student-athletes in that category was 10.

### HISPANIC

In 2011-12, the total number of Hispanic students at UNO was 816. During that year, the number of student-athletes in that category was 4.

In 2012-13, the total number of Hispanic students at UNO was 979. During that year, the number of student-athletes in that category was 12.

In 2013-14, the total number of Hispanic students at UNO was 1184. During that year, the number of



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student-athletes in that category was 9.

### WHITE

In 2011-12, the total number of white Non-Hispanic students at UNO was 11,180. During that year, the number of student-athletes in that category was 161.

In 2012-13, the total number of white Non-Hispanic students at UNO was 11,036. During that year, the number of student-athletes in that category was 151.

In 2013-14, the total number of white Non-Hispanic students at UNO was 11,050. During that year, the number of student-athletes in that category was 150.

### NON-RESIDENT ALIEN

In 2011-12, the total number of non-resident Alien students at UNO was 628. During that year, the number of student-athletes in that category was 0.

In 2012-13, the total number of non-resident Alien students at UNO was 702. During that year, the number of student-athletes in that category was 0.

In 2013-14, the total number of non-resident Alien students at UNO was 731. During that year, the number of student-athletes in that category was 0.

### TWO OR MORE RACES

In 2011-12, the total number of students of two or more races at UNO was 218. During that year, the number of student-athletes in that category was 3.

In 2012-13, the total number of students of two or more races at UNO was 297. During that year, the number of student-athletes in that category was 6.

In 2013-14, the total number of students of two or more races at UNO was 420. During that year, the number of student-athletes in that category was 8.

### UNKNOWN

In 2011-12, the total number of students of unknown race at UNO was 573. During that year the number of student-athletes in that category was 12.

In 2012-13, the total number of students of unknown race at UNO was 452. During that year, the number of student-athletes in that category was 12.

In 2013-14, the total number of students of unknown race at UNO was 452. During that year, the number of student-athletes in that category was 13.

The student population at UNO is predominantly white, non-Hispanic (between 87%-90%), so it is difficult to make determinations about underrepresentation of groups of funded student athletes compared to the student body. Most underrepresented groups make up less than

1% of the student body as a whole, and that is also reflected in the percentage of funded student athletes. However, for the past three years, the Black/African American student population has been growing in real terms and as a percentage of the UNO student body (from 6.8% to 7.3%), and that trend has not been

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reflected in a corresponding change in the percentage of Black/African American student-athletes as a percentage of student athletes (which has actually declined from 7.2% to 5.2% during the same period). While the number of both Hispanic students and Hispanic student athletes has grown during this period, the proportion of Hispanic student athletes (from 2.1% in 2011 to 4.7% in 2013) has not kept pace with the growth of Hispanic students as a percentage of all UNO undergraduate students during the same time frame (from 6.5% to 9.6%).

### **10 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 sports groups listed in the NCAA Federal Graduation Rates Report.**

#### **BASEBALL**

There were no American Indian/Alaskan Native students on the baseball team during the 2011- 2013 academic years. There were no Asian students on the team for this three-year period.

There were no Native Hawaiian/Pacific Islanders on the team for this three-year period. There were no Black/African American students on the team for this three-year period. There were no Hispanic Latino student athletes on the team in the 2011 academic year, but one during the subsequent two years. There were 24 white Non-Hispanic students on the team in the 2011 academic year, 23 in the 2012 academic year and 24 in the 2013 academic year. There were no Non-resident Alien student athletes on the team for this three-year period. There were no students of two or more races on the team for this three-year period. There was one student of unknown race for the three-year period.

#### **MEN'S BASKETBALL**

There were no American Indian/Alaskan Native students on the men's basketball team during the 2011-2013 academic years. There were no Asian students on the team for this three-year period. There were no Native Hawaiian/Pacific Islanders on the team for this three-year period. There were five Black/African American students on the team in 2011, six in 2012, and five in 2013. There were no Hispanic Latino student athletes on the team during the three reporting years. There were six white Non-Hispanic students on the team during all three reporting years. There were no Non-resident Alien student athletes on the team for this three-year period. There were no students of two or more races on the team for this three-year period. There were no students of unknown race in 2011 and 2012. There were two students of unknown race in 2013.

#### **MEN'S OTHER SPORTS**

The category "men's other sports" is comprised of four additional men's sports at the University of Nebraska at Omaha: Hockey, Golf, Soccer, and Tennis. There were no American Indian/Alaskan Native students on the men's other sports teams during the 2011-2013 academic years. There were no Asian students on the men's other sports teams during the 2011-2013 academic years. There were no Native Hawaiian/Pacific Islanders on the men's other sports teams during the 2011-2013 academic years. There were three Black/African American students on the men's other sports teams during the 2011 academic year and one Black/African American student on the men's other sports teams during the 2012 and 2013 academic years. There were three Hispanic/Latino students on the men's other sports teams during the 2011 academic year, six during the 2012 academic year, and seven during the 2013 academic year. There were 38 white Non-Hispanic students on the men's other sports teams during the 2011 academic year, 43 during the 2012 academic year and 38 during the 2013 academic year. There were no Non-resident Alien student athletes on the men's other sports teams for this three-year period. There were no students of unknown race on the men's other sports teams in 2011 or 2012 and two in the 2013 academic year.

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### WOMEN'S BASKETBALL

There were no American Indian/Alaskan Native students on the Women's Basketball Team during the 2011-2013 academic years. There were no Asian students on the team for this three-year period. There were no Native Hawaiian/Pacific Islanders on the team for this three year period. There were 2 Black/African American students on the team in 2011, three in 2012 and three in 2013. There were no Hispanic Latino student athletes on the team during the 2011 academic year, one in 2012 and none in 2013. There were nine white Non-Hispanic students on the team during the 2011 academic year, five in 2012 and seven in 2013. There were no Non-resident Alien student-athletes on the team for this three-year period. There was one student of two or more races on the team for this three-year period. There was one student of unknown race on the team in 2011, two in 2012 and one in 2013.

### WOMEN'S CROSS COUNTRY/TRACK

There were no American Indian/Alaskan Native students on the women's Cross Country/Track teams during the 2011-2013 academic years. There were no Asian students on the team for this three-year period. There were no Native Hawaiian/Pacific Islanders on the team for this three-year period. There were two Black/African American students on the team in 2011 and none in 2012 and 2013. There were no Hispanic Latino student athletes on the team for this three-year period. There were 10 white Non-Hispanic students on the team in the 2011 academic year, 10 in the 2012 academic year and three in the 2013 academic year. There were no Non-resident Alien student-athletes on the team for this three-year period. There was one student of two or more races on the team in 2011, two in 2012 and two in 2013. There were five students of unknown race on the team in 2011, four students of unknown race on the team in 2012, and one student of unknown race on the team in 2013.

### WOMEN'S OTHER SPORTS

The category "women's other sports" was comprised of five sports at the University of Nebraska at Omaha during this reporting period: Golf, Tennis, Soccer, Softball and Volleyball. There were no American Indian/Alaskan Native students on the women's other sports teams during the 2011-2013 academic years. There was one Asian student on the women's other sports teams during the 2011-2013 academic years. There were no Native Hawaiian/Pacific Islanders on the women's other sports teams during the 2011 academic year and one on the 2012 and 2013 academic years. There were two Black/African American students on the women's other sports teams during the 2011-2013 academic years. There were two Hispanic/Latino students on the women's other sports teams during the 2011 academic year, three in the 2012 academic year and one in the 2013 academic year. There were 74 white Non-Hispanic students on the women's other sports teams during the 2011 academic year, 74 during the 2012 academic year and 72 during the 2013 academic year. There were no Non-resident Alien student athletes on the women's other sports teams for this three-year period. There was one student of unknown race on the women's other sports teams in 2011, three in 2012 and three in 2013.

Overall, the funded student-athlete composition is fairly consistent with the rest of the student-body composition, as mentioned in question No. 9. White Non-Hispanic student-athletes comprise the majority of funded student-athletes during all three reported years. The participation of underrepresented groups by sports varies, however, with a few groups overrepresented among student-athletes. Black/African American students made up 45% of the funded student-athletes on the Men's Basketball team in 2011, 50% in 2012 and 33% in 2013. The proportion of Black/African American students in the undergraduate student body remained about 7% during the three-year recorded period. Hispanic Latino student athletes comprised 20% of the men's soccer team in 2011, 38% in 2012 and 38% in 2013. The proportion of Hispanic Latino students in the undergraduate student body grew from 6.5% to 9.5% during this period. Black/African American students comprised 15% of the funded student-athletes on the Women's Basketball team in 2011, and 25% in

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both 2012 and 2013. The proportion of Black/African American students in the undergraduate student body remained about 7% during the three-year recorded period.

Overall, the funded student-athlete composition is fairly consistent with the rest of the student-body composition, as mentioned in question No. 9. White Non-Hispanic student-athletes comprise the majority of funded student-athletes during all three reported years. The participation of underrepresented groups by sports varies, however, with a few groups overrepresented among student athletes. Black/African American students comprised 45% of the funded student-athletes on the Men's Basketball team in 2011, 50% in 2012 and 33% in 2013. The proportion of Black/African American students in the undergraduate student body remained about 7% during the three-year recorded period. Hispanic Latino student-athletes comprised 20% of the Men's Soccer team in 2011, 38% in 2012 and 38% in 2013. The proportion of Hispanic Latino students in the undergraduate student body grew from 6.5% to 9.5% during this period. Black/African American students comprised 15% of the funded student-athletes on the Women's Basketball team in 2011 and 25% in both 2012 and 2013. The proportion of Black/African American students in the undergraduate student body remained about 7% during the three-year recorded period.

### **11** Using the program areas for diversity issues provide on Page No. 62:

1. 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;
2. Provide data demonstrating the institution's status and commitment across each of the four areas;
3. 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
4. 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.

#### *Measurable Standard No. 6*

*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.*

#### Program Area Reviews:

##### 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.

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### 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.

### 3. PARTNERSHIPS

Collaboration and integration between department of athletics and other institutional units or external organizations to enhance diversity efforts in programs, activities and services.

### 4. PARTICIPATION IN GOVERNANCE & 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).

## 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.

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;

The Diversity Subcommittee examined written statements, conducted focus groups and commissioned surveys of personnel and student-athletes of the Department of Athletics in order to evaluate consistency with the University of Nebraska at Omaha and NCAA standards. Data were also gathered from the Human Resources office, athletics and UNO's website.

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

UNO's Affirmative Action/Equal Opportunity Statement is posted on its website. Included in the content of the policy statement is the following: "The University of Nebraska has adopted a policy of affirmative action which:

1. Determines the extent to which underrepresented groups are under-utilized in major categories;
2. Develops goals for the future representation of individuals from traditionally underrepresented groups, as a result of the affirmative action plan;
3. Identifies and eliminates employment practices that adversely affect those protected by applicable law except where those practices are necessarily related to occupational qualification;
4. Adopts employment standards based on merit and valid job qualifications;

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5. Develops a representative pool of employees;
6. Establishes system to assure effective implementation of the Affirmative Action Plan."

The policy also defines and addresses sexual harassment and makes clear discrimination is prohibited and will not be tolerated.

As part of its Values, UNO's Campus Strategic Plan (located on the University's website), indicates that UNO "is a diverse group of individuals sharing core values and working together," it's committed to "increase recruitment and retention of a diverse faculty & staff. . . and will foster an institutional culture and climate that attracts and develops students, faculty and staff of diverse talents and backgrounds." Similar words are also found in the Office of Academic and Student Affairs Strategic Plan. Additionally, the Office of Academic and Student Affairs has posted on its website a document entitled "Now is the Time - Meeting the Challenge for a Diverse Academy" that provides employees with reflective questions on the subject of diversity in an attempt to create a more diverse and inclusive environment in the institution. This is available to all employees and students at UNO.

However, there has been little effort to assess and address deficiencies in diversity awareness and the support climate in athletics. For example, there was an unfortunate 2013 incident in which three UNO Hockey players (including the team captain) were dismissed or suspended for disorderly conduct involving racial slurs outside a downtown nightclub. The University did not use that incident as a catalyst to assess the knowledge and awareness of student-athletes and then to address education deficiencies. Action was inconsistent across the programs, with some teams addressing the issue of leadership and what it means to be a leader, while others had no organized response noted by the review team.

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

While our surveys indicated about 85% of student-athletes and staff feel very supported concerning ethnicity, race, religion, gender, sexual orientation and national origin, no systemic effort has been made to assess attitudes on diversity on an on-going basis. The survey of student-athletes suggested that students may not feel empowered to report discrimination if they should see it (25% indicated they would be little likely or not at all likely to report it). And for the 10% of student-athletes who reported encountering "different treatment or discrimination by coaches, trainers, other athletes or anyone involved in Athletics concerning your ethnicity, gender identity, national origin, race, religion, sexual origin or any other protected status," 58% felt there was not adequate support available to address their concerns at the University. Nearly half of the student-athletes surveyed indicated they were not aware of the resources and avenues available for reporting acts of discrimination that may occur at UNO. Together, these responses provide some evidence that more regular assessment is needed regarding diversity efforts and avenues for redressing discrimination.

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.

UNO's Diversity five-year plan addresses deficiencies and recommendations for all four program areas.

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### 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.

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;

The Diversity Subcommittee examined written statements, conducted focus groups and commissioned surveys of personnel and student-athletes of the Department of Athletics in order to evaluate consistency with the University of Nebraska at Omaha and NCAA standards. Data were also gathered from the Human Resources office athletics and the UNO website.

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

Campus documents including the campus strategic plan indicate commitment to retaining a diverse workforce. However, there is little evidence that firm retention plans exists outside of faculty hiring.

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);

The committee found no specific systematic efforts to retain student-athletes and staff with diverse racial, ethnic and other backgrounds.

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.

UNO's Diversity five-year plan addresses deficiencies and recommendations for all four program areas.

### PARTNERSHIPS

Collaboration and integration between Department of Athletics and other institutional units or external organizations to enhance diversity efforts in programs, activities and services.

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;

The Diversity Subcommittee examined written statements, conducted focus groups, and commissioned surveys of personnel and student-athletes of the Department of Athletics in order to evaluate consistency with the University of Nebraska at Omaha and NCAA standards. Data were also gathered from the Human Resources office athletics and the UNO website.

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

Anecdotal evidence suggests occasional short-term partnerships between Athletics and other campus and community agents (multicultural affairs office, nonprofit agencies serving underrepresented youth, etc.) have been formed at least in part to promote diversity efforts. These have not been long-term, ubiquitous or institutionalized.



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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 institution is not taking advantage of the partnership possibilities that exist for promoting diversity awareness, tolerance and other training. Many opportunities for partnership exist, starting with the Multicultural Affairs office, and extending through academic programs (College of Education, interdisciplinary programs like the Office of Latino/Latin American Studies-OLLAS, Black Studies, Women's and Gender Studies, Native American Studies) and even co-curricular groups (Muslim Student Association, Maverick Diversity Coalition, Queers and Allies, etc.).

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.

UNO's Diversity five-year plan addresses deficiencies and recommendations for all four program areas.

### **PARTICIPATION IN GOVERNANCE & 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).

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;

The Diversity Subcommittee examined written statements, conducted focus groups, and commissioned surveys of personnel and student-athletes of the Department of Athletics in order to evaluate consistency with the University of Nebraska at Omaha and NCAA standards. Data were also gathered from the Human Resources office, Athletics and the UNO website.

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

The UNO Athletics program supports a Student Athlete Advisory Committee (SAAC) with 27 student-athletes currently serving on the committee. There is broad representation across the sports and by gender, although seemingly little racial/ethnic diversity on the committee. This does provide the most promising avenue for student-athlete leadership on campus to date. However, responses in the student-athlete focus groups indicated that many student-athletes felt there were few opportunities for leadership development for student-athletes in general and none specifically targeted toward underrepresented groups. The SAAC was mentioned by some as more of a social opportunity than a real voice for student-athletes in leadership.

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 University offers general opportunities for students and staff to participate in governance and decision-making through the Staff Advisory Council, Student Government and its associated agencies,



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and student organizations (some of which cater to specific ethnic, religious, or cultural groups). All also are open to student-athletes and Athletics staff. However, as mentioned above, few opportunities exist specifically for student-athletes and Athletics staff, and none that targets the needs of student-athletes and staff with diverse racial, ethnic and other backgrounds.

- 12** 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.

*Measurable Standard No. 8*

*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.*

- 13** 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.

*Measurable Standard #9*

*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.*

*Measurable Standard #10*

*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.*

Because this is the first Diversity-issues plan for the athletics department, a formal procedure will be created to annually review and amend the plan. The athletics department will assign responsibility for plan review to a committee that includes athletics and institutional personnel. This committee will create a timetable for annual review of the Diversity-issues plan to determine if stated goals in the plan are still appropriate and to modify the plan if deficiencies are identified.

- 14** 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.

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### *Measurable Standard No. 11*

*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.*

The Diversity-issues plan developed by the Gender and Diversity Equity Committee includes input from a variety of campus constituent groups. The plan will be reviewed on a yearly basis for benchmark accomplishments and compliance with institutional policy by the Gender and Diversity Equity Committee. The Director of Athletics, and Sr. Associate AD/SWA, in conjunction with the office of institutional diversity and inclusion, is responsible for monitoring the effectiveness of the plan, annually.

The UNO five-year action plan addresses University and intercollegiate athletics efforts to address areas needing improvement as related to the department of athletics staff, coaches and student-athletes underrepresented groups or diverse backgrounds. The plan was formerly approved by the Chancellor's Cabinet on April 29, 2014 and will be active through 2019.

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRICIPLE 3.2 | DIVERSITY ISSUES | PLAN FOR IMPROVEMENT

ELEMENTS		GOALS	STEPS		
Program area	Issues in self study	Measurable goals	Steps to achieve goals	Individuals/Officers responsible for implementation	Specific timetable for completing work
5 Year Plan Evaluation (Assessment)	There is currently no process, overview or accountability for Diversity in the Athletics Dept	Create a process for review, evaluation, and accountability to the 5 year plan. Meetings held. Minutes & results of committee meetings published.	<ol style="list-style-type: none"> <li>1. Establish Committee, to include members of Athletics Dept. and Institutional personnel.-</li> <li>2. Develop/Implement timeline for quarterly reviews to measure status to goals.</li> <li>3. Committee to report to Chancellor.</li> </ol>	Chancellor, Senior Vice Chancellor, and Director of Athletics	Starting in Fall 2014 and continuing through 2019, review on an annual basis

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## OPERATING PRICIPLE 3.2 | DIVERSITY ISSUES | PLAN FOR IMPROVEMENT

ELEMENTS		GOALS	STEPS		
Program area	Issues in self study	Measurable goals	Steps to achieve goals	Individuals/Officers responsible for implementation	Specific timetable for completing work
Recruitment/Hiring Process (Retention)	On occasion the Athletics Department will not follow the recruitment process or involve UNO's recruiting department in the hiring process.	Athletics department will follow the Institution's recruitment guidelines and processes, and will work with the Institution's recruiting department as hiring opportunities surface.	<ol style="list-style-type: none"> <li>1. The athletic director will meet with the Institution's recruitment manager to draft the process to be followed as they partner going forward.</li> <li>2. The athletic director will clearly communicate recruiting process expectations going forward to all who have hiring responsibilities in the dept.</li> <li>3. Director of Athletic Compliance to track &amp; report on all head, coaching &amp; staff positions that become open, and their progress.</li> <li>4. Initially, monthly meetings starting between those responsible for implementation until process becomes institutionalized, at which time formal meetings should take place quarterly to review process, partnerships, etc.</li> </ol>	Director of Athletics and the Sr. Associate Athletics Director/SWA	Starting in Fall 2014 and continuing through 2019, review on an annual basis.

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.2 | DIVERSITY ISSUES | PLAN FOR IMPROVEMENT

ELEMENTS		GOALS	STEPS		
Program area	Issues in self study	Measurable goals	Steps to achieve goals	Individuals/Officers responsible for implementation	Specific timetable for completing work
Recruitment/Hiring Process (Retention)	There is not enough education or awareness of diversity and inclusion issues within athletics.	Introduce diversity to the Senior Administrative level and build appropriate networks and partnerships to support this in the minority and/or underserved communities.	<ol style="list-style-type: none"> <li>1. Build relationships with organizations such as the Black Coaches &amp; Administrators, the Latino Association of Basketball Coaches, the Native American Soccer Coaches Committee, and other similar organizations that may serve as a pipeline for the recruitment of minority Sr. Adminis. staff.</li> <li>2. Partner with UNO's Office of Equity &amp; Diversity, Multicultural Affairs, Black</li> <li>3. Studies, Community Leaders, OLLAS, to increase level of networking among the diverse communities.</li> <li>4. Partner with leaders of external organizations serving underserved communities to maximize reach or recruitment efforts.</li> <li>5. Gender Equity and Diversity Committee will track the progress and report out on it.</li> </ol>	Sr. Vice Chancellor, Director of Multicultural Affairs, Employment Manager, Assistant to the Chancellor for Equity and Diversity, Director of Athletics and the Sr. Associate Athletics Director/SWA	<p>Fall, 2014 develop a strategy for when a Senior Administrative Staff position comes up in Athletics. Meetings should be on "as need" basis once the plan is established.</p> <p>Thereafter review on an annual basis.</p>

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRICIPLE 3.2 | DIVERSITY ISSUES | PLAN FOR IMPROVEMENT

ELEMENTS		GOALS	STEPS		
Program area	Issues in self study	Measurable goals	Steps to achieve goals	Individuals/Officers responsible for implementation	Specific timetable for completing work
Recruitment/Hiring Process (Retention)	There aren't enough efforts made at recruiting minority head and assistant coaches in the hiring process.	Ensure diversity in the head coaches ranks.	Build relationships with organizations such as the Black Coaches & Administrators, the Latino Association of Basketball Coaches, the Native American Soccer Coaches Committee, and other similar organizations that may serve as a pipeline for the recruitment of minority coaches. Partner with UNO's Office of Equity & Diversity, Multicultural Affairs, Black Studies, Community Leaders, OLLAS, to increase level of networking among the diverse communities. Partner with leaders of external organizations serving underserved communities to maximize reach or recruitment efforts such as 100 Black Men and NE Urban League	Sr. Vice Chancellor, Director of Multicultural Affairs, Employment Manager, Assistant to the Chancellor for Equity and Diversity, Director of Athletics and the Sr. Associate Athletics Director/SWA	Starting in Fall 2014 and continuing through 2019, review on an annual basis.

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## OPERATING PRICIPLE 3.2 | DIVERSITY ISSUES | PLAN FOR IMPROVEMENT

ELEMENTS		GOALS	STEPS		
Program area	Issues in self study	Measurable goals	Steps to achieve goals	Individuals/Officers responsible for implementation	Specific timetable for completing work
Recruitment/Hiring Process (Assesment)	There has been no assessment and/or comparison of the UNO institutional vs. Athletics Departments hiring practices in the last 5 years.	Perform an assessment and comparison of the institution and athletics department's hiring practices.	The Gender Equity and Diversity Committee will perform the comparison and report to the Sr. Vice Chancellor for Academic and Student Affairs as well as the Director of Human Resources of their findings.	Gender Equity and Diversity Committee; Sr. Vice Chancellor, Director of Multicultural Affairs, Employment Manager, Assistant to the Chancellor for Equity and Diversity, Director of Athletics and the Sr. Associate Athletics Director/SWA	Fall, 2014 for the assessment. An annual review of the assessment will occur each year and adjusted as needed.
Participation in Governance & Decision Making	Out of 20 Faculty-Based Athletics Committee Members, 18 are White Non-Hispanic and 2 are Black.	Noticeably increase representation of minority student-athletes in the committee.	<ol style="list-style-type: none"> <li>1. Increase by a minimum of two (and no less than 20% representation), the number of racially/ethnically diverse student- athletes serving in the committee.</li> <li>2. Director of Athletic Compliance to track &amp; report on progress.</li> </ol>	Sr. Associate Athletic Director, and Director of Athletic Compliance, SAAC Leader.	Starting in Fall 2014 and continuing through 2019, review on an annual basis.

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRICIPLE 3.2 | DIVERSITY ISSUES | PLAN FOR IMPROVEMENT

ELEMENTS		GOALS	STEPS		
Program area	Issues in self study	Measurable goals	Steps to achieve goals	Individuals/Officers responsible for implementation	Specific timetable for completing work
Participation in Governance & Decision Making	Student athletes and staff have few avenues for leadership, participation in governance, and decision-making.	Strengthen SAAC and promote leadership opportunities for minority coaches and staff	<ol style="list-style-type: none"> <li>1. Provide professional development opportunities for SAAC minority coaches/staff and student athletes to actively participate in conferences, high visibility meetings and decision making)</li> <li>2. Set specific tasks for SAAC and a defined role in some decision-making processes for athletics.</li> </ol>	Director of Athletic Compliance, Associate Vice Chancellor Academic & Student Affairs, SAAC Leader.	Starting in Fall 2014 and continuing through 2019, review on an annual basis.
Diversity Communication/ Dissemination (Partnerships)	Based on focus group meetings with student athletes & members of staff, plus surveys done of Coaches & Student Athletes, it is clear any information on Diversity is either minimal or, mostly, non-existent in the Athletics dept.	Develop the Athletic Department's philosophy and policy regarding Diversity and Inclusion.	Integrate Diversity and inclusion language in all key documents & meetings of the athletics dept., inclusive of the Freshman Student-Athlete orientation program and Coaches' Education Sessions.	Assistant to the Chancellor for Equity and Diversity, Director of Athletics and the executive team in the athletics department.	Starting in Fall 2014 and continuing through 2019, review on an annual basis.
Athletic Dept. Documents	There is a lack of reference to Diversity in Athletic department documents such as the Strategic Plan and Student-Athlete Planner.	Integrate Athletics Dept. commitment to Diversity in all documents that serve to communicate the dept.'s mission as well as expectations of coaches	Integrate Diversity and inclusion language in all key documents of the athletics dept., inclusive of the UNO Athletic Dept. Policy & Procedures Manual and the, Student-Athlete Planner.	Assistant to the Chancellor for Equity and Diversity, Director of Athletics and the executive team in the athletics department.	Starting in Fall 2014 and continuing through 2019, review on an annual basis.



# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.2 | DIVERSITY ISSUES | PLAN FOR IMPROVEMENT

ELEMENTS		GOALS	STEPS		
Program area	Issues in self study	Measurable goals	Steps to achieve goals	Individuals/Officers responsible for implementation	Specific timetable for completing work
Training	Lack of a specific process for the delivery of a proactive training exclusively for student-athletes and coaches with a focus on the acceptance of individual differences and that are the appropriate discrimination response avenues available to all members of the university community.	To create and sustain a process by which exposure to and dissemination of useful information pertaining to the acceptance of individual differences and the appropriate discrimination response avenues available to all members of athletic department at scheduled intervals requiring mandatory attendance by all coaches and student-athletes.	<ol style="list-style-type: none"> <li>1. Include in the responsibilities of the already functioning Student-Athlete Advising Committee</li> <li>2. Involve the coaching staff in the scheduling and attendance to exclusive training on the acceptance of individual differences and the appropriate discrimination response avenues in partnership with the University's Office of Equity and Diversity.</li> </ol>	Director of Athletics, Director of EAD, Senior-Vice Chancellor for Academics and Student Affairs.	Starting in Fall 2014 and continuing through 2019, review on an annual basis.

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

Conduct in the intercollegiate athletics program in a manner designed to protect and enhance the physical and educational well-being of student-athletes is a basic principle of the Association.

- Consistent with this fundamental principle, the institution shall:
- Provide evidence that the well-being of student-athletes and the fairness of their treatment is monitored, evaluated, and addressed on a continuing basis.
- Have established grievance or appeal procedures available to student-athletes in appropriate areas.
- Provide evidence that the institution has in place programs that protect the health of and provide a safe and inclusive environment for each of its student-athletes.

### OPERATING PRINCIPLE 3.3

#### Student-Athlete Well-Being

- 1 Please submit an electronic copy of the student-athlete exit interview instrument with the submission of your self-study report.**

- Measurable Standard No. 1*  
*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.)*
- 1. The institution's commitment to the academic success of its student-athletes (e.g., academic support services available, priority registration for classes, coaches' support).*
  - 2. The institution's commitment to opportunities for student-athletes to integrate into campus life.*
  - 3. The institution's efforts to measure the extent of time demands encountered by student athletes.*
  - 4. 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).*
  - 5. The institution's efforts to measure the effectiveness of the institution's NCAA Division I Student-Athlete Advisory Committee (SAAC).*
  - 6. The institution's commitment to informing student-athletes about the NCAA Special Assistance Fund and NCAA Student-Athlete Opportunity fund.*
  - 7. 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.*
  - 8. The institution's commitment to the physical, psychological and emotional health (e.g., athletic training, nutrition, counseling) of student-athletes.*
  - 9. The institution's commitment to the safety (e.g., travel policies, emergency medical plans) of student-athletes.*
  - 10. The institution's commitment to a safe and inclusive environment for all student-athletes.*
  - 11. The institution's commitment to diversity.*
  - 12. The value of student-athletes' athletics experience.*

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.3

13. *The opportunity for student-athletes to suggest proposed changes in intercollegiate athletics.*

14. *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 self-study process.*

The Student-Athlete Well-Being Subcommittee reviewed the Student-Athlete Exit Interview form for completeness. After review, the Student-Athlete Exit Interview form has been updated to meet all necessary NCAA standards and is being implemented in the Spring of 2014.

## **2 Describe the methods used to conduct student-athlete exit interviews. Further, describe the process used to evaluate and implement outcomes.**

*Measurable Standard No. 2*

*The institution must demonstrate that it conducts exit 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 self-study process.*

The Student-Athlete Well-Being Subcommittee reviewed the Student-Athlete Exit Interview instrument for completeness and examined the process used to gather student-athlete feedback. As a result of this process, the instrument and process used to gather data during the Student-Athlete Exit Interview has been revised to meet NCAA standards and is being implemented in the Spring of 2014.

Student-athletes are to complete the Exit Interview form upon conclusion of their final season of competition. The student-athlete will then have an in-person meeting with their respective Sport Administrator to discuss and/or review his/her exit-interview form. Results will be reviewed by said Sport Administrator and examined for any potential problems. Any issues that need to be addressed immediately are forwarded to the appropriate personnel.

Student-athletes who are withdrawn from team rosters are given the opportunity to speak with their respective Sport Administrator.

This process used for student-athlete exit interviewing provides a non-threatening yet formal mechanism to provide feedback. The interview allows the University of Nebraska at Omaha to gather each student-athlete's experience individually and to view any trends of issues that emerge more frequently during the process.

The exit interview process serves as a summary of the student-athlete's experience at the University of Nebraska at Omaha, although there are many more avenues to raise concerns for student-athletes. These avenues include: the UNO Counseling Center, Health Services, Multicultural Affairs, Women's Resource Center, Gender & Sexual Orientation Agency, the Office of Academic and Student Affairs and faculty members on campus.

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.3

### **3 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., student athlete advisory committee; open-door policy of athletics administrators, including the director of athletics, senior woman administrator, and/or faculty athletics representative).**

The student-athletes have a large variety of opportunities to voice their concerns on issues related to their well-being. These opportunities can be initiated by the individual or planned, they include:

- Every Senior Administrator has an open-door policy for student-athletes and is readily available to meet upon request.
- The Student-Athlete Advisory Committee (SAAC) meets once a month to discuss and provide input and give feedback on a variety of different issues. Each sport has at least one representative from each team. SAAC is supervised by Dani Brooke, Director of Student-Athlete Development.
- Dr. Bill Wakefield, a Professor in the School of Criminology & Criminal Justice and the Faculty Athletics Representative, is available to meet with individual or groups of student-athletes upon their request.

Student-athletes may also respond to issues about well-being using options that are available to University of Nebraska at Omaha students. These options include:

- Office of Academic and Student Affairs Counseling Center
- Human Resources Multicultural Affairs Campus Ministry Health Services
- Women's Resource Center

### **4 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.**

*Measurable Standard No. 3*

*The institution must have established written grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid [in accordance with NCAA Division I Bylaw 15.3.2.3] and transfers [in accordance with Bylaws 13.02.1, 13.1.1.3, 13.1.1.3.1, 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 self-study process.*

*Measurable Standard No. 4*

*The institution must demonstrate that 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, 14.5.5.2.10 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 self-study process.*

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.3

The Gender, Diversity and Well-Being Subcommittee reviewed the Department of Athletics written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation. After review, the policies have been updated and are in accordance with NCAA Legislation. These policies are being implemented in the Spring of 2014.

### FINANCIAL AID APPEALS: GENERAL POLICY

Per NCAA rules, an athletics financial aid agreement between a student-athlete and the UNO Athletic Department must be for at least one academic year; it is possible to have multi-year financial aid agreements. Under NCAA rules, during the term of the athletic financial aid agreement, UNO is prohibited from reducing or canceling athletic aid based on a student-athlete's athletic ability, performance or contribution to the team's success, because of an injury, illness or medical condition or for any other athletics reason.

### CHANGES IN ATHLETIC AID DURING THE ACADEMIC YEAR

UNO is permitted to reduce or cancel athletic aid during the term of the award if a student athlete: renders himself or herself ineligible for intercollegiate competition, fraudulently misrepresents any information on an application, letter of intent or financial aid agreement, engages in serious misconduct warranting substantial disciplinary penalty or voluntarily withdraws from a sport at any time for personal reasons.

### RENEWALS AND NON-RENEWALS OF AID FOR THE UPCOMING ACADEMIC YEAR

If a student-athlete received athletic aid during the previous academic year, and that student-athlete is still eligible to participate in his or her sport, the UNO Financial Aid Office is required to notify the student-athlete in writing by July 1 as to whether the student athlete's aid will be renewed, increased, reduced or not renewed for the upcoming academic year.

### PROCEDURES

Every non-renewal, cancellation or reduction-of-aid letter sent by the UNO Financial Aid Office notifies the student-athlete that he or she has the right to request a hearing to appeal the Athletic Department's decision to reduce, cancel or not renew the athletic aid. The letter specifies that the student-athlete must contact the Director of Financial Aid and Scholarships within 14 days of receiving the letter and ask to initiate the appeals process. The Director of Financial Aid and Scholarships then alerts the Director of Compliance within the UNO Athletic Department. The Director of Compliance informs the necessary parties.

Included below is the UNO Athletic Department's Financial Aid Appeals Policy, which addresses the timing for scheduling a hearing, the committee members who hear the appeal, attendance at the hearing, the deliberation and decision-making process, etc.

#### UNO Athletic Department - Student-Athlete Financial Aid Appeal Policy:

Within 14 days of notification from the Financial Aid Office (reduction/cancellation of aid), student-athletes must request an appeal hearing in writing to the Director of Financial Aid & Scholarships.

Once the Director of Financial Aid & Scholarships receives the written request, he or she will inform the Director of Compliance, who will contact the Athletics Appeals Committee (for Financial Aid) to schedule a hearing date, within 14 business days from the receipt of the request. The Athletics Appeals Committee is composed of the following individuals:

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.3

1. Faculty Athletics Representative;
2. Director of Financial Aid & Scholarships (or a designated individual);
3. Director of Compliance;
4. Faculty or Non-Athletic Department Staff Member; and
5. Athletics Committee Board Chair (or a designated individual).

The Faculty Athletic Representative (FAR) will chair the committee hearing. The FAR will notify all parties of the hearing date, which shall be set for the earliest possible date, but in any event, not later than 14 days after the appeal request has been submitted. The FAR shall sit as a voting member of the committee and shall be responsible for ruling on procedural matters and the admissibility of presentation materials. The FAR will ensure minutes are kept of the meeting.

The student-athlete may invite representatives, including parents, legal guardians, counsel or others, to appear at the hearing. The student-athlete will be the only individual who will be heard by the Athletics Appeals Committee. The failure of a student-athlete to appear without justifiable cause shall foreclose the right to an appeal.

At the hearing, the student-athlete will have the opportunity to present his or her case and answer questions asked by the subcommittee members. The head coach will then have the opportunity to present his or her side. Both parties will be provided 15 minutes to present their oral arguments as well as any written correspondence deemed relevant and applicable by the FAR. The burden shall be upon the student athlete to prove his or her case by a preponderance of the evidence. The Athletics Appeals Committee members will be provided 10 minutes with each party for relevant follow-up questions and clarifications.

Upon the immediate conclusion of the hearing, the Athletics Appeals Committee shall convene to deliberate in closed session. As soon as a decision is reached, the parties shall be notified orally; however, a formal letter confirming the decision shall be sent to all interested parties within seven (7) business days of the hearing date, with a copy to the President of the University, Chair of the Athletics Committee Board and the Director of Athletics. The decision of the Athletics Appeals Committee is final, and there is no opportunity for further appeal.

### TRANSFER APPEALS: GENERAL POLICY

The UNO Athletic Department is steadfast in providing an objective and fair perspective when evaluating a student-athlete's decision to transfer to another institution, or in a student-athlete's interest in discussing the possibility of transferring to another institution.

### PERMISSION TO CONTACT AND ONE-TIME TRANSFER EXCEPTION

Per the NCAA bylaws, a student-athlete is prohibited from having contact, directly or indirectly, with another member institution without first receiving written confirmation of permission to contact by the UNO Athletic Department. If the UNO Athletic Department denies permission to contact, the member institution is prohibited from having contact and encouraging contact with the student-athlete.

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.3

Upon a student-athlete transferring to a member institution, it is common for the member institution to request permission to employ the “one-time transfer exception,” allowing the student-athlete to avoid sitting a year in residence and instead be immediately eligible for competition. The “one-time transfer exception” is not available in the sports of Basketball, Baseball and Hockey. If the UNO Athletic Department denies use of the “one-time transfer exception,” the NCAA bylaws require that the student-athlete be barred from competing at the member institution until the student-athlete attends the institution full time for one academic year (barring any other NCAA transfer exceptions).

### PROCEDURES

Anytime a student-athlete transfers to a member institution and permission to contact or the “one-time transfer exception” is denied, the student-athlete receives written notification from the Director of Compliance. The written notification alerts the student athlete of the following: (1) that permission to contact or use of the transfer exception has been denied, (2) that the student-athlete has the opportunity to appeal the decision, and (3) the process for initiating the appeals hearing.

Included below is the UNO Athletic Department’s Transfer Appeals Policy, which addresses the timing for scheduling a hearing, the committee members who hear the appeal, attendance at the hearing, the deliberation and decision-making process, etc.

#### UNO Athletic Department - Student-Athlete Transfer Appeal Policy:

Within 14 days of notification from the UNO Athletic Compliance Office that the UNO Athletic Department will be denying Permission to Contact or denying the One-Time Transfer Exception, the student-athlete must request an appeal hearing in writing to the Director of Compliance.

Once the Director of Compliance receives the written request, he or she will contact the Athletics Appeals Committee (for Transfers) to schedule a hearing date within 14 business days from the receipt of the request. The Athletics Appeals Committee is composed of the following individuals:

1. Faculty Athletics Representative;
2. Director of Compliance;
3. Faculty or Non-Athletic Department Staff Member;
4. Athletics Committee Board Chair (or a designated individual); and
5. Representative for the Student-Athlete Advisory Committee (SAAC).

The Faculty Athletic Representative (FAR) will chair the committee hearing. The FAR will notify all parties of the hearing date, which shall be set for the earliest possible date, but in any event, not later than 14 days after the appeal request has been submitted. The FAR shall sit as a voting member of the committee and shall be responsible for ruling on procedural matters and the admissibility of presentation materials. The FAR will ensure meeting minutes are kept.

The student-athlete may invite representatives, including parents, legal guardians, counsel or others, to appear at the hearing. The student-athlete will be the only individual to be heard by the Athletics Appeals Committee. The failure of a student-athlete to appear without justifiable cause shall foreclose the right to an appeal.

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.3

At the hearing, the student-athlete will have the opportunity to present his or her case and answer questions asked by subcommittee members. The head coach will then have the opportunity to present his or her side. Both parties will be provided 15 minutes to present their oral arguments as well as any written correspondence deemed relevant and applicable by the FAR. The burden shall be upon the student athlete to prove his or her case by a preponderance of the evidence. The Athletics Appeals Committee members will be provided 10 minutes with each party for relevant follow-up questions and clarifications.

Upon the immediate conclusion of the hearing, the Athletics Appeals Committee shall convene to deliberate in closed session. As soon as a decision is reached, the parties shall be notified orally; however, a formal letter confirming the decision shall be sent to all interested parties within seven (7) business days of the hearing date, with a copy to the President of the University, Chair of the Athletics Committee Board and the Director of Athletics. The decision of the Athletics Appeals Committee is final, and there is no opportunity for further appeal.

### **5 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.**

#### *Measurable Standard No. 5*

*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 completion of the self study process.*

#### *Measurable Standard No. 6*

*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 email) 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 completion of the self study process.*

#### **The Student Code of Conduct**

<http://www.unomaha.edu/aandsaffairs/documents/scc.pdf>

#### **Title IX Policy**

<http://www.unomaha.edu/diversity/Documents/20120112TitleIXPolicySexualHarassment>

#### **Issue Resolution and Complaint Procedures for Prohibited Discrimination**

[http://www.unomaha.edu/policies/docs/prohibited\\_discrimination.pdf](http://www.unomaha.edu/policies/docs/prohibited_discrimination.pdf)

Ms. Charlotte Russell, the Assistant to the Chancellor for Equity Access and Diversity and Title IX Coordinator, along with Mr. Kent Lavene, the Judicial Officer, Student Conduct and Deputy Title IX Coordinator, are responsible for overseeing the written grievance and/or appeals procedures. Once reviewed, the Student Code of Conduct was distributed to Ann Oatman, Senior Associate Athletic Director and Senior Woman Administrator, and Josh White, Senior Associate Athletic Director, for distribution to the student-athletes. The Student Code of Conduct has been distributed to the student-athletes via e-mail and a web link.



# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.3

New faculty and staff receive copies of Title VII and Title IX in Orientation, in the handbook and also via the web.

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 Gender, Diversity and Well-Being Subcommittee reviewed the general written grievance and appeals procedures available to student-athletes in other areas and believe these policies to be in accordance with NCAA legislation. Therefore, no changes need to be made.

### ISSUE RESOLUTION AND COMPLAINT PROCEDURES FOR PROHIBITED DISCRIMINATION

The University of Nebraska at Omaha declares and affirms a policy of equal education and employment opportunities, affirmative action in employment and nondiscrimination in providing services to the public. Therefore, the University of Nebraska Omaha shall not discriminate against anyone based upon race\*, color, sex\*\*, sexual orientation (includes other characteristics, see 3.1.1 Board of Regents policy for employees and 5.1.1 Board of Regents policy for students), age, religion, disability, national or ethnic origin, marital status, or Vietnam-era veteran status.

\*Racial harassment is considered a form of racial discrimination.

\*\*Sexual harassment is considered a form of sex discrimination.

### PURPOSE

The purpose of these procedures is to secure, at the lowest possible level, equitable solutions to the problems which may affect student, faculty, staff, administrators, visitors or other invitees, licensees or University volunteers who believe they have been discriminated against within the University's prohibited discrimination policy. This prohibition extends to those activities that create a racially hostile environment, including peer-to-peer harassing conduct. If an official receives a report of prohibited discrimination, the University will take action in accordance with internal policy and procedures. Resolution of any concern or complaint is encouraged, but not required, at each step of the procedures. Any form of retaliation for filing or assisting with an investigation or charge is not permitted. The University reserves the right to take appropriate action in cases of alleged prohibited discrimination affecting the academic or work environment in the absence of a complaint from an individual. In the event of a finding of racial harassment, the University will take appropriate disciplinary action ranging from verbal reprimand to termination. The resolution process for faculty members is covered by the relevant collective bargaining agreement in place at the time of the infraction, and is incorporated herein as reference for this statement of purpose.

### OVERSIGHT AND INFORMATION

The Assistant to the Chancellor for Diversity and Equal Opportunity (hereafter referred to as the Assistant to the Chancellor) is the established representative of the University on prohibited discrimination issues. The University's nondiscrimination policy and complaint procedures will be widely disseminated through a variety of media and clearly posted in strategic locations throughout the University campus. Anyone seeking information about the non-discrimination policy or complaint procedures should contact the Assistant to the Chancellor or designee.

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.3

### INFORMAL RESOLUTION

If appropriate, persons are encouraged first to address their concerns with the party in question, relevant manager/supervisor, administrator or academic department chair/school director, or university ombudsperson to attempt to resolve the issue(s). A satisfactory resolution may be readily found.

### NOTIFICATION AND INITIAL INVESTIGATION

Complainants who believe they have been discriminated against have thirty (30) working days after the occurrence of the alleged prohibited discrimination to informally resolve the issue(s) to their satisfaction or to contact the Assistant to the Chancellor. This time deadline can be extended if there are extenuating circumstances which must be documented by the complainant and determined by the Assistant to the Chancellor to justify a delay.

### INFORMAL INVESTIGATION

From the time the Assistant to the Chancellor or designee becomes aware of a complaint, the Assistant to the Chancellor or designee immediately will notify the respondent, in writing, that a complaint has been received and will explain the nature of the complaint. The Assistant to the Chancellor or designee will have 10 working days to conduct an informal confidential investigation and determine whether or not the complaint merits further action. If it is determined by the Assistant to the Chancellor that further action is warranted, the formal procedures listed below will be undertaken within seven (7) working days of the decision. Both parties will be notified in writing as to the nature of this decision.

If the Assistant to the Chancellor or designee deems that the complaint merits no further action, the Chancellor or Chancellor's designee will appoint an individual, judged most qualified by the Chancellor or Chancellor's designee, from among the three (3) University ombudspersons and the Academic Affairs, Student Affairs and Business and Finance Vice Chancellors or their designated representatives to review the decision. The reviewer will have 10 working days to examine the case and respond to the Chancellor or designee and the Assistant to Chancellor or designee. If the reviewer agrees with the Assistant to the Chancellor's decision of no further action, no further action will be taken by the University. If the reviewer disagrees with the Assistant to the Chancellor's decision of no further action, the formal procedures listed below will be undertaken within seven (7) working days of the reviewer's decision.

### FORMAL PROCEDURES FORMAL COMPLAINT

Within seven (7) working days of the decision of the Assistant to the Chancellor or the reviewer determining further action is warranted, the complainant must meet with the Assistant to the Chancellor or designee to review/discuss the incident or situation, attempts at resolution (if any), as well as to learn about formal procedures. If the complainant prefers to file a formal complaint, he or she must do so in writing directly to the Assistant to the Chancellor or designee within seven (7) working days following this consultation. If the complainant is unable to write the complaint, it will be related orally or via the appropriate medium, transcribed into written form, and verified for accuracy by the complainant.

### NOTIFICATION OF THE RESPONDENT AND THE EQUAL OPPORTUNITY REVIEW PANEL

Within three (3) working days of receiving the written complaint, the Assistant to Chancellor or designee will notify the respondent that a formal written complaint has been filed, supply a copy of the written complaint to the respondent and provide a description of the procedures to be followed. This notification will be made by certified or registered letter, postage prepaid, and return-receipt requested, addressed to the most recent address listed in University records. Within five (5) working days of receiving the written complaint, the Assistant to Chancellor or designee will select and notify the Equal Opportunity Review Panel that a formal inquiry will be required.

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.3

### EQUAL OPPORTUNITY REVIEW PANEL COMPOSITION

The Equal Opportunity Review Panel will consist of five members: two full-time faculty, two staff (administrative, managerial/professional and office/service) and one student selected by the Assistant to the Chancellor from a pool of six faculty selected by the Faculty Senate, six staff selected by the Staff Advisory Council and six students selected by Student Government. Students must be currently enrolled in at least six (6) credit hours (undergraduate and/or graduate) and in good academic standing.

The pool of names will be used until the beginning of the following academic year. If during the year, a nominated person becomes ineligible to be in the pool, the appropriate body, (i.e., Faculty Senate, Staff Advisory Council or Student Government) will nominate a replacement for that person in the pool. Selection of pool members and actual panel members will be done in a manner that attempts to provide the widest possible diversity with respect to gender, ethnic background and other relevant socio/demographic traits.

Should a selected member of the panel identify himself/herself as having a legitimate conflict of interest, the Assistant to the Chancellor shall select a different member from the pool of names so as to maintain the required representation.

### FORMAL INQUIRY

Upon selection and contact by the Assistant to the Chancellor, panel members will have 10 working days to convene, select a chair (student members are not eligible to chair) and schedule the start of the formal inquiry. The inquiry will be conducted as expeditiously as possible. During the inquiry, the panel will review the complaint in its entirety and conduct an impartial inquiry on the complaint. Documents and other information relevant to the complaint may be requested by the panel, and witnesses may be called by the panel. The complainant (and his/her representative[s]), the respondent (and his/her representative[s]), and witnesses (if any) will be present only in the inquiry when his/her own testimony is being sought by the panel. The inquiry will be audio taped.

The panel has five (5) working days after the inquiry to reach a preliminary recommendation. In the event that it concludes that the complaint should proceed further, both parties will have access to all evidence presented before the panel, including the audio tape. When the panel concludes no additional action is warranted, neither of the parties will have access to the evidence. In cases where the panel concludes that the complaint should go forward, both parties will have five (5) working days to rebut the evidence. The panel then will have 10 working days to consider rebuttals and present its advice in writing to the appropriate Vice Chancellor. This written advice should report any dissenting views or include a written minority statement if the minority on the panel chooses to do so. The panel's advice will be forwarded to the Vice Chancellor of the administrative unit in which the respondent is assigned (i.e., Vice Chancellor for Academic and Student Affairs for faculty respondents, Vice Chancellor of Business and Finance for staff respondents, Associate Vice Chancellor for Academic and Student Affairs for student respondents).

Upon receipt of the panel's advice, the Vice Chancellor will have seven (7) working days in which to conclude whether or not this set of circumstances warrants additional investigation. The Vice Chancellor will communicate his/her decision in writing to the complainant and to the respondent and shall have the authority to implement such action as is deemed appropriated for non-faculty respondents. If the Vice Chancellor's conclusion is that no further action be taken, no further action will be taken by the University. If, on the other hand, for faculty respondents the conclusion is that additional investigation should be undertaken, it will be in accord with and/or follow procedures detailed in the Bylaws of the Board of Regents of the University of Nebraska and policies promulgated pursuant thereto, and, in the case of faculty respondents who are members of the bargaining unit, in accord with the Collective Bargaining Agreement

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.3

between the Board of Regents of the University of Nebraska and the University of Nebraska at Omaha Chapter American Association of University Professors.

### GUIDELINES/CLARIFICATION

1. Accusations of prohibited discrimination are of utmost seriousness and should not be made casually or without cause. This policy shall not be used to bring frivolous or malicious charges against students, faculty, staff, administrators, visitors or other invitees, licensees or University volunteers. The University reserves the right to take appropriate action against individuals who are determined to have brought frivolous or malicious charges. However, this provision shall not be construed in any manner that might unreasonably deter any person from bringing forth a concern. No person shall be retaliated against for exercising his/her rights under these procedures.
2. In cases of alleged harassment, protections of the First Amendment must be considered if issues of speech or expression are involved. Free speech rights apply in the classroom and in all other education programs and activities of the University. In addition, First Amendment rights apply to the speech of students and faculty. (Federal Register/Vol.62, No. 49, March 13, 1997)
3. Working days are those days that University offices are scheduled to be open.
4. Time limits can be extended by the Assistant to the Chancellor if there are documented extenuating circumstances which are determined by the Assistant to the Chancellor to justify a delay.
5. Failure by University representatives to communicate the decision on a complaint within the specified time limits at any step of these procedures will not prejudice the complaint.
6. Failure by the complainant to pursue a complaint to the next step within the specified time limits at any step of the procedures, barring any extenuating circumstances which must be documented by the Assistant to the Chancellor to justify a delay, will be considered acceptance of the last decision rendered.
7. All documents, communications and records dealing with a complaint and processing of a complaint (except for those materials allowed in personnel files by existing policies or agreements) will be kept confidential and secured in the Office of the Assistant to the Chancellor. The records will be retained for such time as may be legally required and/or deemed appropriate by the University; thereafter, all records will be destroyed.
8. All meetings and inquiries under this procedure will be conducted privately and will include only the parties specified in the procedure for that stage of the procedure.
9. If, as determined by the panel, additional highly relevant facts that might alter the outcome of the decision are presented during the panel's proceedings, a recess of reasonable length as determined by the panel may occur.
10. These are regarded as administrative, not legal, procedures. However, in the formal stage(s) the complainant and/or the respondent has the right to legal representation in the form of an advisor at his/her own expense.
11. For hourly paid employees, time spent during scheduled working hours in meeting with the Assistant to the Chancellor or designee or in the formal steps of the procedure is treated as time worked for pay purposes.

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.3

12. For faculty respondents, any decision on the part of the Vice Chancellor that additional investigation is warranted that could lead to disciplinary action must be forwarded to the Professional Conduct Committee. (Such sanctions could include sensitivity training, formal or informal reprimands and an oral or written apology.)
13. Inquiry panels will not include faculty members currently serving on the Professional Conduct or Academic Freedom and Tenure Committees.
14. Failure or lack of clarity of the audio tape will not compromise the proceedings. In order to avoid such circumstances, two separate recordings will be made.

### NON-ACADEMIC GRIEVANCE PROCEDURES

The Board of Regents is committed to preserving and improving cooperative and effective work relationships among all University employees. The Board encourages any employee who feels he or she is not receiving fair treatment at the University to use the grievance procedures set forth in this policy. Employees who believe they may have a grievance are encouraged to contact the Human Resources Department at their campus or administrative unit for assistance with interpretation or implementation of this policy. This policy supersedes any college or departmental grievance policies for office-service and managerial-professional employees.

In order that grievances are handled on a consistent basis throughout the University, these procedures are adopted for implementation by the administrative units that make up the University.

### ELIGIBILITY

All regular managerial-professional and office-service staff who have successfully completed their six (6) month post-hire probationary period, and such academic-administrative staff and other academic staff for whom access to established academic grievance procedures is not available (any of whom are referred to herein as a "Staff Member"), are eligible to access the process described in this policy.

### GRIEVANCE PROCEDURE

For purposes of this policy, a grievance must be based upon a difference arising between the staff member and the University as to the interpretation or application of written University policy, rules or procedures relating to terms and conditions of the staff member's employment, except that the determination of position classification, salary or wage levels, performance evaluation, reduction-in-force decisions and terminations of an "employment at-will" (as that term is defined under Nebraska law) are not subjects covered or deemed grievable under this policy; provided, however, that any termination of the "employment-at will" of a staff member first must be reviewed and approved by the Director of Human Resources. (Throughout this policy, any reference to the Director of Human Resources means the director of the administrative unit where the staff member works. Any responsibility or authority assigned to a Director of Human Resources in this policy may be delegated to a member of the Human Resources staff or other appropriate designee.)

Terminations which are deemed to be "terminations-for-cause" are grievable under this policy.

Grievances are limited to matters of interpretation and application of University employment policies, rules and procedures; the establishment or substantive content of such a policy, rule or procedure is not grievable. College or Departmental policies and rules may be grieved if the staff member can show that the College or Departmental policy or rule is contrary to a University policy, rule or procedure. In such cases, University policies, rules and procedures shall take precedence.

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.3

The Director of Human Resources for the relevant campus or Central Administration in cases involving Central Administration has the responsibility of interpreting this policy and will determine whether or not a matter is grievable. If a matter is found to be non-grievable, such Director will work with the appropriate parties to try to resolve the concern.

The grievance process described in this policy is an internal, informal process, intended to facilitate open communication and exchange of relevant information and to allow for a meaningful, honest review of the grievance. In order to promote the informal and open exchange of information, attorneys (whether or not they are acting in the capacity of the staff member's lawyer) shall not be permitted to participate in meetings or physically accompany either the University representatives or the grieving staff member throughout this process. Other venues are better suited to accommodate the formalities interjected by legal counsel. A non-lawyer advisor may not actively participate in the process; e.g., presenting evidence and directing questions to or otherwise communicating with supervisors, panel members or University representatives are not permitted activities. No activity or documentation arising as a result of this policy is deemed to be subject to Public Records laws or Open Meetings laws, unless University legal counsel advises otherwise. The staff member alleging a violation of policy is encouraged to informally discuss the matter with his/her immediate supervisor in an attempt to reach a resolution before initiating a formal grievance. No audio or video recordings shall be made in relation to the processes described in this policy.

### STEP 1: APPEAL TO THE IMMEDIATE SUPERVISOR

If the discussion surrounding the alleged incident or occurrence does not resolve the matter to the satisfaction of the staff member, the staff member may file a formal grievance with his/her immediate supervisor and the Director of Human Resources within 20 workdays following the discussion. If the grievance is based in any part upon the immediate supervisor's acts, the staff member may present the written grievance solely to the Director of Human Resources who will determine whether the immediate supervisor or another individual associated with the staff member's work area is more appropriate to respond to the grievance.

The written grievance shall specify:

- the exact nature of the alleged grievance;
- details regarding the policy, rule or procedure allegedly violated;
- the specific remedy requested; and
- a specific statement that the staff member wishes to initiate a grievance pursuant to the procedures contained in this policy.

While supporting information or clarification may be requested or presented in subsequent steps of the grievance process, the staff member is responsible for identifying all issues and allegations relevant to the grievance in this writing. No additional matters may be raised once the written grievance is filed with the Director of Human Resources. Additional allegations or requested remedies may be addressed only through a separate grievance process. At the discretion of the Director of Human Resources, multiple grievances filed by one or more staff members may be combined into a single grievance if such an action promotes a more meaningful review of the matter.

Within 10 workdays of receiving the written grievance, the immediate supervisor (or other individual designated by the Director of Human Resources) will draft and deliver to the grieving staff member a written response to the written grievance. The person writing the response may confer with a Human Resources representative, his/her supervisors or other parties relevant to the grievance, as needed.



### STEP 2: APPEAL TO THE NEXT LEVEL SUPERVISOR

Should the staff member remain dissatisfied, he/she may, within five (5) workdays of receiving the Step 1 written response, submit a written request to the Director of Human Resources to appeal to the “next-level supervisor.” The request to appeal shall include a clear explanation of why the staff member disagrees with the Step 1 response. (Due to the complexity of the University’s organizational structure, the Director of Human Resources shall have the authority and discretion to determine the person best suited within the staff member’s work unit to serve as the “next-level supervisor”).

The Director of Human Resources shall deliver to the next-level supervisor the Step 1 written grievance and response, along with the Step 2 written request to appeal. The next level supervisor shall review those documents and may gather such other information from such sources as he/she deems necessary and relevant to the appeal. After considering all of the relevant information, the next-level supervisor shall render a written decision. This decision must be submitted to the Director of Human Resources within 15 workdays following receipt of the staff member’s request to appeal. The Director of Human Resources shall promptly deliver the decision to the staff member.

### STEP 3: APPEAL TO THE CHANCELLOR/PRESIDENT THROUGH A GRIEVANCE PANEL

Should the staff member remain dissatisfied, he/she may, within five (5) workdays of receiving the Step 2 decision from the next-level supervisor, submit a written request to the Director of Human Resources to appeal through a Grievance Panel to the President (for staff members employed at Central Administration) or to his/her Chancellor (for staff members employed at a campus). The request to appeal shall include a clear explanation of why the staff member disagrees with the Step 2 decision.

A Grievance Panel will be appointed by the President or the Chancellor, as applicable, and shall be made up of three (3) full-time employees, at least one of which shall be of the same employment category (Academic-Administrative, Office-Service or Managerial Professional) as the grieving staff member. No one with a personal or professional interest in the outcome of the grievance is qualified to serve on the panel. The panel members shall select a chair from among themselves. (In accordance with their individual modes of governance, administrative units may or may not establish standing committees or pools eligible to stand for appointment to the panel.) The grieving staff member and his/her supervisor(s) shall be promptly notified of the composition of the panel.

Within five (5) workdays of receiving notice of the appointments to the panel, the grieving staff member or his/her supervisor(s) may notify the Director of Human Resources in writing of any reason why any member of the panel is not qualified to serve. The Director of Human Resources shall consult with the Chancellor or the President, as applicable, regarding the panel’s composition. At the Chancellor’s or President’s discretion, another appointee may be substituted if it is determined the grievance process would be better served by another person. The panel will meet with the staff member, the immediate supervisor and any other person deemed by the panel to have relevant information about the subject of the grievance. The panel may gather such information from such available sources and meaningful to the appeal. The activities and deliberations of the panel are not open to the public. The panel’s work will be confidential, except to the extent the panel’s work must be revealed to those with a legitimate need to know (e.g. staff member’s supervisors, persons with information relevant to the grievance, Human Resources staff). The panel will be guided by University policy in reaching its decision. Irrelevant or exceedingly redundant information may be excluded from its consideration. The panel shall not supplement, subtract or otherwise alter the content of the allegations contained in the grievance; nor is it authorized to impose or recant sanctions. The panel acts only in an advisory capacity to the President or relevant Chancellor.

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The chairperson of the panel will, within 20 workdays after the Director of Human Resources receives the staff member's written request to appeal under this Step 3, submit the written recommendations of the panel to the President or relevant Chancellor, who oversees the administrative unit.

Within 20 workdays after receiving the panel's recommendations, the President, the Chancellor or a designee on his/her behalf will notify the grieving staff member, in writing of the final disposition of the grievance. Such decision will be final and binding on all parties. There will be no further appeal within the University of Nebraska.

### TIMELINES

The amount of time for filing and decision-making under this policy is intended to provide for a prompt, yet thorough, review and resolution of grievances. Parties must adhere to this timeline in order to ensure the benefits of participating in this process. However, should the Director of Human Resources determine that special circumstances or the nature of the grievance are such that additional time allow for a more meaningful, well-supported resolution of the matter, the director may grant an extension of a specific amount of time in writing, delivered to all parties with a need to know.

If the grieving staff member does not submit a written request to move the grievance forward within the specified time period and is not granted an extension before the passing of that deadline, it will be assumed the staff member is satisfied and the grievance will be discontinued.

If either the immediate supervisor, the next-level supervisor or the panel fails to deliver a written response or decision within the specified time period and is not granted an extension of time before the passing of that deadline, the grievance will automatically advance to the next level of review.

The Director of Human Resources shall record and maintain the timeline associated with each grievance.

### WITHDRAWING A GRIEVANCE

A staff member may terminate his/her grievance under this policy at any time by delivering to the Director of Human Resources a written notification requesting such withdrawal.

### RETALIATION; PENDING EMPLOYMENT ACTIONS

Retaliation of any type shall not befall any person for participating in the grievance procedure set forth herein. University employees engaged in such retaliation will be subject to disciplinary action, including the potential for dismissal. A grievance based upon retaliation may be treated as a separate offense and is grievable under this policy. While such retaliation is prohibited, the mere filing of a grievance will not forestall any employment action, unless the Director of Human Resources determines otherwise.

### PAY STATUS WHEN PARTICIPATING IN THE GRIEVANCE PROCEDURE

For an employee in-pay status, whose participation is required at a meeting, interview, or other activity as part of a grievance under this policy, time devoted to such participation will be considered as regular hours worked. Grievances relating to alleged discrimination based on race, age, color, religion, sex, disability, national origin, marital status, veteran status or sexual orientation, or retaliation due to an individual's initiation of or participation in an investigation regarding such discrimination allegations are covered under a separate policy entitled Issue Resolution And Complaint Procedures For Prohibited Discrimination.

For issues in the area of disability and/or accommodation, grievances are to be filed with the University's ADA/504 Compliance Officer, (402-172-8404). Complaints against members of the academic-administrative



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staff when acting in an academic capacity are to be filed with the Professional Conduct Committee.

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.

The University of Nebraska Omaha Assistant to the Chancellor for Equity Access and Diversity and Title IX Coordinator, Ms. Charlotte Russell, sends electronic copies of the grievance and/or appeals procedures for other areas not mandated by NCAA legislation (e.g., harassment, problems with coaches, hazing, abusive behavior), directly communicated in writing (e.g., provide a hard copy of document, provide web link via e-mail), to Department of Athletics staff members Ms. Ann Oatman, Senior Associate Athletic Director, Senior Women's Administrator and Mr. Josh White, Senior Associate Athletic Director. Those two individuals then disseminate the information to fellow administrators, support staff, coaches and student-athletes.

### **6 Describe the institution's educational and support programs focused around 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.**

The Gender and Sexual Orientation Agency of the University of Nebraska Omaha is a safe space for all students, staff, faculty and guests to utilize, to socialize and be themselves without judgment. GSO is located in the Student Government area of the Milo Bail Student Center located behind the Fireplace Lounge. GSO serves the UNO Campus by providing comprehensive services and programming for the community in the interest of full and inclusive representation of the LGBTIQA population.

GLBTQ student support group meets every Tuesday at noon (began January 2014).

The Counseling Center also provides ALLY training for anyone who requests it. This training is focused on giving background information of the LGBTIQA community as well as information on how to support those who identify as LGBTIQA in finding necessary resources or being an advocate if they are harassed or bullied.

### **7 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.**

Compatible to the University, the Department of Athletics promotes the message of the student-athlete well-being on a consistent basis, acknowledging the importance of the issue. After review by the Student-Athlete Well-Being Subcommittee, the structure and organization of the Department of Athletics shows a solid infrastructure of checks and balances. The University of Nebraska at Omaha's mission statement was reviewed along with the Department of Athletics' mission on the basis of student-athlete well-being.

The Student-Athlete Well-Being Subcommittee also reviewed the qualifications of those responsible for following state policies and procedures.

The individuals who oversee the major areas that impact student-athlete well-being have the following qualifications:

1. Trev Alberts  
Director of Athletics  
B.A. (1993) University of Nebraska - Lincoln

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2. Matthew Beacom  
Assistant Athletic Director for Performance Head Team Physician  
B.S. (1993) University of Nebraska - Lincoln (Biology)  
M.D. (1999) University of Nebraska Medical Center (1998-2001) Residency
3. Mike Nicola  
Head Athletic Trainer  
B.S. (2004) University of Nebraska - Lincoln (Athletic Training)  
M.S. (2006) Louisiana State University (Sports Administration)
4. Masayasu Takaiwa Assistant Athletic Trainer  
B.A. (2000) University of Nebraska at Omaha (Physical Education with Athletic Training Emphasis)  
M.A. (2002) Kent State University (Sports Administration)
5. Anthony Taylor  
Assistant Athletic Trainer  
B.S. (2005) University of Iowa (Athletic Training)  
M.S. (2008) University of Iowa (Exercise Science)
6. Amanda Gundrum  
Assistant Athletic Trainer  
B.S. (2009) James Madison University (Athletic Training)  
M.S. (2011) University of Tennessee Chattanooga (Clinical Exercise Physiology)

The University of Nebraska at Omaha Athletic Training Room is supervised and staffed by National Athletic Trainer's Association board-certified athletic trainers. Dedicated to the varsity student-athletes of the University of Nebraska at Omaha, this healthcare facility is committed to the prevention, evaluation, treatment and rehabilitation of medical conditions suffered while participating in NCAA Division I intercollegiate athletics.

The Athletic Training Room is also assisted by two graduate assistants, based on a two-year appointment.

The Athletic Training Department includes the following team physician employed by the University. In addition, the department has a network of specialists (i.e., orthopedists, neurologists, cardiologists, dentists, etc.) in the Omaha community available for referral (Note: Doctors do not travel with the teams but provide services when needed to UNO's student-athlete population):

Dr. Matthew Beacom

Student-athletes are given the following policies via the Student-Athlete Handbook and the Athletic Department's website. The policies stated below are relevant to the student-athlete well-being and are currently in place. The Athletics Committee, made up of faculty and senior administrators from the Department of Athletics and other units from the University of Nebraska at Omaha, meets to review these policies on an annual basis.

UNO Policies:

- Hamilton Academic Excellence Room
- Academic Enhancement Program (AEP)
- Tutoring and Educational Assistant Program

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- Progress Reports
- Textbook Program
- Laptop Loan Policy
- Academic standards to maintain eligibility
- Declaring a major
- Institutional academic requirements
- Academic Dishonesty/Cheating
- Class Attendance Policy
- Life Skills
- Community Service

### NCAA Regulation and Compliance:

- Ethical Conduct
- Sportsmanlike Conduct
- Amateurism
- Agents
- Employment Fee-for-Lessons
- Sports Wagering
- Countable Athletic-Related Activities
- Seasons of Competition
- Five-Year Clock
- Promotional Activities
- Recruiting
- Extra Benefits
- Occasional Meals Boosters
- Increase, Reduction, Cancellation of Financial Aid
- Renewal of Aid
- Appeal of Financial Aid
- Reporting Violations and Suspicious Behavior
- Progress Toward Degree

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- SAAC
- Tobacco Hazing

Other policies for all students, including student-athletes, for the University of Nebraska at Omaha can be found in the University of Nebraska at Omaha Code of Conduct.

UNO is committed to monitor, evaluate and address the student-athlete educational experience through an annual interview mechanism as well as our exit interview for departing student-athletes. This annual review is a real time evaluation of the student-athlete educational experience of all of our student-athletes. The questions are wide-ranging from the recruitment process, to the coaches knowledge of his/her sport to the quality of support services at UNO. Feedback is received and then compiled for the sport supervisors to review. A general report of the responses is also shared with SAAC. Finally, if action is warranted it will be vetted with the athletic director before any strategies are implemented.

### **8 Describe how student-athletes are involved in the governance and decision-making processes of the department of athletics, including the role of the student-athlete advisory committee (SAAC).**

*Measurable Standard No. 7*

*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 self-study process.*

#### **STUDENT-ATHLETE ADVISORY COMMITTEE (SAAC)**

The Student-Athlete Advisory Committee is a division-wide group sponsored by the NCAA. The intention of this group is to promote and further the student-athletes' experiences and well-being by providing opportunities in various capacities, creating a positive image for the student-athletes and protecting student-athlete's welfare. The Division I SAAC follows the proceeding principles: ethics, integrity, fairness and respect for diversity, which shall include attention to gender, race, ethnicity and sport.

The University of Nebraska at Omaha uses the Division ISAAC as a model in formulating and running a Student-Athlete Advisory Committee specific to our institution. This elect group serves as a mediator between their sport, the administration and the University when needed.

This committee is comprised of an average of two representatives from each sport sponsored by the Athletic Department. These members then provide the voice for their team to the administration. To become a SAAC member, the members are voted on by their team and coaches. These SAAC representatives are expected to be leaders within their sport and also throughout the Athletic Department.

The University of Nebraska at Omaha Student-Athlete Advisory Committee was developed to serve the following functions:

- Promote communication between athletics administration and student-athletes.
- Disseminate information pertinent to student-athletes.
- Provide feedback and insight into Athletic Department issues.
- Generate a student-athlete voice within the campus Athletics Department during its formulation of policies.
- Build a sense of community within the athletics program involving all athletic teams.

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- Solicit student-athlete responses to proposed conference and NCAA legislation.
- Organize community service efforts.
- Create a vehicle for student-athletes' representation on campus-wide committees (e.g. student government).
- Promote a positive student-athlete image on campus.

### MEMBERSHIP

The committee is comprised of an average of two members from each varsity sport sponsored by the Athletics Department.

### ELECTION

Committee representatives are self-nominated then voted upon by their respective sport and coaches. Each member is expected to serve a one-year term and has the opportunity to be re-elected the following year(s). SAAC members are elected the spring semester for the upcoming year. Any varsity student-athlete is eligible.

### RESPONSIBILITIES

- Attend all committee meetings
- Represent their respective team at each meeting, delineating any information from their sport and to their sport.
- Encourage the involvement of team members in SAAC-related activities and Athletic Department events.

### OFFICERS

At the first SAAC meeting, the committee will assign the following positions:

1. President: Organizes and chairs all meetings, is the contact for the committee and helps lead events held by SAAC.
2. Vice President: Assists the President in organizing meetings, assumes the President's position if not in attendance, helps lead events held by SAAC.
3. Secretary: Takes notes at each meeting, recording important issues, concerns, events or upcoming dates, and helps lead events held by SAAC.
4. Treasurer: Stays up-to-date on the current SAAC budget and any expenses SAAC may incur.

The SAAC meets on average monthly, dependent upon any upcoming events or activities. These meetings last about one hour in length and are held within the Fieldhouse of the Athletic Department. To prepare for these meetings, the President, Vice President and the faculty advisor discuss items to be placed on the agenda for the upcoming meeting.

Recent meetings have involved preparing for the Summit League Conference food drive and upcoming student-athlete events.

SAAC is constantly involved in creating events for the student-athletes to come together and mingle while supporting other varsity athletic events. As previously mentioned, SAAC also hosts a food drive for local

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pantries as well as collecting hotel soaps/shampoos for local shelters while traveling. Reaching out to the community is also a common theme for our student-athletes as they travel to local retirement homes, schools and hospitals.

- 9 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.**

*Measurable Standard No. 8*

*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 self-study process.*

The University of Nebraska at Omaha and the Athletics Department consistently attempt to provide life-skills support in the areas of personal development, academics, career development and athletics. To help ensure our student-athletes are receiving the necessary education and experience in the previously mentioned areas, the Athletic Department has developed a program for all teams and student-athletes.

### MAVERICK CUP

The Maverick Cup is a unique tradition we have founded at the University of Nebraska at Omaha. This year-long event is comprised of a culmination of the student-athletes' college experiences for that respective year. These experiences range from academic standings, community involvement, gaining life-skill experiences and recognition on their field of competition. The Maverick Cup is set up as a competition amongst all the athletic teams at the University. Throughout the school year, all athletes are provided opportunities to participate in activities and events both on campus and in the community. Their participation earns each student-athlete points which then are added to his/her respective team's total at the end of the year. Each grade level is required to attend certain life-skill programs to aid in their development as an individual and athlete. Outside these required events, the students then choose other events to attend in order to reach the five-program minimum.

Points based on their academic standings at the end of the first and second semester along with any points earned due to honors in their sport are also added to this total. The team with the most points is then honored by placing each team member's name on the Maverick Cup, the trophy set aside for this intra-university competition.

As previously mentioned, the athletic teams are encouraged to participate in events throughout the community. This involvement not only helps in the development of the

Individual, but also in the City of Omaha as well. Similar to academics, each student-athlete is asked to donate a minimum of five (5) hours to community service throughout the school year. From visiting nursing homes to reading to children in elementary schools, the wide variety of activities in which athletes are involved affects the entire community. Life skills are also a big part of the development of the student-athlete. These skills range from writing to resume-building all the way to creating great networking opportunities for the athletes and their future careers. The process of creating a firm foundation for the student-athletes to build off of is instrumental to their success following their careers at the University of Nebraska at Omaha.

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### COMMUNITY SERVICE

The teams within the Athletics Department consistently step into the community, in large or small groups and as individuals.

- Local retirement homes and nursing facilities Boys and Girls Club programs
- Local hospitals YMCA
- Local schools Mighty Mavericks

Life Skill Events hosted by the Athletic Department: Using local resources, below are events held for our student-athletes.

- 2012, 2013: Finances
- 2012, 2013: From the Locker Room to the Board Room 2013: Relationships
- 2013: Graduate School
- 2013, 2014: Resume/Career Development/Job Search
- 2013, 2014: Student-Athlete Intern Fair
- 2014: Diversity
- 2014: Real Estate 2014: Life After Sports 2012-2014: Nutrition
- 2012-2014: Drug Awareness

The Athletics Department partners with programs and offices on the University of Nebraska at Omaha campus to broaden the life-skill events offered to both the general student body and student-athletes. Below are some of the offices that host events for the students:

### OFFICE OF DIVERSITY AND EQUAL OPPORTUNITY

Leads campus-wide efforts to develop and sustain an inclusive and supportive campus climate

### WELLNESS CENTER

Hosts health and wellness fairs for students to attend

### OFFICE OF MULTICULTURAL AFFAIRS

Develops and maintains programs and services to ensure the successful recruitment, retention and graduation of underrepresented students

### ACADEMIC AND CAREER DEVELOPMENT CENTER

Hosts numerous events to help prepare students for career paths along with planning career fairs throughout the year

### **10 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 Student-Athlete Well-Being Subcommittee reviewed policies on student-athlete time demands, including practice and competitions. Communication and enforcement of policies regarding these topics were also reviewed.

The University of Nebraska at Omaha regulates the time required of student-athletes for participation in intercollegiate athletics, consistent with NCAA Bylaw 2.14 - The Principle Governing Playing and Practice Season (the time required of student-athletes for participation in intercollegiate athletics shall be regulated to minimize interference with their opportunities for acquiring quality education in a manner consistent with that afforded to the general student body), to minimize disruption of the educational opportunities that are provided to the general student body.

#### COACHING STAFF EDUCATION

Each coaching staff member is responsible for ensuring that University of Nebraska at Omaha's student-athletes are not required to participate in countable athletic activities beyond the daily and weekly hour limits as outlined in NCAA Bylaw 17.02.1-Countable Athletically Related Activities (Countable athletically related activities include any required activity with an athletics purpose involving student-athletes and at the direction of, or supervised by, one or more of an institution's coaching staff [including strength and conditioning coaches] and must be counted within the weekly and daily limitations under Bylaw 17.1.6.1 and 17.1.6.2. Administrative activities [e.g., academic meetings, compliance meetings] shall not be considered as countable athletically related activities.). The compliance staff is responsible for facilitating rules education to the coaching staff periodically throughout the academic year.

Examples of compliance staff rules education include:

1. Coaches education newsletters
2. Fall semester/beginning of the year coaches meetings
3. Yearly all student-athlete orientation
4. Yearly freshmen student-athlete orientation
5. Student-athlete planner policies

Content of rules education provided by the compliance staff includes the daily and weekly hour limitations on athletically related activities; activities that can occur inside and outside the official playing/practicing season during the academic year; and the allowable activities during the summer vacation period. Information regarding the content of rules education is included in attachments, listed below.

#### STUDENT-ATHLETE EDUCATION

Compliance staff is responsible for educating student-athletes on their time demands, countable and non-countable athletic related activities. Student-athletes are educated in the following ways: a yearly Student-Athlete Planner that has copies of policies (pages 8-9); a yearly all student-athlete orientation meeting; and freshmen student-athlete orientation. [Attachments: Dec. Coaches Edu Packet.pdf, Beginning of Year Meeting-Outline.pdf, '13-'14 all SA orientation agenda.pdf, '13-'14 all Freshman orientation agenda.pdf, and Countable & Non Countable Activities SA Planner.pdf]



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### MONITORING TIME DEMANDS

Compliance staff also monitors student-athlete activities to ensure that the time demands do not violate NCAA rules. CARA logs are to be submitted at least once a month at the end of every month. These then are reviewed by the Compliance Office to verify all rules and regulations have been followed. A random selection of the CARA logs is then submitted to student-athletes to confirm that the hours reported are accurate.

### MONITORING MISSED CLASS TIME

Using the GradesFirst software and travel letters, student-athlete success staff is able to monitor class attendance and communicate with faculty members regarding student athletes' time demands, travel schedule and missed class time. The policy is outlined in the UNO Athletic Department Policies & Procedures Manual (page 23).

At the beginning of each semester, each student-athlete is provided a travel letter which informs faculty members of all dates that the student will be missing due to travel and competition. A copy of this travel letter is included below.

Additionally, student-athlete success staff will send travel reminders to faculty through the GradesFirst software on the days of travel for competition to confirm the student-athlete's absence. A copy of this e-mail is included below.

Student-athletes are notified of these policies and responsibilities through their orientation sessions at the beginning of the year, regular communication with student athlete success staff and a written policy in the Student-Athlete Planner.

Attachments:

Class Absence - UNO Athletic Director Policies & Procedures Manual.pdf

WGO travel letter\_spring 2014.pdf

GradesFirst travel reminder email.jpeg

Class Attendance Policy (SA Planner).pdf

- 11 Please submit an electronic 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.)**

The University of Nebraska at Omaha travel policy for airfare and vehicle is online here:  
<http://www.unomaha.edu/acctserv/AirfareVehicle.php>

The Athletic Department travel policy complies with University policy and is included in the UNO Athletic Department Policies & Procedures Manual, pages 35 and pages 47-51. (**Appendix C, Exhibit 2**)

- 12 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.**

*Measurable Standard No. 9*

*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*

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*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 v ia e-mail) to athletics department staff members, including coaches, and student athletes.*

The Travel Policies and Procedures will be reviewed on an annual basis as a part of the Athletics Department Policies and Procedure Manual by the Athletics Committee . The Travel Policies and Procedures document has been sent via e-mail to all department staff and student-athletes.

Ann Oatman, Senior Associate Athletic Director and Senior Woman Administrator, is the administrator responsible for oversight of this area.

- 13** Please submit an electronic 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. (Appendix C, Exhibit 3)
- 14** 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.

*Measurable Standard No. 10*

*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 directly communicated in writing (e.g., provide hard copy document, provide web link via e-mail) to athletics department staff members, including coaches, and student-athletes.*

The University of Nebraska at Omaha Department of Athletic Performance addresses emergency action procedures for in-season activities including team practices, individual sessions, strength and conditioning sessions and any other athletic activity involving student-athletes that is organized and supervised by a representative of the University of Nebraska Omaha. The Emergency Action Plan contains procedures for specific venues and personnel onsite for implementation in the event of an emergency, life-threatening condition, or any other medical condition requiring medical care. An annual evaluation of the UNO Athletics Emergency Action Plan is conducted by the following personnel before the arrival of the first varsity team for each academic year:

1. Dr. Matthew Beacom, Assistant Athletic Director for Athletic Performance and Team Physician
2. Mike Nicola, Head Athletic Trainer

The evaluation addresses venue and facility changes, changes in emergency medical-care standards, changes in emergency personnel and advanced-care locations, changes with campus public-safety procedures or contact methods, changes or additions in emergency medical equipment as well as any other changes or concerns that would impact the current emergency action plan.

The athletic training staff is charged with reviewing the emergency-action plan and communication strategies with the team physician, director of athletics, head coaches, strength and conditioning staff and student-athletes at the beginning of each academic year. An annual in-person meeting will be held with these individuals to review current emergency-action procedures for all practices, contests, strength training and

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skills sessions as it pertains to their area of oversight.

All athletics personnel, including staff members, coaches and student-athletes annually receive a link, via e-mail, to all emergency-action documents in the Athletic Performance folder on the athletics-shared drive. All emergency-action documents are currently located at O:\Athletics\Shared\EmergencyActionPlans

- 15** Please submit an electronic copy of the department of athletics written emergency medical plan for out-of-season workout with the submission of your self study report. (Appendix C, Exhibit 2)
- 16** 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.

*Measurable Standard No. 11*

*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 University of Nebraska at Omaha Department of Athletic Performance addresses emergency action procedures for out-of-season workouts. Out-of-season workouts include team practices, individual sessions, off-season strength and conditioning sessions, voluntary workouts including summer training and any other athletic activity involving student-athletes that is organized and supervised by a representative of the University of Nebraska at Omaha. The Emergency Action Plan includes procedures for specific venues and personnel onsite for implementation in the event of an emergency, life-threatening condition or any other medical condition requiring medical care. An annual evaluation of the UNO Athletics Emergency Action Plan for out-of-season workouts is conducted by the following personnel before the arrival of the first varsity team for each academic year:

1. Dr. Matthew Beacom, Assistant Athletic Director for Athletic Performance and Team Physician
2. Mike Nicola, Head Athletic Trainer

The evaluation addresses venue and facility changes, changes in emergency medical care standards, changes in emergency personnel and advanced care locations, changes with campus public-safety procedures or contact methods, changes or additions in emergency medical equipment as well as any other change or concern that would impact the current emergency action plan.

The athletic training staff is charged with reviewing the emergency-action plan and communication strategies with the team physician, Director of Athletics, head coaches, strength and conditioning staff and student-athletes at the beginning of each academic year. An annual in-person meeting will be held with these individuals to review current emergency-action procedures for all practices, contests, strength training and skills sessions as it pertains to their areas of oversight.

All athletics personnel, including staff members, coaches and student-athletes, annually receive a link, via e-mail, to all emergency-action documents in the Athletic Performance folder on the athletics-shared drive. All emergency-action documents are currently located at O:\Athletics\Shared\EmergencyActionPlans

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## OPERATING PRINCIPLE 3.3

- 17** Please submit an electronic copy of the department of athletics athletic training and sport medicine policies and procedures with the submission of your self study report. (Appendix C, Exhibit 1)
- 18** 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.

*Measurable Standard No. 12*

*The institution must have written athletic training and sports medicine policies that are reviewed annually. Further, the administrator(s) responsible for annual ly 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 University of Nebraska at Omaha (UNO) Department of Athletic Performance Policies and Procedures manual is utilized to establish a written standard of practice and care for the UNO student-athletes. All members of the athletic training staff are required to read, understand and fully comply with all of the written policies established.

The Athletic Performance Policies and Procedures manual is annually evaluated before the start of each academic year. The personnel responsible for this evaluation are:

1. Trev Alberts, Director of Athletics
2. Dr. Matthew Beacom, Assistant Athletic Director for Athletic Performance and Team Physician
3. Mike Nicola, Head Athletic Trainer

This evaluation is used to determine thoroughness and effectiveness of the policies and standards of care. The annual review considers any NCAA policy or rule changes that may take place.

The UNO Department of Athletic Performance Policies and Procedures manual is available electronically all year in the Athletic Performance folder on the athletics shared "O" drive. In January 2014, a web-link was provided by e-mail to all athletic department staff members and will be delivered at the beginning of each academic year. Student-athletes receive a copy of these policies and procedures in their student-athlete planner each year.

## APPENDIX C

**Exhibit 1 Athletic Training and Sport Medicine Policies and Procedures**

**Exhibit 2 UNO Athletic Department Policies and Procedures**

**Exhibit 3 Athletics written emergency medical plan**

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## CHARTS

### Racial and Ethnic Composition of Personnel - Old Race/Ethnicity Categories Chart (IPEDS)

Operating Principle 3.2, Self-Study Item No. 11

	YEAR	AM. IND.   AL. NAT.			ASIAN   PAC. ISL.			BLACK   AF. AM.			HISP.   LATINO			WHITE   N. HISP.			NR ALIEN			OTHER		
		2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Senior Administrative Athletics Dept. Staff	FTE	0	0	0	0	0	0	0	0	0	0	0	0	3	3	3	0	0	0	0	0	0
	PTE	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2	0	0	0	0	0	0
Other Professional Athletic Dept. Staff	FTE	0	0	0	2	2	1	1	2	2	2	0	0	33	31	23	0	0	0	0	0	0
	PTE	0	0	0	0	0	0	2	1	3	1	0	0	28	36	19	0	0	0	0	6	3
Head Coaches	FTE	0	0	0	0	0	0	0	0	0	0	0	0	12	12	12	0	0	0	0	0	0
	PTE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Coaches	FTE	0	0	0	1	1	1	1	2	2	2	2	0	7	10	12	0	0	0	0	0	0
	PTE	0	0	0	0	0	1	0	0	2	0	0	0	0	0	13	0	0	0	0	0	0
Totals (for Athletic Dept. Personnel)	FTE	0	0	0	3	3	2	2	4	4	4	2	0	55	56	40	0	0	0	0	6	3
	PTE	0	0	0	0	0	1	2	1	5	1	0	0	30	38	38	0	0	0	0	0	0
Faculty-Based Athletics Board or Committee Members		0	0	0	0	0	0	1	2	2	0	0	0	10	11	18	0	0	0	1	2	0
Other Advisory or Policy-Making Group Members		0	0	0	1	0	0	1	1	2	1	0	0	19	24	21	0	2	2	1	1	4

### Racial and Ethnic Composition of Students Generally and Student-Athletes on Athletic Aid - Old Race/Ethnicity Categories Chart (IPEDS)

Operating Principle 3.2, Self-Study Item No. 12

	YEAR	AM. IND.   AL. NAT.			ASIAN   PAC. ISL.			BLACK   AF. AM.			HISP.   LATINO			WHITE   N. HISP.			NR ALIEN			OTHER		
		2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
All Students		72	60	63	366	389	420	859	871	907	816	979	1184	11,180	11,036	11,050	628	702	731	218	297	420
Student-Athletes		0	0	0	1	2	2	14	12	10	4	12	9	161	151	150	0	0	0	3	6	8

# GENDER/DIVERSITY ISSUES AND STUDENT-ATHLETE WELL-BEING

## CHARTS

### Racial and Ethnic Composition of Student-Athlete on Athletic Aid by Sport Group - Old Race/Ethnicity Categories Chart (IPEDS)

Operating Principle 3.2, Self-Study Item No. 13

	YEAR	AM. IND.   AL. NAT.			ASIAN   PAC. ISL.			BLACK   AF. AM.			HISP.   LATINO			WHITE   N. HISP.			NR ALIEN			OTHER		
		2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Baseball		0	0	0	0	0	0	0	0	0	0	1	1	24	23	24	0	0	0	1	1	1
Men's Basketball		0	0	0	0	0	0	5	6	5	0	0	0	6	6	6	0	0	0	0	0	2
Men's Other Sports		0	0	0	0	0	0	3	1	1	3	6	7	38	43	38	0	0	0	0	0	2
Women's Basketball		0	0	0	0	0	0	2	3	3	0	1	0	9	5	7	0	0	0	2	2	2
Women's Cross Country/Track		0	0	0	0	0	0	2	0	0	0	0	0	10	10	3	0	0	0	6	6	3
Womens' Other Sports		0	0	0	1	2	2	2	2	2	2	3	1	74	74	72	0	0	0	1	3	3
<b>TOTAL</b>		0	0	0	1	2	2	14	12	11	5	11	9	161	161	150	0	0	0	10	12	13