

## Academic Integrity

### Previous Certification Self-Study

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

The Committee on Athletics Certification imposed no corrective actions, conditions for certification, or strategies for improvement on Yale University's first-cycle certification.

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

In the first cycle, we concluded that our policies and programs complied with the letter and spirit of the operating principles in the area of academic integrity. The University's stated intention was to maintain the quality of programs and services through continued self-scrutiny and by communication and cooperation among the various groups that have responsibility for academic and athletic missions of the institution. We believe that we have continued to provide all Yale students with the means to develop their intellectual, moral, civic and creative capacities to the fullest, as our mission statement stipulates

3. Describe any additional plans for improvement/recommendations in the area of academic integrity developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Locally, there have been significant efforts to strengthen the connections between the coaching staff and the residential college deans; to improve the advising of incoming student-athletes; and to improve communication between the compliance office in the Department of Athletics and the registrar's office. For example, the Associate Dean of Yale College who is also the faculty athletics representative has, in conjunction with other deans, held meetings for coaches to give them a fuller idea of the academic culture of the College: not just the regulations for academic good standing or the graduation requirements, but a sense of how students choose their programs of study, engage academic support programs, and develop academically from freshman year to senior year. Similarly, the faculty athletics representative has organized new programs for incoming student-athletes, before the opening of their first semester, to encourage them to take advantage of the many options available to them in selecting their courses and to introduce them to such resources as the writing tutors and the math and science tutors. Working with the compliance officer, the registrar's office has developed new software to improve the monitoring of the course loads of student-athletes to determine continuing eligibility.

Another recent change has been the establishment throughout the Ivy League of a 49-day "rest period" for student-athletes, described in more detail below under Operating Principle 2.3, Self-Study Item 1. During this "rest period" student-athletes are to be free of obligations to their sport, during which they may give undivided attention to their studies or participate in non-athletic extracurricular activities.

## Academic Integrity

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

Yale was not required to complete an interim report.

# Academic Integrity

## Operating Principle

### 2.1 Academic Standards

#### Self-Study Items

1. Describe the process by which student-athletes are admitted to your 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 generally? Be specific and give careful attention to key decision points (e.g., establishment of admissions criteria, approval of special admissions) in these processes and the individuals or groups involved at each point, including the role, either formal or informal, the athletics department plays (if any) in the admissions process for student-athletes.

Student-athletes are required to submit the same credentials as all other applicants to Yale College: Yale's application forms (for which the Common Application and supplemental information can be substituted), two essays, high school transcripts, teacher and counselor recommendations, standardized test scores, and a list of extra-curricular activities. Admissions files often include evaluations from face-to-face interviews conducted either at the Admissions Office or by alumni in the hometown of the applicant, and files may also include ratings of special talents in such areas as athletics, music, and visual arts. In the case of student-athletes the admissions file generally includes an athletic rating sheet submitted by a Yale coach.

Every decision involves a careful review of transcript, test scores, essays and recommendations. There is no simple quantitative profile that determines or precludes admission. While Yale has set no absolute cutoff points for test scores or grade-point average, the Council of Ivy Presidents has established a minimum academic-index level below which the Admissions Office must report the admission of a student-athlete and justify such an admission on compelling non-athletic criteria.

While measures of past academic performance and academic promise are important considerations, admissions committees also take into account indicators of personal qualities, special talents, and capacity for leadership and service outside the classroom. It is the University's intent to build a diverse class of students who will be successful academically at Yale and contribute significantly to a broad range of activities on the campus and in the local community.

#### a. Factors Supporting Admission in Addition to Academic Excellence

In reviewing candidates, it is Yale's policy to give positive weight to candidates who are the children of alumni and alumnae ("legacies"), members of underrepresented minority groups, and highly-rated athletes, artists, musicians, and the like. Such factors can make a difference if and only if academic credentials in and of themselves suggest that the applicant can be a successful student at Yale.

#### b. Admissions Process

All applications move through the same reading and committee processes. Applications are read, evaluated, and rated by a regional admissions officer and often by an additional admissions reader. Admissions committees (groups of admissions officers normally supplemented by members of the faculty) review slates of candidates, grouped region-by-region and school-by-school. Each committee member works with a slate providing the candidate's name, gender, reader ratings, grade point average or class rank, and standardized test scores. Slate entries also identify legacies, recruited athletes, minority students, and students with special talent in music or art. Applicants whose ratings and credentials are clearly very strong or very weak are admitted or rejected with little or no discussion. The committee hears, discusses, and votes on the cases of viable candidates who fall short of being clear admits.

Student-athletes move through this same process, and, although no phase of the regular process is circumvented, in some cases their applications are also reviewed in one of the additional steps described below.

#### c. Early Evaluation: "Likelies"

For many years now, the admissions office has done preliminary reviews of about 100 top athletic recruits who have been identified by the Department of Athletics. The folders of these applicants are read and rated by the appropriate

## Academic Integrity

regional admissions officer and then forwarded to the dean of admissions, usually in February or March. The dean reviews each of these files. He assigns a "likely" rating to those student-athletes whose chances for admission are strong. Student-athletes who are rated as "likely" are informed of this preliminary assessment by letter. These preliminary "likely" ratings, as well as decisions not to issue "likely" letters, are shared with the Department of Athletics. The Undergraduate Financial Aid Office also contacts students who receive a "likely" rating. In accordance with Yale financial aid policies and procedures, students are told whether or not they appear to qualify for need-based aid, based on current-year figures. If they appear to qualify, they are given estimates of the amount of family contribution, gift aid and self-help earnings.

There are similar early evaluation procedures and "likely" ratings for applicants who present extraordinary academic credentials and for students of color with extraordinary records. "Likely" ratings are intended to help Yale enroll top student-athletes, scholars, and minority students (a student may in fact fall into more than one of these groups) who are being heavily recruited and, in some instances, pressured to make early commitments to other colleges.

### d. Athletic Review

After the first round of committee meetings, there is an additional review of athletic decisions by sport. In this session, a group of admissions officers reviews the committee decisions with the aid of a ranked list submitted by a Yale coach. This group reviews the files of highly rated student-athletes who were not admitted during the first round and may reconsider cases if both academic and athletic information warrant. Similarly, there are also review sessions for each geographic region and for other groups of students, such as students of color and legacies.

At all points in the selection process admissions decisions are made by admissions officers, usually with the participation of faculty members. The Department of Athletics provides athletic evaluations and ratings as well as information about team needs and departmental priorities. Department of Athletics staff members have no other direct involvement in admissions decisions.

2. Compare the admissions profiles of student-athletes who received athletics grants-in-aid with the profiles of students in general by submitting the following information for the three most recent academic years: average standardized test scores for freshman student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups listed in the NCAA Division I graduation rates disclosure form) and for all entering freshmen students (by gender and by racial or ethnic group). [Note: Use the supplied charts and the graduation-rates disclosure form methodology to compile these data.]

Yale College does not give grants-in-aid to student-athletes. Financial aid for all Yale students is need-based only. Therefore, the student-athlete data furnished here, providing comparisons with all Yale College students, applies to those students who were identified by coaches as recruited athletes.

### a. The Academic Index

By agreement with the NCAA, Yale provides an Academic Index (AI) in lieu of high-school core GPA information. This measure was developed by the Council of Ivy Group Presidents in order to ensure that admitted student-athletes are representative of the student body to which they have been admitted. The measure is comprised of three components: a) the mean of the highest math and verbal SAT I; b) the mean of the three highest SAT II tests (if and only if 3 SAT III scores are reported) or a repeat of the SAT I component, plus a number representing the student's secondary school class rank (converted to the same 200-800 scale as SAT scores). An ACT composite score (again converted to the SAT scale) can be substituted for either or both of the first two components. The last digit of the scale is dropped, so that the highest possible AI is not 2400 (800 x 3), but 240.

Features of the AI system are as follows:

\* The Common Floor. There is an Ivy-league-wide common floor AI (169 for the years covered in this study) below which no recruited student-athlete can be admitted without a non-athletic justification. In the classes of 2003 to 2007, combined, only two students were admitted to Yale whose AI was below the common floor of 169, and only one of these two actually matriculated.

\* Ivy League Oversight. In order to provide a way for implementing and monitoring the principle that "student-athletes should be generally representative of their class" in terms of their academic qualifications for admission, the league monitors the average AI for all admitted student-athletes, both overall and on a team-by-team basis.

## Academic Integrity

\* Football, Hockey and Basketball. There were, in the period covered by the self-study, additional specific AI guidelines in three sports: football, men's ice hockey, and men's basketball. In football, there are limits on the number of recruits who can be admitted with AIs in four pre-determined bands, which are defined in relation to the mean and standard deviation AI for the admitted class as a whole. In men's ice hockey and men's basketball, the average AI for admitted recruits must be within one standard deviation of the average AI of the admitted class as a whole. Furthermore, the AI system limits the number of recruited players for football, men's ice hockey, and men's basketball who can be admitted in any four-year period.

The Ivy Presidents recently agreed that beginning in the fall of 2003 (Class of 2007), the limit on the number of recruited football players should be reduced from 35 per year to 30 per year - more precisely, to no more than 120 in any four consecutive classes. Furthermore, the separate regulation of men's ice hockey and men's basketball has been replaced by regulations that pertain to a broader cohort of recruited athletes. Specifically:

\* the "common floor" for the Academic Index has been raised from 169 to 171 (applies for all sports, including football).

\* in any four consecutive matriculating classes, the total number of recruits in all of the "Ivy Championship sports" sponsored by an institution is limited to a number equal to the aggregate travel squads authorized for those sports times a multiplier of 1.4. An "Ivy Championship sport" is defined as a sport that is sponsored by at least five of the eight schools in the League. Yale currently sponsors all of the Ivy Championship sports except wrestling. The aggregate travel squads in the Ivy Championship sports that Yale sponsors is 556, so in any four-year period, Yale can matriculate a total of 778 recruited athletes (i.e.,  $556 * 1.4$ ), or an average of 194.5 per class. Recruits in football are excluded from this regulation and calculation.

\* as a "representativeness" criterion, the average Academic Index of the recruited student-athletes in the Ivy Championship sports in each matriculating class can be no more than one standard deviation or 13 AI points (whichever is the larger interval) below the mean AI of our four preceding matriculating classes. Once again, recruits in football are excluded from this calculation, since their AIs are regulated separately, as described above.

### b. SAT Data(\*1)

As the attachments show, the admissions profiles of recruited student-athletes do not differ appreciably from those of all Yale College students.

At Yale, the mean total SAT scores for all men in the entering cohorts of 1999, 2000, and 2001 ranges from 145 to 144 (3-year mean of 144), while for recruited male student-athletes in these same entering cohorts, the range is from 136 to 135 (3-year mean of 135). For all women matriculating at Yale in these cohorts, the mean total SAT is steady at 143, while the range for female student-athletes is from 135 to 133 (3-year mean of 134). The 3-year mean total SAT for recruited male student-athletes in sports other than football, baseball, basketball, and track/cross-country is 138; for recruited female student-athletes in sports other than basketball and track/cross-country, the 3-year mean total SAT is 135. The lowest 3-year mean total SAT scores for teams come in football (133), baseball (133), and women's basketball (129). While there is a noticeable difference between the mean total SAT scores of all Asian-American students at Yale (3-year mean of 149) and of recruited Asian-American student-athletes (3-year mean of 141) - and similarly observable differences between all students of any race or ethnicity and the recruited student-athletes of the same race or ethnicity - the mean total SAT scores for each of these groups exceed the minimum judged necessary for academic success at Yale (judged by graduation rates) and stand well above national norms(\*2).

(\*1)Note that since the last digit of SAT scores is always zero, the last digit is omitted here.

(\*2)For purposes of comparison, the mean total SAT for college-bound seniors in the US in 2001 was 102

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

Every admitted student has been judged to be capable of completing a Yale degree in four years. There is no "special admissions" category at Yale and no provisional admissions, either for recruited student-athletes or any other students.

## Academic Integrity

When Yale, or any other Ivy League school, offers admission to a student-athlete whose academic index falls below the "common floor" agreed upon, the Admissions Office must justify that case to the Ivy Office based on compelling non-athletic criteria. The prescribed minimum (169 in the years under study) represents a score below which Ivy League institutions admit only a very small number of non-athlete students. The very few students who are admitted below this score (only two in the Classes of 2003-2007, combined) meet Yale's academic requirements and are admitted as a permitted exception to the Ivy League requirements.

4. Compare and explain any differences between the percentage of freshman student-athletes receiving athletics aid who were admitted through any of the processes described in part (a) above and the percentage of freshman students generally who were so admitted. Provide these comparative data for the three most recent academic years. For the student-athlete data, information should be displayed for each of the sport groups, organized by year, and listed in the NCAA Division I Graduation-Rates supplemental form. [Use the supplied chart to compile these data.]

Not applicable.

5. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify initial eligibility for transfer student-athletes. Identify by name and title the individual(s) with final authority for certifying initial eligibility.

Yale admits a very small number of transfer applicants (usually 24) each year. All students applying to transfer to Yale are required to submit an application, which is similar in scope and content to application for admission to the freshman year, along with accompanying letters of recommendation, high school and college transcripts, and test scores. Since the number of offers of transfer admission is extremely limited, Yale coaches do not often recruit transfer students. It is more often the case that students seeking to transfer to Yale who express an interest in participating in athletics contact the relevant coach on their own initiative. The athletics department obtains written permission from the previous institution to contact the athlete, and, if the coach is interested, he or she may complete an athletic distinction for the transfer applicant.

If a transfer applicant is admitted, the following steps are taken to certify the student-athlete's initial eligibility at Yale:

\* The compliance coordinator - Ms. Tracee Passeggi, assistant director of athletics for compliance and varsity sports administration — contacts the student's previous institution to certify that the student was in good academic standing at the previous institution and to determine whether the student meets the NCAA satisfactory progress requirements. The compliance coordinator also receives information about the date of initial full-time enrollment, sport, the number of years of competition already used, previous transfer status, and, if applicable, whether or not the first institution has any objection to waiving the year in residence requirement.

\* An assistant dean of Yale College, Dean Jill Cutler, is responsible for the authorization of transferable credits and assignment of class standing at Yale for all transfer students, including student-athletes.

\* The compliance coordinator will also confirm with the previous institution whether or not the student was a qualifier from high school.

\* The compliance coordinator, or her designee, meets with all student-athletes, including transfer students, to review NCAA and Ivy League eligibility rules and also provides the student with a copy of the Student-Athlete Handbook. The student must complete the NCAA Student-Athlete eligibility forms as well as the Ivy League eligibility form. If the student is an international student, she or he will also complete the International Student form.

\* The compliance coordinator will confirm the transfer history and all previous academic and athletic participation since the student's high school graduation.

\* The compliance coordinator will input the student's information into the student-athlete database.

\* The student's name and student ID number is forwarded to the registrar of the Faculty of Arts and Sciences, Dr. Jill Carlton. The registrar's office will then confirm the transfer credits that the student has been awarded from the previous institution, the class standing, and the student's major.

\* If necessary, the eligibility certification committee — consisting of the registrar (Dr. Carlton), the associate registrar (Mr. Steven Sprowson), the compliance coordinator (Ms. Passeggi), and the senior associate athletics director (Ms. Colleen Lim) — will review the academic record of a student that requires further evaluation. This committee will

## Academic Integrity

consult with Dean Penelope Laurans, the eligibility officer, or Ms. Carolyn Campbell-McGovern, the senior associate director of the Ivy League, as needed.

The final authority for certifying eligibility at Yale rests with Dean Laurans, the faculty athletics representative, who is an associate dean of Yale College.

### 6. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes' continuing eligibility. Identify by name and title the individual(s) with final authority for certifying continuing eligibility.

Yale certifies the continuing eligibility of all student-athletes in accordance with NCAA, Ivy League and Yale policies. In cooperation with the registrar of the Faculty of Arts and Sciences and the faculty athletics representative, the compliance coordinator works to ensure that all student-athletes are eligible to represent Yale. Dean Penelope Laurans, the faculty athletics representative, serves as the eligibility officer for the University. The faculty athletics representative vests authority in the registrar, Dr. Jill Carlton, to certify continuing eligibility.

All Yale students must meet the Yale College requirements for satisfactory progress and continuing enrollment at Yale. The Yale requirements are as follows:

\* To be promoted to sophomore standing after two terms of enrollment, a student must earn at least eight course credits or the equivalent (32 semester hours).

\* To be promoted to junior standing after four terms of enrollment, a student must earn at least 16 course credits or the equivalent (64 semester hours).

\* To be promoted to senior standing after six terms of enrollment, a student must earn at least 26 course credits or the equivalent (96 semester hours).

In all cases, the Yale College requirements exceed the requirements specified by the NCAA. The Yale College Committee on Honors and Academic Standing, chaired by Dean Mark Schenker, meets to review the academic standing of all Yale College students. Students who fail to meet the minimum standards for promotion are dismissed for academic reasons unless they are permitted by the Committee on Honors and Academic Standing to repair the deficiency during the summer term. Students are permitted to apply towards the requirements for the bachelor's degree a maximum of two courses from other approved academic institutions. Any other summer credits must be earned at Yale. Students who are short by more than two course credits of the minimum requirements for academic good standing and promotion are dismissed from Yale for academic reasons and must stay out two terms before applying for readmission.

All Yale College courses count towards the student's degree program. There are no non-credit courses.

Yale College requires its students to be enrolled in a full-time program of study, defined as a minimum of three course credits (or 12 semester hours) per term. In order to enroll for the minimum three-course-credit program of study, a student must petition the residential college dean for special permission.

Yale students must complete the requirements for the bachelor's degree in no more than eight terms of enrollment. Yale and the Ivy League do not allow students to "redshirt." In exceptional circumstances, such as when a student has a documented medical or learning disability or when a student changes his or her major to a program that will require additional time to complete, the student may petition for permission to enroll for an additional term. On the average, three students in each graduating class are given such permission. According to the academic regulations of Yale College, a student may not be granted permission for additional terms of enrollment for reasons based on participation in any extracurricular activity, including varsity sports.

The process to certify eligibility is as follows:

\* All student-athlete records are maintained in the student-athlete database.

\* The names of all athletes are provided to the Office of the Registrar of the Faculty of Arts and Sciences. The registrar's office verifies that each student-athlete has met the NCAA continuing academic eligibility requirements regarding satisfactory progress, percentage of degree requirements and minimum credits earned per semester. Yale does not require a minimum GPA for academic good standing or for graduation, so the registrar's office does not monitor grade-point averages.

## Academic Integrity

\* The eligibility certification committee — consisting of the registrar (Dr. Jill Carlton), the associate registrar (Mr. Steven Sprowson), the compliance coordinator (Ms. Tracee Passeggi), and the senior associate athletics director (Ms. Colleen Lim) — will review the academic record of all students who require further analysis. The cases that require further review will usually consist of students who missed a term or terms, who studied abroad, or who made up deficiencies at summer school or at another institution. This committee consults with Dean Penelope Laurans, the faculty athletics representative and University eligibility officer, or Ms. Carolyn Campbell-McGovern, the senior associate director of the Ivy League, whenever necessary.

\* Once the eligibility certification committee has reviewed all of the student-athletes, the registrar verifies the student-athletes who have met the continuing eligibility requirements.

\* The compliance coordinator, or her designee, meets annually with all student-athletes to review the NCAA, Ivy League, and Yale academic requirements. Student-athletes must also complete all the necessary NCAA and Ivy eligibility forms. These forms are maintained in the compliance office.

\* Coaches and relevant staff members in the Department of Athletics are provided with squad lists of all students who have been certified as eligible to represent Yale in intercollegiate competition. These records are also maintained in the student-athlete database.

### 7. Please provide the institution's official NCAA graduation-rates report (institution's two-page report) for the three most recent academic years for which this information is available.

The official NCAA graduation-rate reports and the institutional reports for Yale are found in attachments B-1, B-2 and B-3.

### 8. Review the graduation rates for student-athletes who received athletics grants-in-aid, for various student-athlete subgroups and for students generally during the last three years, and comment on any trends or significant changes. Specifically, identify and explain deficiencies in graduation rates for any of the following when compared to the graduation rates of students generally: student-athletes generally, student-athletes of particular sport teams, student-athletes by gender, student-athletes by ethnicity and student-athlete subgroups (i.e., ethnicity) within particular sport teams. If the graduation rate for student-athletes, or for any student-athlete subgroup, is less than the graduation rate for students generally, the institution must analyze, explain and address, as appropriate (1) the magnitude of the difference between the student-athlete (or subgroup) rate; and (2) the trends over the three reporting periods in these rate differences.

There is no statistically significant change in the graduation rates for all students in Yale College (including recruited student-athletes) over the three years covered by this report, or indeed since the last cycle of NCAA certification. The six-year graduation rates for all students and for student-athletes by gender, and for student athletes by gender and by ethnic group overall and within teams for the cohorts entering in 1994, 1995, and 1996 are presented in the attachments.

Overall, Yale College consistently graduates nearly 95% of its entering students within six years; recruited student-athletes graduate at a comparably high level. Male student-athletes in these three entering cohorts graduated within six years at an overall average rate of nearly 92%. In each of the years covered by this self-study, women student-athletes graduate at a rate that is slightly higher than the overall rate. Out of a total of 220 women student-athletes who entered Yale from 1994 through 1996, only seven did not graduate within six years of matriculation, for a six-year graduation rate of nearly 97%.

Graduation rates for some cells within the charts seem to suggest wider variation, in large part because of the very small number of persons who may be sorted into a particular category (all members of a particular team) or subcategory (members of a particular team sorted by ethnicity). For example, in baseball, the overall graduation rate was at a perfect 100% in the entering cohorts of 1994 and 1996, but only at 50% in the cohort of 1995, because two out of the total of four players who entered in 1995 did not complete requirements within six years.\*<sup>3</sup> Similarly, the six-year graduation rate of African-American football players in two out of three years was 100%, but only 50% in the other year because just a single student that year did not graduate on time. Small numbers in most of these categories contribute to the appearance of a greater deviation than can be considered statistically significant.

## Academic Integrity

(\*3)A look behind the statistics shows that these two students actually achieved academic and athletic success even though for technical reasons they show up on the charts as non-graduates. Of the two baseball players who did not graduate from Yale within six years, the first matriculated at Yale, played one year, and then transferred to Stanford, where he completed his degree. The other postponed his matriculation at Yale after high school, because after receiving his offer of admission, he was drafted by a professional baseball team. He signed with this team, played for time for them, and then quit to attend Yale. He never played on any varsity team at Yale. He received his degree from Yale in 2003.

9. Please provide academic standards and policies contained in the university's catalog/bulletin, athletics department manual, student-athlete handbook and/or institutional handbook for students. Describe exceptions, if any, to the institution's regular academic standards and policies applicable to the general student body (e.g., good academic standing, definition of minimum full-time status) that are available to student-athletes.

Yale University's academic policies are contained in the Yale College Programs of Study handbook which is enclosed in the additional materials.

No exceptions are made for student-athletes to the regulations for good academic standing or the definition of full-time status.

### Evaluation

1. Does the institution demonstrate that it 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 significantly lower than that of other student-athlete or comparable student-body groups, is the contrast analyzed and explained by appropriate institutional authorities? **Currently Yes**
2. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is this disparity analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities? **Currently Yes**
3. Does the institution demonstrate that academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher? **Currently Yes**
4. Does the institution demonstrate that the responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally? **Currently Yes**

**On the basis of the yes/no answers above and the plans for for correcting deficiencies, is the institution in substantial conformity with the operating principle. Yes**

# Academic Integrity

## Operating Principle

### 2.2 Academic Support

#### Self-Study Items

1. Identify, using an organizational or flow chart, how the institution is organized to provide academic support and advising services to student-athletes (i.e., reporting lines and identification of who does what).

All students at Yale receive academic support and advising through the University. The Dean of Yale College oversees these support and advising services. The resources are as follows:

Freshman Counselor / Ethnic Counselor

Freshman Faculty Adviser / Sophomore Faculty Adviser

Residential College Math/Science Tutor

Residential College Writing Tutor

Peer Tutoring through Yale College Tutoring Program

Residential College Dean

Departmental Resources - Teaching Fellows, Course Tutors, Instructor, Director of Undergraduate Studies

Yale College Resources - International Education and Fellowship Office (including Term or Summer Abroad, fellowships for current and post-graduate years), Career Services (including Health Professions Advisory Board, pre-law advisers, internship, and job counseling), Dean's Adviser on Science Education (research opportunities during the school year and summers)

Dean of Academic Affairs (Associate Dean of Yale College)

Dean of Yale College

2. Using the following program areas for academic support issues as examples, please describe:

- a. The specific academic support services offered to student-athletes (if any);
- b. Any policies that govern which students can use these services;
- c. The mechanisms by which student-athletes are made aware of these services;
- d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and
- e. The mechanism for periodic review and approval of these services by academic authorities outside athletics of these services.
  - Academic Advising - Course selection, class scheduling, degree program assistance, priority registration.
  - Tutoring - Availability, procedures and criteria for obtaining assistance; assignment, qualifications, training, experience, etc.; compensation, rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.
  - Success Skills - Study skills, note and test taking, writing and grammar skills, time management skills.
  - Study hall - Availability, facilities, policy for mandatory attendance.
  - Freshman/transfer orientation - Availability, attendance requirements.
  - Academic progress monitoring and reporting - Individual's responsibility, frequency, procedures for periodic grade and attendance checks.

## Academic Integrity

- Assistance for special academic needs - Provisions for diagnosis and treatment of learning disabilities.
- Learning assessments - Provisions for testing and evaluation (e.g., placement testing).
- Mentoring - Availability of mentors, identification and assignment methods, frequency of interaction.
- Assistance for at-risk students - Availability including institution-wide assistance.
- Post-eligibility programs - Availability of scholarships, assistantships and academic support.

Yale offers to student-athletes all the same advising services and academic support programs as it does to other enrolled undergraduates - all without charge and most of them without limits on the number of hours that a student may make use of them. Such services are all under the direction of the Yale College Dean's Office, the residential colleges, or academic departments, and all are subject to review by those offices. The one program that is available to student-athletes only is a laptop-loan program, which makes these computers available for brief periods when student-athletes are on the road and unable to make use of campus-based computer facilities. This program is administered by the Department of Athletics, without charge to student athletes and with no limits on the number of times a student athlete may make use of the program, subject to the availability of the equipment.

### Academic Advising

Yale College offers to all of its students an extensive program of academic advising. Several of these programs are administered through the University's twelve residential colleges, communities of an average of 450 students (freshmen to seniors), which provide for close contact between administrators and advisers on the one hand and students on the other. Other programs are administered directly through the Yale College Dean's Office or the academic departments. In keeping with Yale's goal of integrating student-athletes within the student body, there is no separate office of academic advising in the Department of Athletics, although many deans and coaches confer and collaborate in advising students. The coaching staff and the residential college and other undergraduate deans meet annually to discuss the welfare of student-athletes, raising issues of common concern and overlapping responsibility. This gives deans and coaches an opportunity to meet face-to-face and thus enhances the likelihood of good communication between deans and coaches when problems arise with students for whom they share responsibility.

\* Published materials. Shortly after their admission to Yale, all incoming freshmen receive published guidebook designed to aid in their choice of courses and potential majors. The Freshman Handbook, mailed to incoming students in May, provides guidelines for the distribution of studies, describes the full range of majors offered by Yale, explains the roles of various academic advisers, outlines academic support services, and provides department-by-department statements of placement policies and recommendations. A similar handbook for transfer students is mailed to that group in June, following their admission. A Calendar of Opening Days is mailed to all incoming students in July, providing information about the dates and times of placement exams and departmental informational meetings during the Freshman Orientation; it also contains a brief essay entitled "Toward Academic Success," which is designed to help new students "develop immediate and longer-range academic goals." The Yale College Programs of Study, or course bulletin, is mailed to all incoming or continuing students in August. This catalog contains the academic regulations of Yale College, and lists all courses available to undergraduates. All these materials, plus a searchable database of courses and, in an expanding number of cases, course syllabi and websites, are available to students through the Internet. In certain cases, course evaluations from previous students are also available on line. Published materials are updated annually and revised by members of the Yale College Dean's Office almost every year, based on feedback from students and faculty.

\* Residential College Deans. Each student in Yale College is affiliated with a residential college to which is assigned a dean with responsibility for monitoring the academic progress of each student in the college. The deans report to the associate dean in the Yale College Dean's Office who also bears the title "dean of academic affairs" and, through that associate dean, to the dean of Yale College. The Dean's Office in each college oversees and coordinates academic advising, from the beginning of a student's freshman year until he or she has chosen a major, at which point responsibility for advising is shared with the director of undergraduate studies in the student's departmental major. Residential college deans continue to confer with students routinely to ensure their progress through Yale College in a timely fashion. In addition to serving as the chief contact for academic advice, the residential college dean serves as the coordinator for other forms of student support services including tutoring, career counseling, and personal and psychological counseling.

## Academic Integrity

All students register (check-in, update directory information, receive copies of official publications and announcements) with their residential college dean at the beginning of each new semester. There are no separate registration procedures or meeting times for student athletes. No athletic commitments (practices, contests, team meetings) are ever scheduled to conflict with these registration meetings.

All students must submit their course schedules each term to their residential college dean for approval. To enroll in courses officially all students must submit their course schedule by a deadline that falls approximately ten days into the term, marking the end of the Course Selection Period. There is no priority enrollment system for student-athletes. It is the case, however, that certain courses and certain instructors, if made aware of an unavoidable conflict between a student-athlete's commitments to her or his team and the time slot of a course, give priority to a student-athlete's request for admission to a discussion section or laboratory that does not conflict with that schedule. This is done on a case-by-case basis and is completely at the discretion of the individual course director. Similar exceptions are made by instructors for students with conflicts between one class and another, or between music practice sessions and class.

Every three years, the professional performance of each residential college dean is reviewed by a faculty committee, to whom students, including student-athletes, contribute significant information.

\* Freshman and Sophomore Faculty Advisers. Faculty advisers, who are assigned prior to matriculation, normally are members of the Yale College faculty; in some cases they may be members of Yale professional school faculties (law, medicine, managements), research librarians, or other University administrators, and a very few are staff members of the Department of Athletics. No adviser, including the coaches serving as advisers, is assigned only student-athletes as advisees. The advisers are drawn from the residential college fellowships and assigned to the students by residential college deans. Normally one faculty adviser serves three to seven advisees. For the sophomore year, students must choose their own academic adviser, who is sometimes the same as the freshman faculty adviser had been, but may also be an instructor from whom a student had a class in the freshman year or a faculty member from the department in which the student intends to major. Students identify their sophomore faculty adviser before the end of the freshman year. At the end of the course selection period that opens each semester, freshman and sophomore faculty advisers sign the course schedule of each of their advisees before the schedule is submitted to the residential college dean for final approval. These advisers check the proposed schedule for progress towards satisfaction of degree requirements, for any deviation from normal course load, and for appropriateness to the student's interests and aptitudes.

The advising of underclassmen is a topic of perennial concern and discussion in Yale College. In recent years, the advising system has been reviewed and modified as a result of reports from a task force of residential college deans and from the Yale College Teaching and Learning Committee, a standing committee of the faculty. In 2002-03, a special Committee on Yale College Education, appointed by the president and chaired by the dean of the College, developed further suggestions for enhancements to this program. The report of the Committee on Yale College Education is currently under consideration by the Yale College faculty, and, if adopted, the report may bring about a reorganization of the advising structure for freshmen and sophomores.

\* Advisers after Choice of Major. Upon choosing a major, students are advised by directors of undergraduate study (DUS) in the various academic departments, or by the DUS's faculty designees in the residential colleges, who must approve student course selections at the beginning of each term. These procedures and requirements are publicized in official bulletins and in materials distributed directly to students or published on the University website. Each department keeps track of their own student's progress toward completion of the major.

The Yale College Committee on Majors, a standing committee of the Yale College faculty, is charged with reviewing multiple aspects of each major program, including advising in the major.

\* Freshman Counselors. Prior to arrival on campus, each freshman is assigned a resident freshman counselor, a senior in the student's residential college who reports to, and meets regularly with, the residential college dean. Typically, each freshman counselor is responsible for approximately eighteen to twenty freshmen. While their responsibilities are not primarily academic, these counselors offer advice on the selection of courses (freshmen must have their schedules signed by their counselor as well as by their adviser and their dean) and point their counselees to academic support services. They also serve to link students who might be experiencing difficulty of other sort with appropriate University support services. Each year, as it happens, a certain number of freshman counselors happen also to be varsity athletes or former varsity athletes. Each counselor has in his or her own counselor-group both athletes and non-athletes. An associate dean in the Yale College Dean's Office oversees the Freshman Counselor Program, and periodically reviews the program in conjunction with the residential college deans.

\* Ethnic Counselorship Program. On entering Yale College, Puerto Rican, Chicano, African-American, Native American, and Asian-American students are assigned to specific ethnic counselors in addition to their residential

## Academic Integrity

college counselors. The ethnic counselors are upperclassmen from the student's ethnic community and act generally as representatives of, and liaisons to, that community. Like the residential college counselors, the ethnic counselors assist the student with adjustments to college life, which may include directing the student to academic support services. Some organize study groups around particular courses or subjects in their Cultural Centers. They also serve as important role models and mentors to facilitate the resolution of issues of special concern to minority freshmen. An assistant dean in the Yale College Dean's Office, who reports to the associate dean overseeing the Freshman Counselor Program, coordinates the Ethnic Counselor Program. This program is also subject to regular review conducted within the Yale College Dean's Office. One such review was begun in 2002-03 and has not yet been completed.

\* Assistant Deans/Cultural Centers. Yale College has three assistant deans whose responsibilities include the directorship of an ethnic-specific Cultural Center (African-American, Asian-American, Latino/Native American). These centers offer meeting space and other resources to minority student organizations that address issues of interest to their community, including academic issues. The cognizant assistant dean coordinates students' activities within the Centers and supervises the ethnic counselors, who work as a team with residential deans and other administrators. Academic support programs and career mentoring events are, from time to time, sponsored by the cultural centers. Assistant deans in the Yale College Dean's office are subject to regular review of their professional performance, annually by their supervisor and periodically by a faculty committee. In every case, students play an important role in the review process.

### Tutoring

In addition to the tutoring connected directly to specific courses and conducted by teaching fellows or instructors, Yale sponsors three tutoring programs - two based in the residential colleges and one in the Yale College Dean's office. The various tutoring programs are explained in materials sent directly to students, through dedicated websites, by posters, and in newsletters published by the residential colleges. There is also a link to the websites of the tutoring programs on the log-in page of the Classes server, the server on which course materials are posted.

\* Residential College Tutors. Like all other Yale students, student-athletes have access to tutoring services. Each residential college is staffed with two tutors, one in writing, provided by the Bass Writing Program, and another in sciences and mathematics, administered by the Yale College Dean's Office. Tutors hold office hours generally in the evenings and on Sundays, so that student athletes normally do not have difficulty accessing their services. Bass writing tutors are usually professional writers or editors; several of them also work as instructors of courses in expository writing. Mathematics and science tutors normally are advanced graduate students in relevant departments who have been certified for this work by the director of graduate studies in their department and approved by an associate dean of the graduate school. Both tutors keep regular hours at offices located with their respective colleges and see students either by appointment or on a walk-in basis. Writing tutors will work with students in any year and in conjunction with any class that requires writing - not just literature and humanities courses. Math and science tutors specialize in accordance with their training, and students consult the tutor most expert in the area in which the student is facing difficulty. These services are available free of charge to all students who wish to make use of them. There is no limit on the number of times a student may see writing or a math/science tutors. Students do not need a referral to see these tutors, although some first approach a tutor at the suggestion of an instructor, counselor, or dean. Writing tutors are paid at the rate of \$ 40.00 / hour; math and science tutors are paid \$ 23.87 / hour. A senior professor of English oversees the Bass Writing Program. The Dean's Adviser on Science Education oversees the Math/Science Tutoring Program. The performance of each tutor is subject to annual review by these supervisors, and these programs as a whole undergo periodic review with by the faculty committees and academic administrators that oversee them.

\* Peer Tutoring. Intensive, one-on-one tutoring in a great range of academic fields is available free of charge to all students in Yale College through the Yale College Dean's Office. Applications for tutoring require the signature of both a course instructor and the student's residential college dean, attesting to a student's need for tutoring in the course. Students who are doing A or B work in a course are not assigned tutors for that course. Students who are not making an A or B usually receive ten hours of self-scheduled tutoring a semester, but if more than ten hours are needed, the student may request additional time from the Program Coordinator. Normally, additional sessions are limited to no more than five hours. Tutors - who are usually either graduate students or advanced undergraduates with relevant expertise - must be certified by the director of undergraduate studies or the director of graduate studies in the relevant field before being assigned work. An associate dean of Yale College oversees this program and conducts training sessions for the tutors. The tutors are paid \$ 14.50 / hour for their services. Most tutors are assigned fewer than five students. The performance of individual tutors is evaluated each year before a tutor is rehired. The program as a whole has undergone review approximately every five years by an ad hoc group of deans and faculty.

### Success Skills

## Academic Integrity

An associate dean of Yale College conducts workshops on listening and notetaking skills several times each fall, including one session to which student athletes are particularly invited. Some of the other workshops sessions are targeted at such audiences as international students and transfer students during their orientation programs. Any Yale student may attend any of these workshops. Another associate dean conducts parallel workshops on close reading skills for these audiences. All of these workshops are voluntary, free of charge, and scheduled to coincide with times that students are otherwise free of obligations. Writing tutors provide help with writing and grammar skills (see above). Residential college masters and deans, as well as other faculty advisers and the writing tutors, work one-on-one with students who appear to need to develop stronger time-management skills. Coaches, captains, and senior members of a team may find themselves working with a young student athlete on balancing the significant time commitments of playing a varsity sport with the demands of a challenging program of study.

### Study Hall

Because of the availability of many other extensive academic support programs (such as those outlined above), Yale does not have a study hall program for any of its students, including student-athletes.

### Freshman / Transfer Orientation

#### Pre-Orientation

All incoming students are sent information in May of the availability of certain pre-orientation programs: Cultural Connections, International Student Orientation Program, Freshperson Conference, and FOOT (Freshman Outdoor Orientation Trips). None of these programs charges a fee for participation, although each can accommodate only a set number of participants. Participation is voluntary.

\* In the Cultural Connections program, African-American, Asian- American, Latino, and Native-American freshmen have participated in activities designed to facilitate their transition to Yale and to highlight campus diversity. Activities include discussions with faculty who teach courses in cultural studies; panels and workshops on academic expectations and study skills; and presentations on campus life by students of color; and opportunities to meet alumni of color. The Cultural Connections program, which is overseen by an assistant dean of Yale College, is open to as many as 100 students.

\* The Orientation for International Students is a program designed to ease the transition to the United States for international students and to familiarize them with academic life at Yale. Activities include presentations about the differences between American and foreign curricular and academic expectations; panels with a range of faculty and tutors; and study skills workshops. The program is conducted by the Office of International Students and Scholars, which reports to the Provost's Office. Approximately 100 students attend this program each year.

\* FOOT offers both six-day and four-day backpacking trips in the mountains of New York State and along the Appalachian Trail in New England. Participants meet on campus the day prior to departure. FOOT seeks to enable incoming freshmen of all cultural backgrounds and all levels of hiking experience to build self-confidence while enjoying camping and backpacking. In a related program called Harvest, the FOOT leaders also offer four-day trips to local organic farms where students do outdoor farm work. This program is overseen by a seasonal employee (a teacher at a local secondary school), who reports to an associate dean of Yale College. Normally, well over 300 students participate in FOOT each year.

\* The Freshperson Conference takes place at a campsite in Colebrook, Connecticut, where incoming students hear speakers from the Yale faculty and staff, panels describing community service projects in New Haven and extracurricular activities on campus, and performances by Yale student groups. The Freshperson Conference is sponsored by the Yale Chaplain's Office. Approximately 200 students participate each year.

Like any other freshman, incoming student-athletes may elect to participate in any of these pre-orientation programs. Because of practice schedules that coincide with these voluntary pre-orientation programs, however, student-athletes with fall-season practice sessions in late August generally cannot take advantage of these optional programs in their entirety.

### Orientation

All students, including student-athletes, are required to participate in freshmen orientation, which lasts five days. The Calendar of Opening Days, mailed to incoming students in July and distributed at that time as well with the Department of Athletics, contains an hour-by-hour schedule of events, including the following: an address by the President of the University and the Dean of the College, residential college events, departmental informational meetings, placement tests, advising sessions, social activities, panels about substance abuse and sexual harassment concerns, and performances by student groups. While some practice sessions and team meetings fall during the orientation period, the Department of Athletics strictly prohibits coaches from scheduling required

## Academic Integrity

practices or meetings in direct conflict with the principal events of the orientation. All incoming student athletes participate fully in the freshman orientation.

Two academic advising fairs are among the highlights of the orientation program. For one afternoon, over 100 faculty representatives of nearly all academic departments and programs take over all the classrooms of a single building on campus to make themselves available to incoming students on a walk-in basis for advice about placement and the range of departmental offerings. There are also representatives from the University library, the language study center, and various academic support offices on hand to answer questions about their services. In addition, on the night before classes start for the fall term, freshmen meet with their assigned freshman faculty advisers at an "Advising Fair" held in their residential college. Advisers conduct an introductory discussion with their small group of advisees and arrange subsequent individual meetings with each of them, at which time the adviser will review and approve a student's proposed course selections for the term. During the "Advising Fair," freshman are also encouraged to speak with advisers in their college who come from other academic departments and programs. No athletic commitments for freshmen are scheduled to conflict with these fairs.

Recently, the Department of Athletics has organized two additional academic advising events for incoming student-athletes within the general time frame of the freshman orientation programs. The first is exclusively for incoming football players, which because of the early start to the football practice season, takes place before most other student-athletes have arrived on campus. The second is for all other student-athletes. The Department of Athletics invites students to attend these events; attendance is voluntary. At these sessions, the deputy dean of Yale College, an associate dean, a residential college master, a residential college dean, and a math/science writing tutor make presentations about the Yale curriculum, with a focus on selecting courses in the freshman year, minimizing conflicts in scheduling between classes and practices or contests, and making use of academic support services.

Although there are some special events specifically conducted for transfer students before the opening of the fall term, the small cohort of transfers (usually 24 each year) is for the most part incorporated into the freshman orientation program.

An associate dean of Yale College oversees the freshman orientation program; an assistant dean of Yale College oversees the transfer student orientation program. The Yale College Dean's Office conducts regular reviews of both these programs.

### Academic Progress Monitoring and Reporting

As a condition of enrollment in Yale College, all students are expected to familiarize themselves with the academic regulations, which include standards for academic good standing and promotion and requirements for the bachelor's degree. Ultimately each student must take responsibility for his or her own progress towards the degree. However, the residential college deans monitor a student's progress towards satisfaction of the distributional requirements, the foreign language requirement, academic good standing, and eligibility for promotion or graduation. Each student's schedule of courses for each term is reviewed and approved by his or her residential college dean. When a student petitions to add or drop a course during the term, the dean must approve any change. At the conclusion of each term, the dean reviews the grades and record of each student in her or his college and places students on promotion hold or academic warning if there are certain deficiencies in the record, and dismisses those students who qualify for academic withdrawal according to the criteria published in the academic regulations (e.g. failure to pass a cumulative total of three courses in any three successive terms). Students are notified in writing of any change in their academic standing.

Directors of undergraduate studies (faculty members appointed by the department chair and the Dean of Yale College) monitor progress towards satisfaction of the requirements in the student's major. Once a student has declared a major, the student must seek the approval each term for his or her course schedule from the director of undergraduate studies, or his or her designee. In these consultations, the student is reminded of uncompleted requirements for the major program. Before a student is graduated, the director of undergraduate studies must certify that the student has completed all the requirements, including the senior requirement, of the department or program.

At midterm and again at the end of a term, instructors are invited to send reports of unsatisfactory work in a course to the student's residential college dean by means of a form that is mailed out by the registrar's office. Instructors who are concerned about a student's work are more likely these days, however, simply to e-mail the residential college dean at any time of the semester with such information.

Although Yale College has no general policy for attendance in class, individual faculty members may set their own attendance policies. Students who violate those policies are subject to cut restriction and exclusion from the course without credit. The decision to exclude a student from a course involves an agreement among the instructor, the

## Academic Integrity

residential college dean, and the chair of the Committee on Honors and Academic Standing, who is an associate dean of Yale College.

### Assistance for Special Academic Needs

The Resource Office on Disabilities coordinates accommodations and services for students with disabilities, including learning disabilities. The Resource Office arranges for testing of students who may have learning disabilities and, in cases where such disabilities are diagnosed, contacts instructors with specific recommendations for students who qualify for accommodations. The Resource Office on Disabilities reports to the Provost, who annually appoints an advisory committee to guide the policy choices of the office's administrators and to evaluate the responsiveness of the office.

### Mentoring

In general, the favorable student/faculty ratio in Yale College affords students the opportunity to find mentors among their instructors and advisers. Research programs, such as YSER (Yale Science and Engineering Research) connect undergraduates to research opportunities at the medical school and in science and engineering labs. Yale has, in addition, several distinctive mentorship programs of its own.

\*STARS- The Science, Technology , and Research Scholars Program (STARS) provides a select group of minority and women freshmen and sophomores who are interested in the study of science and technology the opportunity to improve their academic performance and do meaningful research.

\*Edward A. Bouchet Fellowship programs supports a small group of juniors and seniors of underrepresented minority groups who are interested in careers in academia.

\*ROME (Research Opportunities in Math and Economics) is a summer program in New Haven designed to help rising juniors acquire and apply skills associated with doing advanced research in mathematics and economics.

Yale undergraduates also participate in national mentoring programs including the Beckman Scholars and the Mellon-Mays Minority Undergraduate Fellowship program. In addition, the Association of Yale Alumni sponsors mentorship and "shadowing" programs during spring recess and over the summer.

### Assistance for At-Risk Students

Assistance for at-risk students includes all the programs listed above under academic advising, tutoring, mentoring, success skills, and assistance for special academic needs. A student who is identified as needing special attention because of a record of underperformance generally works closely with his or her residential college dean and academic adviser to find ways to tap into the academic support programs of the college.

### Post-Eligibility Programs

Since all financial aid is need-based, student-athletes receive scholarship money on the same basis and for the same timeframe as all other students. Eligibility is not a factor in determining the student's financial aid package. Similarly, since academic support programs are not administered by the Department of Athletics or limited to student athletes, a student who remains enrolled at Yale beyond his or her period of eligibility has continuing access to all academic support programs.

## Evaluation

1. Does the institution demonstrate that adequate academic support services are available for student-athletes? **Currently Yes**
2. Does the institution demonstrate that student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing? **Currently Yes**
3. Does the institution demonstrate that, when it is determined that student-athletes have special academic needs, these needs are addressed? **Currently Yes**
4. Does the institution demonstrate that the support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics? **Currently Yes**

## Academic Integrity

**On the basis of the yes/no answers above and the plans for for correcting deficiencies, is the institution in substantial conformity with the operating principle. Yes**

# Academic Integrity

## Operating Principle

### 2.3 Scheduling

#### Self-Study Items

1. Attach the institution's written policies related to the scheduling of intercollegiate athletics competitions and practices and describe how they minimize interference with class time and examination periods.

The Yale athletics department scheduling policy and the Ivy League scheduling policies are attached as B-4 and B-5.

The Yale Department of Athletics Varsity Sports Scheduling Policy statement opens with the following statement of principles:

"The scheduling of contests for varsity intercollegiate programs is a collaborative effort involving the coaches and administration. Together, we will endeavor to formulate a yearly schedule and multi-year scheduling plan that is highly competitive, fiscally conscious and mindful of the academic well-being of our student-athletes."

In minimize interference between athletic commitments and class time and examinations, Yale and Ivy policies are generally are even more restrictive than NCAA rules regarding the length and scope of practice and playing seasons and also of off-season activities. For example, NCAA rules do not dictate starting dates for practice in all sports, but only limit the total number of weeks of practice and competition; Ivy League rules define starting dates for practice and competition for all sports. As another example, spring practice in football is limited to 12 dates, in contrast to the NCAA limit of 15.

The following are key provisions of Ivy League and Yale scheduling policy:

1. Contests involving extended class absences from the institution should not be scheduled.
2. Normally, only one contest in a sport should be scheduled in any Monday through Thursday period when classes are in session.
3. Mid-week contests should be local in nature so as to interfere as little as possible with class time.
4. Contests may not be scheduled during examination periods or the two days prior thereto (Saturday contests are permissible when the exam period begins the following Monday).
5. Every effort should be made to limit junior varsity contests to one-day trips.

In June 2002, the Ivy Presidents adopted a policy establishing a "rest period" to give student-athletes a stretch of time free of obligations to their sport, during which they may give undivided attention to their studies or participate in non-athletic extracurricular activity. A year later, the policy was slightly revised and reaffirmed as follows:

Students in each sport will have a "rest period" totaling 49 days during the academic year. These periods shall have no required athletic activity, no voluntary activity under the supervision of a team-coach, no team athletic activities (e.g. captain's practices), and no team or team member athletically related activities resulting from encouragement by the coaching staff to engage in such activity. Under no circumstances will any athletically related activity involving team members be supervised by a team-coach, nor will facilities be reserved for team activities.

The Presidents describe the creation of this policy as "another step [beyond the restrictions already set on the length of seasons and the number of competitions] in assuring that Ivy athletes have adequate time not merely for their academic pursuits and for sports, but for other co-curricular and personal activities as well."

2. Describe the procedures used by the institution to monitor missed class time for student-athletes.

Yale College does not have a general attendance policy and therefore the Dean's office does not monitor class attendance. Individual instructors may, however, announce their own policies and are then responsible for monitoring compliance with those policies. They bring problems with the attendance of particular students to the attention of residential college deans, if they cannot resolve the problem by dealing directly with the student.

When there are conflicts between fixed academic obligations and the schedule of athletic contests, a student-athlete may qualify for a dean's excuse from his or her residential college dean to postpone an examination or

## Academic Integrity

course work due at the time of a varsity contest (but not practice session). Such excuses may also be granted to any student including, of course, student-athletes, at times of serious illness, family emergency, religious observance, or situations of comparable moment. Postponements are usually for a brief period, the duration of which is normally set in consultation with the instructor. Most student-athletes make only occasional application for dean's excuses, because, knowing their schedule of contests in advance, they arrange to get their work done in advance of a date on which they will have to miss class. The Department of Athletics furnishes an updated squad roster to the residential college deans before the date of contests in question.

Within the Department of Athletics, the senior associate athletic director for varsity sports review all competition schedules to make sure that they are in full compliance with Yale's scheduling guidelines. In addition, the Department of Athletics makes the schedules available to deans and other relevant members of the Yale community who require them.

In general, practices are scheduled in the early morning hours or in the late afternoon or early evening, at times when fewer classes are held. Students are not permitted to miss class in order to attend practice. In the case of contests that are rescheduled because of inclement weather or because of other factors beyond ordinary control, the Department of Athletics may in fact schedule more than one contest per week, but it makes every effort to cause minimal conflict to class schedules.

If there is a scheduling issue, the associate athletics director will discuss the issue with the faculty athletics representative and the athletics director to make a final determination on the competition schedule. For example, one varsity coach requested permission for her team to travel to a game that fell on the first day of class for the spring semester. While this game was permissible under our scheduling guidelines, the associate director consulted with the faculty representative about whether or not it would be in the students' best interest to miss the first day of classes in a new term. It was determined that the timing of this trip would have a significant impact on the academic schedule of these athletes, and so the contest was not scheduled.

With regard to final exams, regular-season competitions may not take place during examination periods. Special tournaments, however, such as the NCAA championships, The Eastern Sprints (rowing), Ivy playoffs and ECACs, sometimes occur during exam periods, especially in the spring. Because the schedule of exams for both semesters is available in late July or early August, prior to the start of the academic year, student-athletes can foresee potential conflicts and plan ahead. A student with a conflict between a tournament event and a final exam may request from the residential college dean a postponement or rescheduling of the final examination. If a professor chooses to change the date of an exam, he or she must also offer the exam at its originally scheduled date and time if any student so requests.

### 3. Analyze, explain and address missed class time that has been determined by the institution to be significant or excessive for any sport(s).

In general, because of strict guidelines in Ivy League scheduling policies that limit the number and concentration of contests, a student's participation in a varsity sports program at Yale has not been determined to require her or him to miss an excessive number of classes. Student-athletes in some sports (football, soccer, crew, track, cross-country) hardly miss any classes on account of their schedule of contests. In most sports, Ivy and Yale scheduling policies limit midweek contests to one per week (some sports of course have no midweek contests). The one sport that tends to cause student-athletes to miss the most classes is golf. There are good reasons that collegiate golf competitions usually get scheduled for the middle of the week. Golf courses are not normally available to college teams on weekends, when lucrative recreational use is high. To compensate in part for this problem, the Department of Athletics has asked the coaches to rotate those who are on the travel squads in order to minimize missed class time for any particular student athlete.

Still, scheduling of varsity competitions and practices remains a matter of continuing concern for student-athletes, the faculty, and the Department of Athletics. Some student-athletes believe that scheduling conflicts, particularly with regard to practices, are increasing, owing to the interaction of a number of factors. Seasons in several sports are longer than they were a decade ago; athletes' and coaches' expectations about off-season conditioning and training have also escalated, so that many student-athletes now find themselves with sports-related commitments year round. Factors beyond the control of the Department of Athletics include the increasing aspirations of student-athletes to participate in time-demanding activities such as community service, theater, music, and journalism over and above their commitments to their sport, and the inclination of students and faculty to want to begin the class day later in the morning than formerly and to shorten the class week, while still maintaining the same number of class hours.

## Academic Integrity

Several different strategies are pursued every year to avert conflicts, including improved advising for student-athletes (especially freshmen) about class scheduling and time-management; long-range administrative planning for expanded and more multipurpose facilities; and improved communication with the academic departments with regard to scheduling principles and needs. Thus, an annual reminder goes out from the Dean of Yale College to the directors of undergraduate studies in the academic departments to watch that no course required of majors that is offered in one time slot only, such as a senior seminar or senior project course, should be offered in the late afternoon (after 4 p.m.). Similarly, the Dean reminds directors of multi-sectioned courses and instructors of lecture courses with discussion or laboratory sections that some sections should be scheduled so as not to conflict with extracurricular obligations in the late afternoons. These reminders have helped to reduce the number of difficult scheduling conflicts.

4. Describe the means by which the institution's policies and procedures regarding the scheduling of athletics competition and practices (e.g., missed class policy) are communicated to student-athletes.

Like all other students in Yale College, each student-athlete is informed of Yale College policy concerning Dean's excuses through receiving a copy of the academic regulations. As a condition of enrollment in Yale College, each student is expected to familiarize himself or herself with these regulations. In addition, the Student-Athlete Handbook, which is distributed in hard copy annually to each student-athlete and is mounted on the Department of Athletics website, contains information about these policies. Captains and other upperclassmen remind new students about standards and policies -including the policy on dean's excuses - in team meetings and in informal conversation throughout the year. Students may bring concerns about over-scheduling to their coaches or to the senior associate director of athletics for varsity sports or their residential college dean.

### Evaluation

1. Does the institution demonstrate that written policies are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.12? **Currently Yes**

**On the basis of the yes/no answers above and the plans for for correcting deficiencies, is the institution in substantial conformity with the operating principle. Yes**

## Academic Integrity

### FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

#### PART I-A: Standardized test Scores, by Gender

		Gender							
		Male Students		Male Student-Athletes		Female Students		Female Student-Athletes	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	1999-2000	1455	681	1361	128	1438	687	1354	94
	2000-2001	1453	673	1364	128	1439	676	1356	100
	2001-2002	1440	643	1355	129	1433	647	1336	86

Name of person completing this chart: Russell Adair

Title: Associate Director, Institutional Research

## Academic Integrity

### FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

#### PART I-B: Standardized Test Scores, by Racial or Ethnic Group

Racial or Ethnic Group - All Entering Freshman Students													
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	1999-2000	1327	16	1493	218	1357	101	1357	91	1453	766	1470	176
	2000-2001	1334	7	1496	218	1330	118	1352	80	1456	741	1464	185
	2001-2002	1347	6	1482	228	1338	113	1336	115	1450	684	1462	144
Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid													
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	1999-2000	1290	3	1447	12	1328	5	1395	2	1357	176	1329	24
	2000-2001	1310	3	1387	10	1274	13	1322	5	1370	168	1351	29
	2001-2002		0	1404	14	1197	7	1266	7	1347	162	1378	25

Name of person completing this chart: Russell Adair

Title: Associate Director, Institutional Research

# Academic Integrity

## FOR FRESHMAN ON ATHLETICS-AID

### PART II: GPA and Test Scores, by Sport Group

		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		
		Academic Year	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core Course GPA	1999-2000	205	34	202	7	204	8	202	9	207	70	203	4	210	11	206	79	
	2000-2001	200	30	206	8	206	7	204	10	207	73	202	6	213	9	206	85	
	2001-2002	198	35	207	7	197	11	212	11	206	65	199	5	212	13	205	68	
		Academic 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	1999-2000	1341	34	1354	7	1333	8	1329	9	1378	70	1273	4	1364	11	1357	79	
	2000-2001	1334	30	1405	8	1361	7	1346	10	1375	73	1310	6	1413	9	1353	85	
	2001-2002	1309	35	1356	7	1303	11	1431	11	1375	65	1284	5	1378	13	1331	68	

Name of person completing this chart: Russell Adair

Title: Associate Director, Institutional Research

## Academic Integrity

### SPECIAL-ADMISSIONS INFORMATION

#### FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID, BY YEAR

	Year	All Freshman Students	All Freshman Student-Athletes on Athletics Aid **	Sport Group (Freshman)								
				Baseball	M e n ' s Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	W o m e n ' s Basketball	Women's Track/Cross Country	Women's Other Sports	
% of Special Admits	1999-2000	0	0	0	0	0	0	0	0	0	0	0
	2000-2001	0	0	0	0	0	0	0	0	0	0	0
	2001-2002	0	0	0	0	0	0	0	0	0	0	0

Name of person completing this chart: Colleen Lim

Title: Senior Associate Director of Athletics