

## Equity, Welfare and Sportsmanship

### 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 equity and welfare 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 of certification, or strategies for improvement in Yale's initial certification.

2. Report on the implementation of the plan to address gender-equity issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) action(s) not taken or not completed, and (e) explanation(s) for partial completion. Include plans for improvement or other recommendations developed during the interim report process, if any.

Original Plan (1) - Institutional Development - Merging of Sports Associations.

The director of athletics, working in concert with the governing board of the Federation of Yale Athletics, will make every effort to merge like sports associations which are now separate. Future donations to the merged associations will be allocated according to need between women's and men's teams. In the interim, the director will provide supplemental funding, as needed, from the Ray Tompkins Associates to assure equitable opportunities for all women's sports teams.

Response - The original plan called for the sport associations of men's and women's basketball, lacrosse, soccer, ice hockey, men's baseball and women's softball to be merged. Men's and women's lacrosse and soccer were combined as of the academic year 2003-04. Men's and women's basketball and men's and women's ice hockey are in the midst of a five year plan that started in academic year '00-'01 and hopefully will be fully combined starting in September, 2004. On further review, because the sports were judged to be different in nature - different facilities, different rules and different program needs - it was decided the sport associations of baseball and softball would remain free standing.

Original Plan (2) - Facilities.

\* By the fall of 1997, Yale will renovate the locker room facilities for the sports of women's basketball, fencing, gymnastics, squash, and volleyball in the Payne Whitney Gymnasium, as well as the secondary locker room facilities for women's crew.

\* By the fall of 1998, Yale will renovate the locker room facilities for women's ice hockey participants. The funding is already in place.

\* By the fall of 1999, Yale will upgrade seating for spectators and dugouts for players at the varsity softball field.

Response - The renovated locker rooms for women's basketball, fencing, gymnastics, squash and volleyball were opened in March 1998. The new locker room for the women's ice hockey team was opened in the fall, 1998. During the planning of the softball renovation, it was determined that the best outcome for the softball student-athletes would be a new facility rather than a facility upgrade. Therefore, a new softball stadium was designed and built and the stadium was dedicated in March, 2001.

Original Plan (3) - Fair and Equitable Opportunities for Students.

In order to assure continued attention to issues of gender equity in the intercollegiate athletics program, the chair of the Faculty Committee on Athletics will appoint, by the fall of 1997, a Gender Equity Subcommittee. This subcommittee will assess opportunities for students, as well as other issues of gender equity. It will seek the views of coaches, student-athletes, administrators, and other knowledgeable persons. The subcommittee will report annually, or more frequently as special needs require, to the Faculty Committee on Athletics.

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Response - The subcommittee described in the plan for improvement was established in the fall of 1997, but determined after meeting that its deliberations did not differ markedly from those of the Faculty Committee on Athletics (FCA). Subcommittee members agreed that it would be more productive to continue and intensify discussions in the FCA, rather than to continue meeting separately. This has occurred. A review of minutes and annual reports of the FCA demonstrate that ample time was devoted to gender-equity issues since the last certification. Detailed discussions are now routinely held about gender participation rates presented by the athletic director during the "State of the Department" report given to the FCA at its first meeting of each academic year. (The FCA minutes available for review.)

—In 1998-99 the Faculty Committee discussed the opportunity of adding facilities for women's softball and field hockey.

—In 2000-01 there were lengthy discussions about adding women's soccer as a club sport. The long standing policy of the athletics, physical education and recreation program was that if there was a varsity sport and intramural competition available in one sport, then the University would not sponsor a club sport. Eventually, women's soccer was added as a club sport, even though there was already a varsity team and intramural opportunities available to students.

—In order to respond to student interest, in the last few years the FCA spent a great deal of time discussing adding new opportunities for women in three areas: equestrian, women's water polo, and co-ed and women's sailing. In the course of discussions that spanned several years, a new policy for adding varsity sports was developed and later approved by the President and the Yale Corporation. Varsity and co-ed sailing were added as varsity sports in 2002. (The full document is available in Operating Principle 2.2 in the Governance report)

Original Plan (4) - Student Participation.

Yale is proud of its record of accomplishments in developing strong intercollegiate programs for women. Having begun with no such programs, Yale has, since the embrace of coeducation in 1969, steadily increased the number of women's varsity programs to the current seventeen. The number of women participating in these programs is expected to exceed 400 in the 1996-1997 academic year. It is also Yale's expectation and intention that this number will grow over the next five years, and that the University will continue to approach the point where the proportion of women participating in intercollegiate athletics will even more closely match the proportion of women in the Yale College student body. Initiatives in the areas of staffing, funding, and facilities improvements described elsewhere are expected to stimulate increased participation in several women's sports. Increasing the squad size in women's sports that cut significant numbers of qualified contestants will lead to a further increase. While the University will inevitably see some variation in each sport from year to year, it is reasonable to expect that these moves will raise the aggregate number of participating women in the next five years. The Faculty Committee on Athletics will monitor these figures annually and will review the success of strategies designed to increase them.

In addition, the director of athletics is instructed to give special attention to the problems of yield and retention, both of which affect the number of women participating in intercollegiate athletics. In 1997-1998 the Department will organize a series of workshops for coaches, drawing upon the resources of the residential colleges and the Office of Undergraduate Admissions, to plan the recruitment and yield of talented women athletes. Also, in 1997-1998, the Department will address the issue of retention, establishing workshops with the assistance of the Yale College Dean's Office and the Captain's Council, in order to identify strategies which affect the retention of women in intercollegiate programs.

Response - Since 1996, the number of women participating in intercollegiate athletics has increased from 41.2% (381) to 45.5% (450) in 2003. The ratio of female undergraduate students at Yale was 50% in 2003. This data is annually monitored and reviewed by the Faculty Committee on Athletics.

A joint meeting of the head coaches and residential college deans is held on a yearly basis. These meetings include a thorough review of the academic support services available to all Yale students. Workshops have also been conducted with specific teams as needed. For example, an associate dean of Yale College has held a note-taking workshop for the field hockey, volleyball and lacrosse teams approximately every other year. The information conveyed in these programs provides a wonderful academic support tool to the female athletes and may aid in retention.

The increase of female participants is due in part to the addition of women's sailing and co-ed sailing which were given varsity status in 2002. These opportunities have enabled over 34 more women to participate in intercollegiate athletics at Yale.

Original Plan (5) - Promoting Women's Athletics.

Beginning in the spring of 1997, the associate director who monitors pricing, admission, and marketing practices for

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all sports teams will pay special attention to the promotion of women's athletics. Revision of these practices, when required, will be the responsibility of the director of athletics.

Response - In the spring of 1997, a full-time director of marketing was hired to help promote women's and men's sports. The marketing staff conducts special promotions and invites youth groups to attend women's contests e.g. "Girl Scouts Days" are held throughout the year, girls' teams are invited to play at half-time of women's soccer, basketball and lacrosse games, a youth fair is held in conjunction with Girl's and Women's Sports day every February.

The marketing office also coordinates the Yale Dawg Pound - the student support group - to increase student attendance and add a more exciting atmosphere to Yale varsity athletic events. The Kids Club (free membership) is open to all kids up to age 14 and Kids Club members are able to attend home contests. And, through our community outreach program, youth groups from local schools, girl scout troops, LEAP (Leadership, Education, Athletics Program, and other community organizations are invited to Yale to participate in sports clinics, followed by attending one or more women's competitions. All of these strategies have increased attendance at women's events.

The Department of Athletics provides schedule cards for all women's teams. Admission is charged for home events for women's basketball, gymnastics, ice hockey, soccer, swimming and volleyball. Posters are provided for women's basketball and all-sport posters are printed for the fall, winter and spring seasons.

In addition, banners are hung on Tower Parkway to promote men's and women's winter sport teams. Schedule boards listing all home events are outside the venues for women's field hockey, lacrosse, ice hockey, soccer and volleyball.

The athletics department's Office of Development and Alumni/ae Affairs also plays a major role in the promotion of women's athletics. Over the years there has been a concerted effort to gain more support for women's teams by maintaining communication with alumnae and friends of the programs. In addition to alumnae weekends held in New Haven in conjunction with a contest or an alumnae game, some women's sports host annual alumnae receptions in New York and Boston. The department also coordinates with local Yale Clubs receptions for alumni/ae and friends of the program for women's teams that are competing out of region.

### 3. Report on the implementation of the plan to address minority issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) action(s) not taken or not completed, and (e) explanation(s) for partial completion. Include plans for improvement or other recommendations developed during the interim report process, if any.

The goal of the University in the area of minority equity has always been simple and clearly defined: the University desires a greater minority presence among its varsity athletes and in the staffing of the Department of Athletics.

Original Plan (1) - Student Recruitment.

The coaches and the Office of Undergraduate Admissions will, during the two year period beginning in the academic year 1996-1997, develop a coordinated effort for the recruitment of minority athletes, specifically targeting black athletes. The effort will include:

\* An annual seminar with a panel including the Director of Minority Recruitment for the Office of Undergraduate Admissions, the Assistant Dean of Yale College who is the director of the Afro-American Cultural Center, a minority coach, and several minority student-athletes to explore with the coaching staff methods of being more successful in recruiting minority athletes to Yale. The University recognizes the crucial role of the coaching staff in a successful recruiting program.

\* An initiative to identify, communicate with, and recruit to Alumni Schools Committees eligible alumni and alumnae, particularly former athletes, to assist with identifying promising minority students, including athletes.

\* An initiative to develop a network of minority faculty and administrators willing to meet with prospective minority athletes while they are visiting campus.

Response - The coaches and athletics administration have maintained close communication with the director of minority recruitment, with members of the admissions staff and with the directors of the cultural centers to assist with the recruitment of minority students. Our continued coordinated efforts to improve minority recruitment continues to be a challenge, partly due to such factors as the limited size of the total pool of qualified minority student-athletes and the great demand by all of the elite institutions, including those non-Ivy schools that offer full

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athletic scholarships. The University is fully committed to diversity and all of our coaches, staff and faculty work closely together to pursue this goal.

Although we have not previously held a seminar to discuss minority recruitment, a meeting for coaches with the Director of Minority Recruitment for the Office of Undergraduate Admissions, the Assistant Dean of Yale College/ Director of the Afro-American Cultural Center, a minority coach and minority student-athletes has been scheduled for spring, 2004. The purpose of this seminar will be to discuss strategies for increasing minority representation among athletes.

The Alumni Schools Committee (ASC) now boasts 86 minority alumni and alumnae who are former Yale athletes. These 86 members constitute about 10% of the former student-athlete pool who are members of the ASC. The Office of Undergraduate Admissions works with the ASC members to identify, recruit and matriculate outstanding students to Yale. Yale's national and international recruitment efforts have helped to improve Yale's overall minority pool of candidates.

We have established a network of minority faculty and students whom we routinely call to meet with minority candidates visiting campus. The faculty members meet with prospects to discuss their academic and personal interests and also encourage them to attend classes and cultural events while on campus. Minority students are also encouraged to visit the ethnic cultural centers during their visit to Yale. We plan to continue our efforts in the establishment and implementation of these programs.

Since our previous self-study, perhaps the most influential mechanism in recruiting and yielding minority athletes to Yale has been the presence of minority head and assistant coaches. The addition of minority coaches in men's and women's basketball and men's and women's track as well as the previously appointed minority men's and women's soccer coaches and football coach have helped us to increase the number of minority athletes in these areas.

Original Plan (2) - The athletics director will appoint a full-time staff member to serve as the assistant director for student affairs for the department, beginning with the academic year 1997-1998. In addition to the regular duties of a student affairs officer, this administrator will coordinate the efforts listed above, will meet with prospective athletes to provide advice and counsel, will serve as a resource for athletes while they are at Yale, and will survey current student-athletes to solicit names of potential prospects.

Response - In 1996, the athletics department hired a full-time assistant director for students affairs with the abovementioned job responsibilities. This person left his position after less than a year of employment. After his departure in 1997, the department appointed Fritz Rodriguez, a part-time assistant soccer coach, to serve in a dual role as a full-time assistant athletic director and assistant soccer coach. His major responsibility is to serve as a liaison between the Department of Athletics and the Office of Undergraduate Admissions, and to ensure that all processes between admissions and athletics are handled equitably.

In addition to the appointment of Mr. Rodriguez, the athletics director and members of the senior staff assist in the recruitment of prospective student-athletes and serve as mentors to current student-athletes. The athletics director personally meets with a number of minority prospects to talk about Yale and the athletics program. He also attends almost every home event, many practices and knows almost all of our student-athletes. Many of them seek his advice and counsel. One of the senior associate directors of athletics is the primary liaison for student affairs matters. She works closely with the coaches and student-athletes to connect students to the appropriate Yale resources whenever a need is identified. She and the other senior associates also meet with prospects on their campus visits and talk to current athletes about their experiences.

Original Plan (3) - Accessibility of Adequate Information.

For the 1997 exit interview process, the Office of Institutional Research will revise the student-athlete exit interview survey instrument to include questions that will help Yale evaluate the experience of minority student-athletes. The director of athletics and senior staff will monitor such efforts, analyze the data, and make changes in accordance with their findings.

Response - Revisions to the exit interviews were completed in 1998. Minority students were asked specifically how Yale could improve its recruitment of minority student-athletes as well as for general comment on their athletic experience. Analysis of the data from these written interviews, as well as the oral interviews conducted by members of the Faculty Committee on Athletics and senior athletics staff, has not netted new insight about how to improve recruitment and retention of minority athletes.

Original Plan (4) - Institutional Personnel.

The athletics director, in consultation with the Office for Equal Opportunity Programs, will continue personally to oversee the recruitment, professional development, and retention of minority athletic personnel in order to continue

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the effort to recruit and appoint qualified minority job applicants. Among the specific actions the department will take are the following:

\* Beginning immediately, the director of athletics will meet regularly and frequently with all minority staff members to solicit their ideas for attracting more minority applicants for department positions. Beginning in 1997-1998 the director of athletics, along with the senior staff of the department, will design a process which will enable them to monitor individual experiences of minority personnel.

\* Beginning in spring 1997, and continuing annually thereafter, the director of athletics will assign a representative to attend the Black Coaches Convention as an avenue to identifying potential staff members.

\* Beginning immediately, as positions for coaches and professional staff become vacant, the director of administrative services (now the Director of Human Resources) in the Department of Athletics will contact the NCAA Minority Vita Bank for potential applicants.

\* Beginning in 1997-1998, as part of their annual goals, each member of the senior staff will present names of outstanding candidates for employment in the department, with a special mandate to identify minority candidates.

Response - We have been unwavering in our commitment to the principles of the plan and have actively recruited, hired and retained minority staff members. This commitment has resulted in an increase in the number of ethnic minorities in the department from 17 staff members or 9% in 1996 to 25 staff members or 12.5% in 2003.

The athletics director has worked tirelessly with the appropriate members of the Yale community to recruit and retain the best coaching staff possible for our athletes. At the same time, he has been committed to recruiting, hiring and retaining minority staff members and has worked personally with each member of the staff to provide professional development opportunities.

In response to the original plans for improvement, the following steps were taken: Two coaching staff members, one from track and field and one from football represented the Department of Athletics at three Black Coaches Conventions. Thereafter, an Ivy League representative has attended the Convention on behalf of Ivy schools. The representative met with potential candidates at the career fair and shared resumes of potential candidates with the schools in the League. The Ivy League office has also established a database for minority staff recruitment.

Athletics department staff members are asked to submit the names of potential minority candidates for all position vacancies. And, in all searches, the director of athletics has solicited names of potential minority candidates and has also directed all head coaches to do the same in searches for assistant coach candidates.

Original Plan (5) - In order to assure continued attention to minority issues in the intercollegiate athletics program, by the fall of 1997, the chair of the Faculty Committee on Athletics will appoint a Minority Issues Subcommittee. This subcommittee will assess opportunities for students, as well as other minority issues. It will seek the views of coaches, student-athletes, administrators, and other knowledgeable persons. The Subcommittee will report annually, or more frequently as special needs require, to the Faculty Committee on Athletics.

Response - The subcommittee described in the plan for improvement was established in the fall of 1997, but determined after meeting that its deliberations did not differ markedly from those of the Faculty Committee on Athletics. Subcommittee members agreed that it would be more productive to continue and intensify discussions in the Faculty Committee meetings rather than to continue meeting separately. This has occurred, primarily in discussions concerning the Academic Index, which some in the Ivy League are persuaded has prevented Ivy schools from recruiting minority athletes; and in discussions concerning three books that have collectively focused discussion and attention on a number of issues related to athletics including racial/ethnic issues: Bowen and Bok's "The Shape of the River", Bowen and Shulman's "The Game of Life" and Bowen and Levin's "Reclaiming the Game". Although discussions have been intense and are ongoing about how to make improvements, it would be fair to say that no easy answers have been found for dramatically improving the number of minority athletes at Yale. As mentioned before, the strategy that has been most helpful in increasing the number of minorities at Yale has been the presence of minority head and assistant coaches.

4. 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 student-athlete welfare 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.

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The 1996 self-study process revealed that Yale demonstrates a commitment to the fair treatment of student-athletes, and to all aspects of their physical, intellectual, and social well-being. There were no plans for improvement in this area.

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

There were no additional plans for improvement/recommendations in the area of student-athlete welfare since the first-cycle certification decision was rendered.

6. 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 equity and welfare 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.

Yale was not required to complete an interim report.

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## Operating Principle

### 4.1 Gender Issues

#### Self-Study Items

1. Explain how the institution is organized to further its efforts related to the gender issues operating principle for both staff and students and provide evidence that matters concerning gender equity are monitored, evaluated and addressed on a continuing basis.

The commitment to gender equity is an institutional commitment and proceeds from the Yale Corporation mandate in 1969 to admit women to Yale through a gender blind admissions process and to provide women with equal opportunity in every facet of Yale life. In the Department of Athletics, the day-to-day oversight of gender equity issues is performed by the senior associate director of athletics, who is by NCAA definition the senior woman administrator. She works with all personnel of the Department of Athletics, with alumni and alumnae, and with the Director of Human Resources, the Office for Equal Opportunity Programs, the Office of Undergraduate Admissions, and the Office of the General Counsel to ensure that the University continues affirmatively on the path to full gender equity in all activities and all hiring and that all decisions made are made with the University's goal in this area fully in mind. Further, the Faculty Committee on Athletics, in its advisory capacity to the Director of Athletics and the President of the University receives an annual "State of the Department" report from the athletics director, which explicitly includes gender equity data and serves as a guide to decision-making and agenda setting throughout the year.

2. For the three most recent academic years for which the information is available, provide the institution's completed Equity in Athletics Disclosure Act survey form and worksheets. Analyze, explain and address discrepancies in the data between male and female student-athletes and comment on any trends or significant changes.

The EADA reports are included as appendices C1, C2 and C3.

Over the three-year period of the EADA reports for FY01-FY03 there has been steady growth in all areas of expenditures as well as revenue, and especially sizable increases in contributions to women's sports. In the case of virtually all sports, men and women now have comparable operating expenses. Any remaining differential between men's and women's sports is now directly attributable to the nature of certain men's sports.

Operating expenses listed in the EADA reports include all game day expenses Yale incurs for home, away, and neutral-site intercollegiate contests—including lodging, meals, transportation, uniforms and equipment. When analyzing operating expenses for all sports on a per participant basis for FY03 the differential between the men and women's programs is \$686, a significant amount of which stems from contest management costs and equipment, as described below.

The cost of hosting an event is driven by attendance. Average attendance for football is 24,000, men's basketball is 2,100, and men's ice hockey is 3,200. Average attendance, on the other hand, is 400 for both women's basketball and women's ice hockey. Police, security and casual labor for five home football games in the Yale Bowl in FY03 (reflected in total operating costs for football) was \$162,228. Similarly event management expenses for men's ice hockey was \$48,777 and men's basketball \$28,779. These expenses greatly exceed what was necessary for women's basketball (\$6,622) and women's ice hockey (\$6,357) contest management costs.

In the area of equipment expenses, Yale purchases the highest quality equipment for all teams no matter the gender or the sport. However, due to the size of the squads and the contact nature of the sports, the cost for equipment is significantly higher for football, men's lacrosse, and men's ice hockey than for any women's program. Of the total operating expenses in these three sports, \$74,000 was spent on equipment for football, \$39,000 for men's lacrosse, and \$65,000 for men's ice hockey. These costs are driven by virtue of the fact that men are harder on equipment and wear through shoes and skates at twice or more the rate of women. In both men's and women's ice hockey programs, for example, skates and sticks are provided on an as needed basis. Nevertheless, men's ice hockey spent nearly three times the amount for equipment than the women (\$23,000), a fact directly attributable to the higher number of pairs of skates as well as sticks the men use in a season.

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Another area that accounts for the differentials in some men and women's operating expenses is travel. All Yale teams travel by the same mode of transportation to the same sites, have the same opportunity to travel out of region, receive the same meal per diem and stay in the same hotels. However budgets fluctuate based on a specific teams yearly travel schedule. For example, in 2002-03 the men's basketball team traveled to California and Oklahoma resulting in a \$30,000 expense. In other years women's teams have comparable trips. This year (2003-2004) the women's basketball team traveled to Seattle and New Orleans, resulting in a similar expense. Furthermore, the guarantee received by the men's basketball team during its trip is not reflected in costs. That guarantee, and all other guarantees teams receive, go directly into the department's general operating budget.

The final reason for the differential in men's and women's programs operating expenses can be attributed to the fact that men's sport associations often pay for capital expenses—such as office furniture, facility improvements, and video/computer equipment—that benefit both men's and women's programs. They also cover the costs for Yale Athletics' alumni office and any specific sport endowment assessment. With the exception of women's crew, women's operating budgets do not include these assessment costs.

Not reflected in total operating costs, but included in total team expenses, is the amount of money spent on alumni activities and salaries. A substantial amount of money is spent on alumni activities such as golf outings, alumni games, receptions and correspondence. In return our graduates generously support our programs. Football alone spent \$85,126 on alumni activities in FY03'03, but generated \$450,000 in annual gifts. Due to the relatively small number of alumnae, the expenses for similar activities for women's programs are not as great. For example, in the men's sports of baseball, basketball, hockey and lacrosse alumni activity expenses accounted for anywhere from \$10,000 to \$25,000 of the differential between the men's and comparable women's program. Now that all like-sport associations have merged, these expenses will be shared between men's and women's programs, and the gifts generated will benefit both men and women.

Salaries are driven by marketplace factors, years of coaching experience and the level of achievement of a specific program. In all cases, these factors explain any variances in salary differentials between some men and women's programs. For example in the sport of men and women's ice hockey the men's program has a veteran, former Olympic hockey coach with thirty-four years of coaching experience. The women's program has a newly appointed rising star (named ECAC Coach of the Year in her first year as head coach) with four years of coaching experience. For obvious reasons their respective salaries are not comparable. However, a comparison of Yale head and assistant coaches salaries to head and assistant coach salaries benchmark data extracted from the Western Management Group demonstrates that, with rare exception, Yale salaries for both men and women on a sport by sport basis are at mean or exceed the 75th percentile.

All women's programs are provided with the same opportunities in every facet of recruiting, and no coach has ever been denied the funding for any reasonable request to bring any recruit to campus. The combination of extremely competitive academic requirements and the absence of athletic scholarships to help attract prospective candidates requires all Yale coaches to scan the country to identify qualified and interested candidates. This is nowhere truer, however, than in football. Of the \$436,800 dollars spent on men's sport recruiting in FY03, \$190,100 was spent by football. Football begins each year with a list of over 2000 candidates. In order to evaluate and visit these prospects, seven coaches spend more than a full month on the road and bring forty or more candidates to Yale for official visits. No other men's or women's sport, is comparable. Once you subtract the cost of football from the total dollars spent, the differential in expenses among the men and women's programs for recruiting is reduced to \$42,141, with expenses for women on an upward trend, and increasing more than \$50,000 in the last three years.

### 3. Using the program area checklist for gender issues please:

- a. Describe how the institution has ensured a complete study of each of these areas,
- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,
- c. Identify areas of deficiency and comment on any trends, and
- d. Explain how the institution's future plan for gender issues addresses each of the areas.

[Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to Item No. 9 of the program area checklist.]

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### 1. Athletics Scholarships

Yale does not offer athletics grants-in-aid.

### 2. Accommodation of Interests and Abilities

As part of the self-study process, the Steering Committee appointed a Subcommittee on Equity, Welfare and Sportsmanship comprised of faculty, coaches, students and administrators who have access to various sources of formal and informal information/data related to gender equity. The subcommittee conducted a review of the previous self-study and plan for improvement, examined relevant gender data from the past three years, and conducted focus group sessions with athletes and coaches. The subcommittee reviewed participation data from the last three years in the aggregate and by sport.

Yale offers one of the most comprehensive intercollegiate athletic programs and among the highest number of opportunities for women to compete in intercollegiate athletics in the country, including 35 varsity teams; 18 for women, 16 for men and one co-ed. In 2002, Yale added its thirty-fourth and thirty-fifth varsity teams with the addition of women's sailing and co-ed sailing. In recommending the addition of these two sports, the Faculty Committee on Athletics also approved a policy statement that included the following principle: "Given the University's commitment to providing equal opportunities for men and women in varsity athletics, careful consideration must be given to the effect on gender equity of the addition of any new varsity sport." (See the full statement entitled, "Adding Varsity Opportunities" in Operating Principle 1.2 Self-Study Item 1)

Yale's teams are comprised of 989 athletes 54.5% who are male and 45.5% female. Of the 539 males, 54 participate on more than one team and of the 450 female athletes, 69 participate on more than one team. The administration carefully analyzes annual participation numbers and how they compare to the undergraduate population. Our goal is to make the number of female athletes proportionate with the number of undergraduate female students. Currently, there are 4.3% more females represented in the undergraduate population than there are on our athletic teams, but we continue to make steady progress toward our goal. The Subcommittee recognized that further progress will be more difficult to achieve as we close in on the goal, but noted a .3% improvement over the past 3 years and a 1.1% improvement over the past 6 years.

The University is working proactively to recruit more women in the sports of golf, ice hockey and softball. In order to make the meeting of this goal a reality, the University has, in the period of time covered by this report, taken the following measures:

- \* In 2000, added a part-time assistant coach in women's golf and a second assistant coach (part-time) in women's crew.
- \* Added a full-time first assistant coach in women's ice hockey.
- \* Promoted the assistant coach in women's softball to associate head coach.
- \* Built a state-of-the-art softball stadium and artificial turf for the sports of field hockey and women's lacrosse.
- \* Provided more competitive opportunities for these programs by funding out of region competition.

The subcommittee found that Yale has enthusiastically embraced the principles of accommodation of interests and abilities and fully meets the criteria with continued progress toward full equity in participation. The plan for improvement calls for continued progress in the area of participation through roster management and implementing maximums for men's sports.

### 3. Equipment Procurement and Distribution

The subcommittee reviewed budget and equipment data from the past three years. In addition, the topic of equipment was discussed in the student-athlete focus groups. The coaches, equipment manager and senior associate athletics director were involved in this review. In addition, in 2002, the Faculty Committee on Athletics reviewed the issue of equipment procurement and distribution, as reflected in their minutes.

Yale's first commitment is to ensure the safety of every athlete through the purchase of appropriate equipment. This is reinforced by an assurance to every program that the uniforms and equipment necessary for representation of the institution in the finest fashion will be provided on a comparable basis.

Equipment for varsity teams is ordered and distributed through the head equipment manager. Great care is taken to purchase and distribute equipment equitably among all programs. All teams have equal access to these services. All equipment is line item budgeted with the prior approval of the administration. Coaches are not at liberty to purchase items that are not in their budget without prior approval.

Corporate contracts for specific programs are also closely monitored. The department is committed to providing supplemental funds to programs that do not receive sponsorship.

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Student-athlete focus groups reported that they "felt their teams were well-equipped and very able to compete and achieve their goals with the supplies that they are allocated."

The subcommittee found that Yale handles equipment procurement and disbursement in a fair and equitable manner for men's and women's sports and that it is fully committed to both safety and quality of equipment. The plan for improvement calls for continued monitoring, replacement, and upgrading of equipment and uniforms as needed.

#### 4. Scheduling of Games and Practice Time

The subcommittee reviewed scheduling policies with the senior associate athletics director and examined schedules for the past three years. Scheduling was also discussed in the student-athlete focus groups conducted by the subcommittee.

The scheduling of contests for varsity intercollegiate programs is a collaborative effort involving the coaches and administration. The athletics department strives to formulate yearly and multi-year scheduling plans that are competitive, fiscally conscious and mindful of the academic well-being of the student-athletes. With these factors in mind, the head coach annually presents a schedule for approval.

Ivy League and Yale policies must be adhered to in the formulation of league schedules and the eventual approval of non-league schedules. These rules dictate the start date, number of contests allowed, and when games may be scheduled for all teams regardless of gender. If scheduling conflicts arise with dates or times, the administration will work with the coaches and opposing teams to set equitable game times for each team. For example, for men's and women's soccer or basketball, the administrator will work with the coaches to flip-flop who will play in the first game of the doubleheader.

Practice Schedules: Intercollegiate athletics receive first priority in the use of all of Yale's sports facilities. Female and male athletes are provided equal access to facilities. Practice and competition schedules are administered by the assistant athletic directors in conjunction with each head coach and a director of facilities. All facilities are assigned to all teams on an equal basis, with men's and women's programs alternating practice times when conflicts arise.

The certification focus groups reported that the athletes had no concerns with the scheduling of games and practices. The athletes reported that their schedules were appropriate. Some women's teams share their practice and competition facility with the men and reported that it works satisfactorily for both teams.

The subcommittee concluded that Yale deals with scheduling and practice times for men's and women's sports in a fair and equitable manner. The plan for improvement calls for continued monitoring and review of schedules to ensure equitable times for all women's varsity programs.

#### 5. Travel and Per Diems

The subcommittee reviewed travel and per diem policies with the senior associate athletics director and discussed the issue in student-athlete focus groups.

The department is fully committed to providing all Yale teams equitable meal and lodging per diems and arrangements for team travel. The per diem policy for all students is published in the Student-Athlete Handbook. There are times due to the size of the squad (e.g. football) when special accommodations must be made for meals on the road. This may result in additional meal costs that are approved for a program.

In the focus groups, the athletes reported that "the housing provided on trips was very good and that women stayed at the same or comparable hotels as their male counterparts." Some concern for meal per diem was reported in one focus group, but further investigation revealed that this was not a gender-based concern but was sport specific. In fact, the perception that there was inequity was related to a misunderstanding concerning the policy. The coach had hosted a team breakfast and, thus, the per diem for that day had been reduced (according to policy).

The varsity scheduling system regulates the budgetary allocations for Meals, Travel and Lodging (MLTs) for each trip. MLT budgets are administered through the assistant athletics director who monitors all expenditures, working with the head or assistant coach. Any change from the approved budget must have either an assistant director's approval, or, on the case of a major deviation from the budget, the approval of the senior associate director. Travel squad sizes are determined by Ivy League policy.

The subcommittee found that all athletic teams, regardless of gender, are provided with equitable per diem for lodging and meals for all contests, home and away. Variations in allocations by team can be attributed to an approved variance due to team size. The subcommittee concluded that Yale fully meets the criteria for travel and per diem allowance. The plan for improvement calls for continued monitoring, review and adjustments as evaluated by staff.

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### 6. Tutors

All Yale students - men and women, athlete and non-athlete alike -have equal access to tutoring programs. Yale does not have any tutoring program that is arranged, supervised or provided specifically for student-athletes. Each residential college has a writing tutor and a math/science tutor to provide its students with additional assistance outside the classroom at no cost to the student. In addition, the Yale College Dean's Office assigns specific subject tutors to students upon request and at the recommendation of their instructor and residential college dean. Subject area tutoring is provided for a finite number of sessions without a fee to the student. A review of exit-interview data shows that student-athletes make use of the tutoring programs and find them helpful.

The subcommittee found that Yale fully meets criteria for tutoring and that the location of tutoring programs within the residential colleges helps to foster integration of student-athletes into the life of the university. Further, the subcommittee believes that the integration of tutoring programs into the residential college system, as opposed to special tutoring for student-athletes, helps reduce the stereotyping of athletes. The plan for improvement calls for continued monitoring and review of the tutoring system.

### 7. Coaches

Yale Athletics is committed to hiring the very best coaches we can attract to our program. All 35 varsity teams have a full-time head coach. The current staff is comprised of 27 head coaches (11 men's sports, 12 women's sports and 4 men's and women's combined), 22 full-time assistants and 29 part-time assistants.

For new hires, every search must adhere to University guidelines regarding job postings, grade level, salary offers, affirmative action searches and record retention. The University requires that head coaches must have a minimum of five years of successful coaching experience in the sport or an equivalent combination of education/experience. Assistant coaches must have two years previous experience. The senior associate athletic director supervising the program conducts all searches for head coaches. A formal search committee is formed for every search and is comprised of other head coaches, one or two members of the Faculty Committee on Athletics, a senior member of the admissions office staff, alumni/ae representatives and the athletics director. Often other department administrators are included on the search committee as well. The role of the search committee is to select two-three finalists to recommend to the athletics director. The director makes the final decision on all hires.

The head coach conducts searches for assistant coaches; however, all University guidelines must be followed. The senior associate director must approve all hiring of assistant coaches. Salaries are set by the University's compensation office in conjunction with the Director of Human Resources for Athletics.

For all positions, compensation is recommended by the senior associate athletics director in conjunction with the Director of Human Resources for Athletics. Final approval of all compensation packages comes from the University's Director of Compensation. Yale head coaches have a range of experience from four to 52 years. Head coaches of men's teams average 21 years of coaching experience (16 head coaching experience); while head coaches of women's teams average 19 years of total coaching experience (10 head coaching experience). The differential in years of experience combined with market variables directly affects the average institutional salary reported in the Equity and Disclosure Act reports. A comparison of fiscal year 2003 head and assistant coach salaries to benchmark data extracted from Western Management Group shows that with rare exception Yale coaching salaries are at the mean and, in many cases, approach or exceed the 75th percentile on a sport by sport basis for men and women.

Assistant coaches are assigned to programs equitably between men's and women's teams with some exceptions: men's ice hockey has two full-time nine-month assistant coaches while women's hockey has one full-time nine-month assistant and one part-time benefit level assistant. However, for women's sports - women's crew, has a part-time second assistant coach, softball has a full-time associate head coach and women's golf has a part-time assistant coach while the men's programs in these sports do not have the same funding for their assistant coaches. Despite of these additional positions assigned to women's teams, the FTE's reported in the EADA report is still skewed due to the number of assistants in the sport of football.

Yale assistant coaches have a range of experience from .5 to 21 years. Assistant coaches of men's teams average 8.5 years total experience (four years assistant coaching experience). Assistant coaches of women's teams average eight years total experience (four years assistant coaching experience). So, the men's and women's assistant coaching experience is essentially identical.

Head coaches report to the senior associate director of athletics who oversees their program. The assistant coaches report directly to their respective head coach. The athletics department sets the terms of agreement for head coaches. Currently, for all new hires, the standard is a full-time eleven-month contract for duration of three to five years. Previously, the standard contract was a nine-month duration; therefore, there are still some coaches that have not been issued eleven-month contracts. Assistant coaches receive annual renewable nine-month

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appointments with the exception of some basketball, football, swimming and crew assistants who receive extended appointments due to the fact that their seasons or recruitment periods extend into the summer months.

While compensation may be affected by marketplace factors and experience, a concerted effort is made to insure equitable compensation packages for all coaches no matter the sport or the gender.

### 8. Locker Rooms, Practice and Competitive Facilities

The subcommittee received a report from the senior associate director of athletics concerning the renovations undertaken since the last certification review as well as data on scheduling and practice times. In addition, the issue of facilities was explored during student-athlete focus sessions.

Many of Yale's outdoor athletic facilities, except the Yale Bowl, have been renovated and are in superior condition. Over the past 10 years the University has committed nearly 75 million dollars to upgrading Yale athletics facilities including Payne Whitney Gymnasium, Ingalls Rink, the Corinthian Yacht Club, Gilder Boathouse, and The Course at Yale.

Yale's primary athletic facilities include the following: Payne Whitney Gymnasium, the Yale Bowl Complex, Johnson Field, DeWitt Family Field, David S. Ingalls Rink, The Course at Yale and Gilder Boathouse.

The practice, competition and locker room facilities are utilized equally among men's and women's teams. Renovation and scheduling changes over the past decade have alleviated some of the scheduling conflicts, but there are still times when more than one team requires the use of a facility at the same time. Intercollegiate athletics receive first priority in the use of all of Yale's sports facilities. Female and male athletes are guaranteed equal access to facilities. All of the athletes in the focus group evaluated their access to facilities and quality of facilities as "very good".

Practice and competition schedules are administered by the assistant athletic directors in conjunction with each head coach and a director of facilities. All facilities are assigned to all teams on an equitable basis, with men's and women's programs alternating practice times and game start times when conflicts arise.

The subcommittee concluded that Yale meets and exceeds the criteria related to locker, practice, and competitive facilities. The plan for improvement calls for continued maintenance and upkeep of the facilities and annual review of comparability.

### 9. Medical and Training Facilities and Services — Health-Related Services

The subcommittee spoke with the head athletics trainer, student-athletes and reviewed Yale's health care policies in order to review this topic.

Basic health care is provided free of charge to all Yale students. The athletics department does not carry specialized coverage or insurance for student-athletes. Student-athletes are covered by the same University policy used for all students with a few exceptions. All students may waive Yale's hospitalization coverage if they are included in their parents' coverage.

Special Health-Related Services for Athletes - In recognition of the particular issues having to do with the general health of student-athletes, Yale University supports a full sports medicine clinic, including the following personnel and services:

#### \* Director of Sports Medicine/Primary Care Services.

The Yale Health Plan assigns to the department of athletics a director of sports medicine who is a primary care physician; orthopedic specialists; and a nurse practitioner devoted to the care of Yale athletes and prevention of their injuries. The team physician oversees the well-being of each athlete and holds a daily clinic and also attends practices and events. The trainer assigned to each team serves a triage function for sports medicine by conducting preliminary medical evaluations and arranging for the athletes to see a physician if deemed necessary.

During the certification review process, the Director of Athletics indicated that he would like to see an increased female presence on the sports medicine staff to address medical and health issues specific to women athletes. While there are no female physicians on the sports medicine staff, women athletes may request referral to one of many female physicians represented on the internal medicine, OB/GYN and mental hygiene staffs. In addition, there is a female nurse practitioner on the sports medicine staff, however, currently there are no female physicians available in the orthopedics service.

Besides injury treatment, the sports medicine team also deals with injury prevention, eating disorders, substance abuse, and any psycho-social problems. The sports medicine program offers educational programs and services for all student-athletes such as nutrition consultations, substance abuse programs, rehabilitation services etc.

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### \* Orthopedic Physicians

A team of orthopedic physicians work directly with the Department of Sports Medicine and the training staff. They are available daily to evaluate athletes' injuries. A team physician and an orthopedic physician are also assigned to all home and away football games. Additionally, there is physician coverage at home men's and women's soccer games and men's ice hockey and lacrosse contests. Physician assignments and trainer coverage is based on injury rate statistics.

### \* Trainers

The staff of the Department of Athletics includes a head trainer and five full-time and three part-time assistants. All trainers are NATA certified. Through sports medicine, athletes not only receive primary care but are referred quickly and efficiently to specialists. All teams have a trainer assigned to both practice and home competition. Those sports designated high risk also travel with a trainer.

Overall, the athletes who participated in the certification focus groups were positive about the accessibility of the trainers, the coverage for their team and the care they received. Due to the magnitude of the number of teams training and practicing during the overlap periods of fall/winter and winter/spring seasons, there are times that on-site trainer coverage is not available to all teams for practice. The decision regarding which teams will have a trainer directly on-site as opposed to available in nearby facility is made by the head trainer and based on the level of risk to the athletes and not based on gender.

### \* Strength and Conditioning

Yale presently has a head coach and associate head coach of strength and conditioning, and one full-time intern, for 35 varsity teams. All teams receive the services of this staff to the extent that it is possible.

The varsity weight room in the Payne Whitney Gymnasium is 7000 square feet. The weight room is open and available to all teams. Coaches of male and female teams may request blocks of time for their team to work out with the strength and conditioning staff. In 2003, a new head coach and associate head coach of strength and conditioning were hired. Both coaches have had a tremendous impact on the program especially for female athletes. Coaches, captains and athletes have all reported that the new head coach and the addition of a female associate coach have made the weight room more accessible to athletes of both genders. Additionally, the new staff works closely with each team to design conditioning programs specific to the gender and the sport.

The Equity, Welfare and Sportsmanship Subcommittee found that in the area of strength and conditioning the addition of new staff has addressed past concerns voiced by female athletes. The senior associate director overseeing strength and conditioning will continue to monitor the program through meetings with head coaches and female student-athletes.

In reviewing the medical and training facilities and services - health related services, the Director of Athletics noted that he would like to have a female physician on the sports medicine staff and suggested a targeted recruitment effort. Student-athletes did not raise an issue during focus group sessions concerning the need for a female physician on the sports medicine staff. However, the subcommittee applauds the idea and believes the athletics director could work with the Yale Health Plan to identify strategies for recruiting female medical staff as an enhancement to the sports medicine department. The plan for improvement calls for continued access to sports medicine resources for all athletes.

### 10. Housing and Dining Facilities and Services

Since the Yale athletics department does not provide housing or dining facilities or services that are provided only to athletes, the subcommittee conducted no special evaluation of housing or dining services.

The Yale residential and dining hall system is distinctive. Each student in Yale College is affiliated with one of twelve residential colleges, each of which has an average of 450 affiliated students. Each of the twelve residential colleges has its own dining hall, and, in addition, there is a central dining hall, the Commons, where undergraduates often have lunch or dinner. Students are free to transfer their dining privileges throughout the system. Commons is open extended hours Monday through Friday for both lunch and dinner. In keeping with Yale philosophy and policy, all students, athletes and non-athletes alike, may avail themselves of the extended hours.

The athletics department administration is responsible for arranging all pre-game meals. These occur on campus in one of the University dining facilities. Coaches may select their pre-game meal and determine times that best suit their program.

### 11. Publicity

The subcommittee received a report from the senior associate director of athletics concerning publicity and marketing. The subcommittee reviewed the publicity and marketing efforts as follows:

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Sports publicity and sports marketing. The primary mission of the sports publicity office is to achieve coverage for as many teams, individual athletes, and sporting events as possible. The primary marketing mission of the marketing staff is to encourage attendance at all Yale sports events and to foster community spirit.

Sports Publicity is staffed by a director, an assistant and one intern, along with a number of students. Every effort is made by the staff to cover Yale's 35 varsity programs at home and, when possible, on the road. Football, men's and women's basketball, men's ice hockey, baseball, softball and volleyball (tournaments only) have a member of the staff travel with the team to every game. Otherwise, all coaches are responsible for calling in results while traveling, and a member of the staff distributes these results to the media.

Campus Publicity and Resource Allocation. Every effort is made to get fans in the seats for each sporting event. The strategies include the following:

- \* All Yale students are admitted free of charge to all regular season home contests. In men's hockey and basketball, students tickets are complimentary, but the student section is limited, therefore tickets are distributed on a first-come, first-served basis.
- \* Home game schedule posters and seasonal schedule cards for men's and women's sports are placed throughout the campus and provided to individual team members to post in their rooms or residential colleges.
- \* Table tents listing all home events for the week are placed on every table in every undergraduate dining hall.
- \* The Department conducts numerous special events for many of our men's and women's programs: youth day, faculty/administration day, couch potato parties, and free throw shooting contests, to entertain and attract spectators.

External Marketing Efforts and Resources.

\*Media guides are published for every sport on an annual basis. Although the number of pages may vary among the sport guides, based on the history of the sport, it is the goal of the department of athletics that the guides be consistent in overall style and content.

\*Schedule Cards. Schedule cards for each respective sport season are printed and provided by the Office of Sports Publicity. In addition, through the marketing office, individual schedule cards with a color action photo are provided for all sports for which admission is charged. In the case of comparable women's sports for which admission is not charged, schedule cards are provided.

\* Game Programs are standardized among all sports with the exception of football, men's ice hockey and men's and women's basketball. Football game programs are produced by an outside vendor at a nominal cost (a few cents per copy) and produce revenue for the Department. Men's ice hockey and men's and women's basketball programs are produced in house and also sold at games.

The subcommittee found that Yale meets publicity criteria.

### 12. Support Services

The subcommittee received and evaluated a report on administrative support from the senior associate director of athletics.

Administrative support services are provided for all sports through a pool of clerical staff (administrative assistants). There are four administrative assistants who work with the coaching staff. Each administrative assistant is assigned specific sports, but all are available to help any program if the need arises. In most cases, the coaches of like sports e.g. men's and women's basketball share the same administrative assistant. Football, due to the large number of athletes, staff and mostly due to the large number of prospects that they deal with on an annual basis, is the only sport that has a full-time administrative assistant, plus an additional part-time person assigned to their program.

All programs have designated office space. The majority of coaches are in Ray Tompkins House along with all the administrative offices. Coaches for the sports of men's and women's squash, fencing, swimming and women's gymnastics have their offices adjacent to their facility in the Payne Whitney Gymnasium. The offices are equitable for coaches of men's and women's sports.

The subcommittee concluded that Yale meets the criteria for support services. The plan for improvement calls for continued efforts to provide balanced support services to all teams and coaches.

### 13. Recruitment of Student-Athletes

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The subcommittee conducted a discussion about student-athlete recruitment, led by the senior associate director of athletics, members of the coaching staff, and the Director of Minority Recruitment for Undergraduate Admissions and all members of the subcommittee.

Yale seeks to attract the best and brightest students to our programs from around the nation and the world. Since Yale does not offer athletics grants-in-aid or merit based financial aid, coaches must work exceptionally hard to identify and to yield recruits. Without a binding letter of intent coaches cannot always be confident that a prospect will attend Yale until after May 1st which is the deadline to submit a matriculation notice. Even then, a prospect is free to choose to attend another University.

Recruitment of athletes is of the highest priority to the department. No reasonable request from any head coach for travel money or funding to bring prospective students to campus is denied.

Coaches develop their own plans for recruitment of prospective students. Travel off-campus must have approval of the senior associate director of the respective sport. Budgets are established for recruit expenses on an annual basis. Funds for off-campus recruiting come from both general and non-general appropriation funds of the University. Ivy League policy dictates that funds for travel for recruit visits for men's programs must come only from University gift accounts. Women's programs that do not have adequate funds for recruitment are supplemented through the Ray Tompkins Associates Fund, the G. Harold Welch Endowment or other department gift accounts.

The subcommittee concluded that Yale meets the criteria for recruitment of student-athletes and that recruitment practices are equitable and comparable across women's and men's sports.

4. Please provide a written, stand-alone institutional plan for addressing gender equity for the future in the intercollegiate athletics program. Also, describe the institution's efforts to ensure the plan was developed through a process involving broad-based participation. The plan must clearly identify all issues or problems and must shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible, timetables and a clear indication of institutional approval of the plan. The plan must address all 13 program areas for gender issues as listed previously; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's gender-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see this web site for an example format outlining all required elements of a plan.]

Yale involved a wide range of faculty, students, administrators, alumni/ae, trainers and coaches in the development of our plan for improvement. The subcommittee itself was comprised of people from all the aforementioned categories. In addition, we conducted five focus groups with student-athletes and one with coaches and reviewed all available data. The subcommittee generated items for consideration in the plan for improvement. The plan was ultimately reviewed and adopted by the Steering Committee including the Director of Athletics and the President of the University.

### Evaluation

1. Has the institution implemented its approved gender-equity plan from the previous self-study? **Currently Yes**
2. Has the institution provided an explanation from appropriate institutional authorities if its gender-equity plan was modified or not fully carried out? **Currently Yes**
3. Has the institution demonstrated that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel? **Currently Yes**
4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders? **Currently Yes**

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5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **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**

## Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Athletic Scholarships	Not applicable.	Not applicable.	Not applicable.	Not applicable.
Interests and Abilities	Increase ratio of female participation on varsity teams.	Set maximum roster sizes for men's sports and encourage participation and retention on women's teams.	Director of Athletics, Senior Associate Athletics Directors and Coaches.	Five year plan (2004-2009). Annually monitor participation numbers on men's and women's team. Set roster size goals on an annual basis.
		The Faculty Committee on Athletics will review new proposals for the possible addition of women's sports based on the 2002 document "Adding Varsity Opportunities" and make recommendations to the Director of Athletics and the President.	Faculty Committee on Athletics, Director of Athletics, President	During the five year period (2004-2009) and beyond, proposals will be reviewed upon receipt or upon a request for review of a particular sport.
Equipment and Supplies	Continue to budget and provide equipment and uniforms based on the needs of each team regardless of gender.	Complete an annual inventory of equipment and uniforms for each team. Order and upgrade equipment and uniforms as needed.	Equipment Manager, Senior Associate Athletics Directors and Head Coaches.	Five year plan (2004-2009). Annual review of equipment inventory and budget allocations.
Coaches	Continue to ensure fair and equitable salaries for all coaches based on years of experience, proven success, market equity.	Compensation and contract provisions for each coach will be determined based on years of experience, proven success and market factors regardless of gender.	Director of Athletics, Director of Human Resources (Athletics), Yale University Compensation Office.	Five year plan (2004-2009). Ongoing. Equitable compensation will be determined when a new coach is hired and contracts for all coaches will be reviewed as necessary.
Coaches	Increase funding for second assistant in women's ice hockey.	Make recommendation to increase salary and contract time for the second assistant women's hockey coach.	Athletics Director. Director of Administration and Human Resources. Senior Associate Athletics Director.	By 2007.

## Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Scheduling of games and practice times	Continue to schedule equitable practice and game times for all women's varsity programs that share facilities with men's team.	Monitor and review schedules; continue to collaborate with coaches regarding scheduling practices and establishing equitable game times.	Assistant Athletics Director, Coaches, Senior Associate Athletics Director.	Five year plan (2004-2009). Ongoing monitoring and reviews.
Travel and per diem allowances	All athletes, regardless of sport or gender, will be provided with equitable per diem for lodging and meals for all home and away contests.	Annually review per diem allowance and make adjustments as necessary.	Director of Athletics, Senior Associate Athletics Directors and Coaches.	Five year plan (2004-2009). Annually review.
Tutors	Tutoring for all students is provided, coordinated and monitored by the Yale College Dean's Office. Continue to encourage student-athletes to use these services.	Conduct annual freshman advising workshop for student-athletes to describe the tutoring services.	Faculty Athletics Representative, Deputy Dean of Yale College.	Five year plan (2004-2009). Annual workshop.
Locker Rooms, practice and competitive facilities	Maintain comparable locker room, practice and competitive facilities among all men's and women's sports.	Monitor facilities and provide maintenance and upgrades as needed.	Senior Associate Athletics Directors and Coaches.	Five year plan (2004-2009). Annual evaluation of facilities.
Medical and training facilities and services	Continue to provide equitable access to medical and training personnel and programs.	Provide equitable access to medical personnel (including physicians and trainers) and services and strength training facilities and services.	Director of Sports Medicine, Head Trainer, Head Coach of Strength and Conditioning and Senior Associate Athletic Director for Varsity Sports Administration.	Five year plan (2004-2009). Annual Review of programs and services.
		Work with University Health Services to identify strategies for recruiting female medical staff to the sports medicine area.	Director of Athletics; Director of University Health Services	Develop strategies by summer 2005.

## Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Housing and dining facilities and services	Yale does not provide athletic housing or dining facilities to student-athletes through the athletics department.	Not applicable.	Not applicable.	Not applicable.
Publicity	Increase television and radio exposure for women's teams.	Work with the Ivy League office and corporate partners to market women's sports. Annually promote women's teams through increase television or radio broadcasts.	Athletics Director, Director of Sports Publicity, Senior Associate Athletics Director for Marketing and Corporate Relations.	Five year plan (2004-2009). Annually increase television and/or radio exposure.
Support Services	Continue to provide equitable administrative and clerical support for all staff regardless of gender.	Annually review support services including the assignments of the administrative assistants for each program and make adjustments when deemed necessary.	Director of Administrative Services.	Five year plan (2004-2009). Annual review.
Recruitment of student-athletes	Continue to provide opportunity for all "top prospects" to visit Yale on and official visit regardless of gender or sport.	Provide funding from the sport associations or the Ray Tompkins Association funds in order to approve all requests (pending evaluation of academic and athletic credentials) for official visits by coaches of women's teams.	Associate Director of Athletics. Coaches.	Five year plan (2004-2009). Annually approve all requests for official visits.

# Equity, Welfare and Sportsmanship

## Operating Principle

### 4.2 Minority Issues

#### Self-Study Items

1. Explain how the institution is organized to further its efforts related to the minority-issues operating principle for both staff and students and provide evidence that matters concerning minority issues are monitored, evaluated and addressed on a continuing basis.

Yale addresses the minority-issues operating principles in a variety of ways throughout the University. For students, this begins with admissions and recruitment process, and, once a student is enrolled, extends to the Yale College Dean's Office and the residential college system.

The sixth principle of the "Muyskens Letter," (attachment C-4) which has acted as the institutional document best representing the goals of the Office of Undergraduate Admissions, clearly and forcefully speaks to the issue of diversity as one of the factors important in creating a Yale class. The Office also includes the position of a director of minority recruitment whose primary responsibility is to identify, act as advocate for, and help yield these students.

Once admitted, minority students (athletes and non-athletes alike) have access to some specific sources of support including three assistant deans, who also direct Yale's Cultural Centers. There are three centers: "Afro-American, Asian-American, and Latino and Native American" all of which provide social and cultural activities open to all Yale students, regardless of race or ethnicity. The centers are an important source of peer support, particularly in the early years of enrollment. The centers are organized within the Yale College Dean's Office structure. Indeed, the assistant deans (who also serve as Directors of the Centers) act as mentors and advisors to minority students and also help oversee the ethnic counselor program offered to all minority freshmen. Each minority freshman is assigned an ethnic counselor in addition to their residential college counselor. Ethnic counselors receive special training, provided through the Yale College Dean's Office, to assist minority freshmen in their adjustment to Yale and to New Haven.

Yale's residential college system provides another layer of organizational responsibility and support to minority students. The system "localizes" support in a way that masters and deans of the respective colleges come to know students well and can provide individualized attention, counseling and advisement as needed. In addition, masters and deans meet weekly with the freshman and ethnic counselors during which time they are alerted to any issues, including those related to minority or ethnic concerns.

With regards to staff, the Office for Equal Opportunity Programs (OEO) ensures that efforts to recruit and retain minority personnel are consistent in all respects with the University's affirmative action policies. Specifically, the OEO reviews all advertisements before they are placed to ensure that Yale's affirmative action statement is included and that there is a wide range of advertising venues. The OEO reviews all searches, prior to hiring, to ensure that we have taken affirmative action principles into account.

2. For the three most recent academic years, provide the racial or ethnic composition for full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level); other full- and part-time professional (i.e., non-clerical) athletics department staff members (such as trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department); 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 for athletics, student-athlete advisory committee) members (if any). [Note: Use the supplied chart to compile the data requested in this self-study item.]

The chart is supplied as an attachment.

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3. For the three most recent academic years, provide the racial or ethnic composition for student-athletes who received athletics aid and for students generally. [Note: Use the supplied chart to compile the data requested in this self-study item.]

The chart is supplied as an attachment.

4. For the three most recent academic years, provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the graduation-rates disclosure form. Also, for those sports not at the varsity level for three years, indicate the year in which the sport was recognized by the institution as a varsity sport. [Note: Use the supplied chart to compile the data requested in this self-study item.]

The chart is supplied as an attachment.

5. Using the program area checklist for minority issues please:

- a. Describe how the institution has ensured a complete study of each of these areas,
- b. Provide data demonstrating the institution's commitment across each of the areas, a
- c. Identify areas of deficiency and comment on any trends, and
- d. Explain how the institution's future plan for minority issues addresses each of the areas.

### 1. Institutional and Athletics Department Commitment.

As part of its institutional mission, Yale is "committed to basing judgments concerning the admission, education, and employment of individuals upon their qualifications and abilities. The University affirmatively seeks to attract to its faculty, staff, and student body the most able persons of diverse backgrounds." While Yale's institutional mission statement is believed to reach all parts of the University, we take seriously the NCAA requirement that the institutional statement of athletic philosophy be explicit about commitment to equity and diversity among our athletes and athletics staff.

Our institutional statement of athletic philosophy now indicates that "In athletics, as everywhere else in the University, Yale is strongly committed to equal opportunity, and affirmatively seeks to attract exceptionally qualified students, coaches and support staff of diverse backgrounds to its ranks."

This new language was implemented during the certification review process and was approved by the Faculty Committee on Athletics in September, 2003. It appears in the 2003-2004 Yale University Student-Athlete Handbook and the Athletics Department Policy and Procedure Manual.

The subcommittee concluded that Yale's institutional and athletics department commitment to equal opportunity and diversity continues to be very strong and meets the NCAA criteria. The plan for improvement calls for the Yale's Institutional Statement of Athletic Philosophy to appear annually in the Student-Athlete Handbook, the Athletics Department Policy and Procedure Manual, on the athletics department website, in recruiting brochures and printed annually in the Bulldog Magazine.

### 2. Evaluation

The Subcommittee chair reviewed minutes of the Faculty Committee on Athletics (FCA) and data from the past three years of student-athlete exit-survey data.

The Faculty Committee on Athletics annually reviews minority participation data and minority staff data. Over the past several years, the FCA has had intense discussions about the Ivy League "Academic Index" requirements as well as of several publications related to recruitment of minorities and of the academic performance of athletes in general. While these discussions have not yielded specific recommendations they have served to focus attention on the pressures experienced by minority athletes.

Student-athlete exit-survey data suggests that minority athletes have a positive experience at Yale. These data also suggest an ambivalence about singling out minority athletes either for evaluation or general support. Most

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respondents, whether minority or non-minority athletes, expressed the view that recruitment and enrollment should be based on ability not minority status. Further, most value the integration of academic support and other counseling services into the residential college system without providing separate services for athletes.

Student-athlete focus groups expressed similar views to those in the survey data. Some minority athletes make use of cultural centers while others do not. Some minority athletes in the focus groups indicated that being a minority and an athlete at Yale can be a challenging experience because there is not a critical mass of individuals with similar ethnic and cultural backgrounds. However, most emphasized the positive nature of their involvement at Yale.

The subcommittee concluded that the regular FCA and exit-survey reviews provide adequate information about the minority student-athlete experience at Yale. However, the subcommittee believes that different information can be gained from face-to-face data gathering, whether it be in the form of focus groups or one-on-one interviews.

Accordingly, the plan for improvement includes the suggestion that all minority athletes be offered the opportunity for an exit interview with members of the FCA and that a formal network of minority faculty and administrators be developed not only for recruitment but also for support of enrolled minority athletes.

### 3. Organization and Structure

The subcommittee had discussions concerning organizational and institutional structure and support related to minority/ethnic issues. Members of the subcommittee included representatives from the admissions office, student affairs, the residential colleges and minority students. In addition, these issues were explored in minority student-athlete focus groups.

Each member of the professional staff of the Office of Undergraduate Admissions has, as a part of his or her responsibilities, the mandate of seeking, admitting, and matriculating at Yale highly talented students, including athletes, from all over the nation and the world. Admissions officers are informed of this point of view through meetings with the Dean of Admissions, staff meetings and discussion, and the culture of the office itself.

Each year the athletics department provides the masters and deans with a list of the student-athletes in their colleges. Masters and deans come to know the students in their college well and are in a good position to respond to students who may have special adjustment challenges such as a demanding athletic schedule or issues related to race and ethnicity. They make a particular effort to attend athletic events and to help student-athletes become integrated into college life. Deans meet annually with the coaching staff to go over matters pertaining to academic welfare. Both masters and deans routinely contact coaches about specific athletes who may be having academic or adjustment problems.

As noted in an earlier section, coaches also meet annually with the Yale College Dean's staff to review matters pertaining to academic progression and support. This provides another opportunity for review of minority issues. The Yale athletics department is fully committed to a diverse student body and actively works with coaches and the admissions office to insure that minority students are represented on many teams. We encourage and support coaches in the recruitment of minority student-athletes.

With respect to staff, the Department of Athletics' policy has been to address under-representation while aggressively seeking the best staff that can be recruited. The director of athletics has instituted a level of awareness that has been a part of every search and this is reflected in the increasing numbers of minority staff among departmental personnel. During the period covered by this report, there has been an increase from seven to 11 minority staff members in the athletics department.

The Faculty Committee on Athletics, in its advisory capacity to the director of athletics and the President of the University, monitors and evaluates the racial and ethnic makeup of varsity athletes and athletics department staff each year, and methods of augmenting the number of minority athletes and staff are the subject of ongoing discussions within the Faculty Committee and in the annual meetings of the Committee with the Officers of the University.

The subcommittee concluded that Yale's organizational structure provides ample opportunity for the review and evaluation of progress toward its goals of diversity, particularly with regard to athletics. The subcommittee believes that Yale meets the criteria for organization and structure.

### 4. Enrollment

The University does not set specific goals or quotas for enrollment to Yale College. As stated in the Department of Athletics mission statement, "Yale is strongly committed to equal opportunity and affirmatively seeks to attract exceptionally qualified students." It is fair to say that Yale seeks to have the same diversity in each class that is reflected in our society. In this regard, the Office of Undergraduate Admissions recruits highly qualified students on

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a national and international basis. On the same basis, the Department of Athletics encourages and supports the national and international recruitment of athletes, always stressing the importance of identifying minority candidates.

The subcommittee reviewed the data of racial or ethnic composition of the men's and women's sports teams as part of the certification review.

During the three-year period of this study, the number of minority student-athletes has been relatively stable at a little over 13% of the total student-athlete population — there was a 1% increase from '01 to '03. Minorities comprise about 28% of the total undergraduate population.

The subcommittee has recommended a coordinated plan to assist coaches in the recruitment of minority athletes by establishing a network of minority faculty and administrators who will meet with prospects during campus visits. There will continue to be an annual meeting of coaches and the university cultural deans and a seminar with the Undergraduate Admissions Director for Minority Recruitment.

### 5. Comparison of Populations

As noted above, the subcommittee reviewed statistics related to the minority composition of the undergraduate population and of student-athletes.

Yale University prides itself in being a multicultural, international institution with a highly diverse student population. Coaches recruit on a national level and make every effort to identify qualified minority candidates who are reflective of the institution as a whole. The percentage of minority student-athletes is not yet proportionate to that of the total Yale undergraduate minority population. As has been pointed out elsewhere, there is a limited pool of minority student-athletes qualified for admission to Yale and other Ivy League and elite academic institutions. Minority student-athletes in the Yale admissions pool have a plethora of excellent choices for their educational and athletic aspirations. And, while Yale is able to offer need based financial aid to all admitted students, many student-athletes choose schools that offer athletic grants-in-aid. The challenge for Yale is to develop strategies that net an increasingly larger share of this applicant pool.

The subcommittee and the steering committee concluded that there is no absolute no evidence of discrimination revealed in the recruitment practices of the University and there is strong evidence of a commitment to diversity.

### 6. Participation in Governance and Decision-Making

The subcommittee reviewed the governance opportunities afforded to student-athletes.

The Captains' Council in the student-athlete governing group at Yale. The Council meets monthly and also meets annually with the Faculty Committee on Athletics and the President of the University. No unique provisions are made for minority student-athletes in the election of captains. All student-athletes are provided with the same opportunity to take on leadership roles in and out of the department. Yale University and Yale Athletics prides itself in developing leaders. To our knowledge, Yale is the only intercollegiate athletics program that has a 150-year tradition of electing one and only one captain. Captains are elected by their peers through a very stringent election process. All rising seniors who have earned a varsity letter are eligible to be elected captain. Captains of every race and ethnic background have been elected over the years.

All student-athletes are encouraged to participate on the Community Outreach Committee and student-athletes are able to express their views directly to a coach, associate athletics director of the athletics director.

The subcommittee concluded that the current process -captains elected by members of the team - is the best process for team leadership and governance representation through the Captains' Council. It is presumed that as minority athlete recruitment improves, so will opportunities for team leadership and governance representation. The subcommittee also observes that when there are opportunities for "ad hoc" appointments to advisory committees - such as the Certification Steering Committee and the Equity, Welfare and Sportsmanship Subcommittee - that minority student-athletes are given every consideration, especially when it is important that their particular perspective be taken into account.

### 7. Employment Opportunities

The subcommittee reviewed employment data for the past three years and had an extensive discussion related to recruitment of minority personnel.

The director of athletics, in consultation with the athletics department Director of Human Resources and in conjunction with the Office for Equal Opportunity Programs, personally oversees the recruitment, professional development, and retention of minority athletic personnel in order to continue the effort to recruit and appoint

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qualified minority job applicants. The number of ethnic minorities in the Department of Athletics has increased from 17 staff members in 1996 to 25 staff members in 2003. Coaching staff members have attended the Black Coaches Convention in order to identify potential staff members. Staff members are solicited on a regular basis to submit the names of potential minority candidates for all position vacancies. Every effort is made to solicit applications from minority candidates for every opening. Position openings are posted with NACWAA, NCAA, and, when relevant, with the specific national governing organization. Head coaches are strongly encouraged to identify minority applicants for all assistant coach positions. Additionally, Yale has actively worked to retain minority members of the coaching staff who have been recruited for positions elsewhere.

The subcommittee concluded that Yale meets the criteria for employment opportunities. The plan for improvement calls for continued monitoring of our staff recruitment efforts.

### 8. Program and Activities

The subcommittee reviewed Yale's programs for minority students. Several members of the subcommittee have experience with these programs, most notably the assistant dean and Director of the Afro-American Cultural Center as well as the Associate Dean for Student Affairs as well as the master and dean of residential colleges.

In line with the institutional philosophy and policy for all Yale programs, athletes are integrated into programs designed for all students. This is the case with minority student-athletes as well. There are many programs on campus to address the needs and issues affecting minority students and student-athletes. There are assistant deans who serve as directors of the Afro-American Cultural Center, The Latino and Native American Cultural Center and the Asian-American Cultural Center. All these centers provide resources to all Yale students

Additionally, Yale provides an Office of International Students and Scholars (OISS) that is responsible for the general welfare of international students. Staff is available to answer questions and help with any problem that arises. OISS serves as a resource on immigration matters for the Yale community and Yale's liaison to those federal agencies concerned with matters related to international students and scholars studying and working here.

The subcommittee concluded that Yale has extensive programs and activities for ethnic/minority students, athlete and non-athlete alike and the subcommittee supports the integration of these activities into the residential and Yale College systems. It was clear from focus group sessions that we need to do a better job of communicating these resources to student-athletes and to the coaching staff. The plan for improvement calls for the addition of a resource section to the Athletics Department Policy and Procedure Manual and the Student-Athlete Handbook to include a resource list, key people and means of contact. The cultural centers will be especially highlighted.

- 6. Please provide a written, stand-alone institutional plan for addressing minority opportunities for the future in the intercollegiate athletics program. Also, describe the institution's efforts to ensure the plan was developed through a process involving broad-based participation. The plan must clearly identify all issues or problems and must shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible, timetables and a clear indication of institutional approval of the plan. The plan must address all eight program areas for minority issues as listed previously; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's minority-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see this web site for an example format outlining all required elements of a plan.]**

Yale involved a wide range of faculty, students, administrators, alumni/ae, trainers and coaches in the development of our plan for improvement. The subcommittee itself was comprised of people from all the aforementioned categories. In addition, we conducted five focus groups with student-athletes and one with coaches and reviewed all available data. The subcommittee made recommendation for the plan for improvement. The Steering Committee, including the Director of Athletics and the President of the University approved Yale's plan for improvement.

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Institutional and Athletics Department Commitment	Maintain and communicate Yale's strong commitment to equity and diversity.	Publish the institutional "Statement of Athletic Philosophy" in the Student-Athlete Handbook, Athletics Department Policy and Procedure Manual, media guides, the Bulldog Magazine, and post the statement on the athletics department's website.	Director of Sports Publicity, Senior Associate Athletics Director	Five year plan (2004-2009). Annually publish the "Statement of Athletics Philosophy."
Organization and Structure	To continue to utilize the current structures and organization to promote equity and diversity.	Monitor and review Yale's structure and organization for promoting diversity in athletics.	Faculty Committee on Athletics	Five year plan (2004-2009). Ongoing monitoring.
Evaluation	To generate new recruitment and retention strategies.	Offer all senior minority student-athletes a face-to-face exit interview with members of the Faculty Committee on Athletics or members of the newly developed minority faculty network.	Associate Director of Athletics; Faculty Committee on Athletics	Begin spring 2004 and implement annually through 2009 and beyond.
		Assign each minority student-athlete a faculty mentor from the minority faculty network for the purpose of support and information exchange.	Associate Athletic Director; Assistant Deans/Cultural Center Directors	Develop mentoring program during academic year 2004/2005. Implement program in the Fall, 2005 and continue program through 2009.
Enrollment and Comparison of Populations	Develop a coordinated recruitment strategy for minority student-athletes.	Create a panel including the Director of Minority Recruitment for Undergraduate Admissions, Directors of Cultural Centers, minority coaches, and minority athletes and alumnae/i.	Senior Associate Director, Assistant Director of Athletics/ Liaison for Admissions and Financial Aid.	Annually beginning in March, 2004 and continue through 2009.

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Establish a network of minority faculty and administrators willing to meet with prospective minority athletes during campus visits. Meet annually with coaches committee and faculty representatives.	Assistant Director of Athletics, members of Faculty Committee on Athletics, Director of Minority Recruitment.	Recruitment will take place 2004-2005; Network implemented annually beginning in Spring, 2005 and to continue through 2009.
		Whenever possible, shift recruitment visits to a Thursday through Saturday to expose recruits to more academic opportunities on campus.	Assistant Director of Athletics, Head Coaches	Five year plan (2004-2009). Ongoing.
Participation in governance.	Continue Captains' Council; Continue efforts to appoint minority student-athletes to ad hoc committees as opportunities arise.	Recommend minority student-athletes to participate in ad hoc committees pertaining to athletics.	Senior Associate Athletics Director.	Five year plan (2004-2009). Ongoing.
Employment Opportunities	Continue efforts to recruit minority coaches and athletic department staff.	Advertise open positions nationally, making clear Yale's commitment to affirmative action.	Director of Administration (Athletics Department)	Five year plan (2004-2009). Ongoing as openings occur.
		Solicit on a regular basis names of potential minority candidates.	Director of Athletics. Senior Associate Directors. Coaches.	Five year plan (2004-2009). Ongoing.
Program and Activities	A resource section will be added to the coaches handbook and the student-athlete handbook.	A resource list of people and organizations on campus should be provided to coaches (in the Athletics Staff Manual) and information about the cultural centers should be highlighted in the Student-Athlete Handbook.	Senior Associate Athletics Directors.	Content will be integrated for the 2004-2005 handbooks and updated annually as needed through 2009.

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### Operating Principle

#### 4.3 Student-Athlete Welfare

##### Self-Study Items

1. Explain how the institution is organized to further its efforts related to the student-athlete welfare operating principle and provide evidence that matters concerning student-athlete welfare are monitored, evaluated and addressed on a continuing basis.

Yale is committed to the health and welfare of all student-athletes.

The student-athlete experience is at the core of the mission of the Department of Athletics. In addition to the Department of Athletics staff members, two groups take a special and continuing interest in student-athlete welfare; the Faculty Committee on Athletics and the Captains' Council.

The Faculty Committee on Athletics, which has the Dean of Yale College as a member, and the Dean of Students and Dean of Undergraduate Studies as ex-officio members of the Committee, is proactive in monitoring student-athlete welfare academically and in every other way. The captains, who have always played an important role in serving as liaisons between players, coaches and administration, meet eight times a year to consider issues of concern to their teams and teammates. The Captains' Council elects its own leaders, sets its own agenda and generally exerts initiative and control over student-athlete interests. The Captains' Council meets annually with the Faculty Committee on Athletics.

2. Describe the institution's educational enhancement programs (e.g., education regarding career guidance counseling; personal counseling; health and safety; alcohol and other drug guidelines [see the NCAA Sports Medicine Handbook, Guideline No.1-E]; non-academic components of life skills programs) available to student-athletes. Describe practices/procedures in place to encourage and assure student-athletes' access to these programs.

While educational programs are available to varsity student-athletes at Yale to enhance their ability to perform both athletically and academically in a highly competitive academic setting, the large majority of these programs exist, within a framework of support for all Yale students. There is a wide array of such programs. For all freshman students, mandatory workshops are conducted by the Yale College Peer Health Educators. Peer educators are trained by professional counselors from the Yale University Health Services to communicate with incoming students about resources at Yale including substance abuse, sexual assault and harassment, sexual health, and the relatedness of these topics. Additionally, mandatory fireside chats dealing with these issues are held in every residential college with the master and dean.

Listed below are those programs and services that are of particular application to student-athletes.

##### a. Residential College Advising and Academic Support

Each student in Yale College is affiliated with a residential college whose dean monitors the academic progress of that student. There are twelve such colleges at Yale, each of which has an average of 450 affiliated students. The dean's office in each college oversees and coordinates academic advising beginning in the freshman year until each student 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.

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 whose responsibility they share.

##### b. Orientation and Academic Programs

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Orientation and academic programs are specifically designed to enhance the academic performance and social adjustment of underrepresented students. All programs are open to athlete and non-athlete alike.

\* In the Cultural Connections program, African-American, Asian- American, Latino, and Native-American freshmen are invited to participate in activities designed to facilitate their transition to Yale and to celebrate campus diversity. Activities include discussions with faculty involved with cultural studies; panels on academic expectations; visits to local points of interest such as the Yale College cultural centers, museums, and parks; presentations on campus life by students of color; and events showcasing the talents of program participants and alumni.

\*Ethnic Counselor Program. On entering Yale College, African-American, Asian-American, Native-American, and Latino students are assigned to specific ethnic counselors in addition to their residential college counselors. The ethnic counselors are upperclassmen from the student's ethnic community and are generally representatives of, and liaisons to, that community within the college. Like the residential college counselors, the ethnic counselors assist the student with academic and social adjustments to college life. They also serve as important role models and mentors and often facilitate the resolution of issues particular to minority freshmen.

\*Assistant Deans/Cultural Centers. Among its assistant deans, Yale College has three whose responsibility is, in part, to be the director of an ethnic-specific Cultural Center (African-American, Asian-American, Latino/Native American). These centers house minority student organizations that address issues of interest to a particular minority community. The assistant dean not only coordinates students' activities within the centers but also supervises the ethnic counselors who work with minority freshmen and work in a team effort with residential deans and other administrators to support the academic work and social growth of minority students as a whole.

\*Science, Technology, and Research Scholars (STARS). 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. During the academic year, STARS sponsors a series of intensive workshops where students work as a group on problem sets that are much more challenging than those required for their introductory science courses. During the summer term, STARS freshmen combine laboratory research with course work designed to prepare them to research, devise, and conduct scientific experiments and to present all findings in a professional manner. At the same time, STARS sophomores conduct research under the tutelage of Yale faculty for the entire summer. The program and its participants are fully supported by a grant from the Howard Hughes Medical Institute.

\*Edward A. Bouchet Fellowship. The Edward A. Bouchet Undergraduate Fellowship Program seeks to increase the pool of qualified minorities and others from backgrounds historically underrepresented in academia in order to meet the needs of educational institutions for diverse faculties into the next century. The Fellowship allows students to work on paid research projects during the summers between sophomore and junior years, and between junior and senior years.

\*Mellon Mays Undergraduate Fellowship Program

The Mellon Mays Undergraduate Fellowship Program is designed to increase the number of minority students and others with a demonstrated commitment to eradicating racial disparities in academia who will pursue PhDs and subsequent academic careers in selected core fields in the Arts and Sciences.

### c. Health-Related Services

Basic health care is provided free of charge to all students. This includes a finite number of visits to the mental hygiene division of the University Health Services. Students may waive Yale's hospitalization coverage if they are included in their parents' coverage. While the majority of students who use such services initiate contact themselves, residential college masters, deans, and freshman counselors routinely assist students in seeking counseling. Information about mental health problems (depression, eating disorders, alcohol abuse, etc.) and public health concerns (e.g., AIDS, STD) is disseminated to all students by the Department of University Health's professional health educator, by residential college masters, deans, and by peer counseling groups.

### d. Special Health-Related Services for Athletes

In recognition of the particular issues having to do with the general health of student-athletes, Yale supports a full sports medicine clinic, including these personnel and services:

\* Director of Sports Medicine. The director of sports medicine is a primary care physician who establishes a personal relationship with each athlete and treats the athletes holistically. Besides injury treatment, the director of sports medicine also deals with injury prevention, eating disorders, substance abuse, and any psychosocial problems such as grades or relationships. The sports medicine program also offers the following educational programs and services for athletes:

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- o Nutrition seminars
- o Substance abuse programs
- o Eating disorder clinics
- o Conditioning education (through the coaches)
- o Rehabilitation
- o Awareness and prevention of injury.
- o A resource area in the training center with videos about nutrition, training techniques, and other health- and fitness-related topics.

\* Orthopedic Physicians. A team of orthopedic physicians work directly with the Department of Sports Medicine and the training staff. They are available daily to evaluate athletes' injuries. An orthopedic physician is also assigned to all home and away football games.

### e. Career Counseling

Undergraduate Career Services (UCS) provides approximately 12,000 opportunities for students to have individual meetings with career services staff during the academic year. In addition, the UCS maintains a library of career, fellowship, internship, and graduate and professional school information. This includes postgraduate scholarship information available to athletes. UCS offers well over 100 workshops on a broad range of topics, including the application process for medical and law school and practice interviews with critiques of those sessions, and is the campus site for the recruiting activities of major corporations.

Recognizing the particular challenges related to the schedules of student-athletes, UCS offers special programs both in the career office (coordinated with coaches) and at locations convenient to student-athletes (such as the gymnasium). In addition, two career counselors serve as liaisons to the student-athletes, soliciting ideas for new programs and increasing awareness of existing workshops. An associate director of varsity sports is notified directly about the scheduling of all UCS workshops, and an annual meeting of career counselors and coaches also helps to ensure the communication flow and to improve the level of service for student-athletes.

The athletics department annually hosts a career fair open to all student-athletes. Student-athlete alumni from a wide variety of fields meet with current athletes to network and share ideas.

### 3. Describe the institution's process for conducting the student-athlete exit interviews required by NCAA Constitution 6.3.2 and the means by which this information is used to better the student-athlete experience. Describe other avenues available to student-athletes to provide input. Provide written materials (e.g., forms) used to document student-athlete exit interviews.

The Department of Athletics conducts the exit interview process via a written instrument and/or an in-person meeting. All senior varsity athletes are asked to voluntarily complete an eight-page written survey. In addition, one or two athletes from each varsity sport are asked to meet with a member of the Faculty Committee on Athletics or with an athletics administrator.

In 1993, the athletics department requested that the Office of Institutional Research collaborate on a professional survey instrument for both the written and oral exit interviews. The oral interview offers an excellent opportunity for the members of the Faculty Athletic Committee members to learn about the student-athlete's overview of his or her time at Yale.

The oral and written interviews have been useful in a myriad of ways and their influence has extended beyond the imagination of the originators of the initial instrument. Department of Athletics administrators and members of the Faculty Committee on Athletics have learned, through the interview process, much about the experiences of student-athletes as students and athletes, the relationship of teams to specific coaches, the importance of coaches as teachers, the way that athletics affects the quality of students' entire Yale experience, the dedication required of varsity athletes, Yale's athletes' perception of equity in and between programs, their identification of specific problems, their views of themselves, their commitment to academic efforts, the values that inform their decisions, and a host of other more intangible information faculty and administrators might intuit but would not otherwise be likely to ascertain.

The senior associate athletic director for varsity sports and compliance administers the exit interviews during the spring semester of the student-athletes' senior year. Members of the senior staff, including the athletics director review the completed surveys and identify problems that are consistently mentioned. Information gleaned from both oral and written exit interviews regularly form discussions in the Faculty Committee on Athletics meetings. The student-athlete's opinions and experiences are also discussed among the dean of Yale College, the associate and

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assistant deans, as well as the residential college deans, and have become altogether a valued and contributing part of the way Yale is able to adjudge the quality of the whole experience of those undergraduates who were members of intercollegiate teams.

Student-athletes are also encouraged to meet with their coach, the associate directors or the director of athletics if they have any questions or concerns.

The exit interviews are included in appendices C4 and C5.

4. Provide a copy of the institution's written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e. financial aid and transfers) and in other areas (e.g. harassment, hazing, abusive behavior, sexual orientation). Also, identify the individual(s) responsible for overseeing the administration of the grievance and/or appeals procedures and describe the means by which the grievance and/or appeals procedures are communicated to student-athletes and staff.

### Yale University Student-Athlete Appeals Procedure

If an issue or concern arises for any student-athlete, the following steps should be taken in order to address the matter:

#### Step 1:

If appropriate, the athlete should meet with the team captain to discuss the concern.

If the concern is not resolved: then go to

#### Step 2:

The student-athlete should discuss the concern with the head coach.

If the concern is not resolved: then go to

#### Step 3:

The student-athlete should present the concern with the associate athletics director who supervised the athlete's sport. The associate athletics director also will meet with the head coach and/or other appropriate personnel. If the issue is confidential, the administrator will not identify the name of the student in his/her discussions.

If the concern is not resolved: then the associate director will assist the athlete to initiate

#### Step 4:

The associate director and/or the student-athlete will provide a written report to the director of athletics. The athlete will meet with the director of athletics. The athletic director also will meet with the head coach and/or other pertinent personnel. The athletic director will work with all parties to resolve the issue or concern.

This policy is published annually in the Student-Athlete handbook and is also discussed in the annual meeting with each team. It is also published in the Athletics Department Staff Handbook. The policy applies to transfer appeals as well as concerns in all other areas. In addition, athletes are informed that the athletics director and the associate directors all have "open door" policies to discuss issues, ideas or concerns at any time.

5. Describe the institution's educational and support programs in the area of sexual orientation. Also, provide a description of 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.

Yale offers a major in Women and Gender Studies in which majors may choose one of three tracks: women's studies, lesbian, gay, bisexual and transgender studies; or gender studies. Additionally, The Larry Kramer Initiative for Lesbian and Gay Studies at Yale supports the Lesbian and Gay community at Yale through academic programs including lectures, conferences and symposia, special events and community building activities. In addition, all freshmen, as part of the freshmen orientation curriculum are required to attend a "connections workshop" which provides education to students about resources at Yale related to this topic.

The Yale College Undergraduate Regulations formally states all policies of the institution. The Yale College Executive Committee is responsible for the fair, consistent, and uniform enforcement of the Undergraduate Regulations. It receives complaints of alleged infractions of those regulations whether academic or nonacademic. Its jurisdiction also includes other actions on the part of undergraduates that may in the judgment of the committee

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warrant disciplinary action because they may imperil the integrity and values of the academic community or the safety of its members. The Yale College Executive Committee is responsible for the fair, consistent, and uniform enforcement of the Undergraduate Regulations. It receives complaints of alleged infractions of those regulations whether academic or nonacademic. Its jurisdiction also includes other actions on the part of undergraduates that may in the judgment of the committee warrant disciplinary action because they may imperil the integrity and values of the academic community or the safety of its members. The Executive Committee is the sole authority that may assign penalties as provided in the Undergraduate Regulations, though in some cases that authority is delegated to other University officials" such as the athletics director.

### Yale College Grievance Board for Student Complaints of Sexual Harassment

The Yale College Grievance Board for Student Complaints of Sexual Harassment exists to ensure that every student is able

to pursue his or her education at Yale free of sexual harassment. The Board was created because members of the Yale community consider sexual harassment an intolerable form of behavior, one that seriously threatens the bonds of trust upon which our community depends.

- 6. Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator (s) responsible for the institutional awareness of health, safety (including travel) and sports medicine policies. Describe the process by which these policies and guidelines are disseminated within the athletics department, who receives this information and how these issues are addressed within the athletics department. [Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]**

Yale Athletics has a very experienced and well qualified sports medicine staff. The Director of Sports Medicine is assigned by the University Health Plan and works closely with the head athletic trainer and his staff. All trainers are certified athletic trainers and two members of the staff are certified physical therapists. In addition, we are fortunate to have a very highly regarded orthopedic group who are available to all athletes. A number of these doctors are former Yale student-athletes. For non-orthopedic injuries, all athletes have access to a Yale Health Services internist, physician's assistant and nurse practitioner through the athletic medicine program. The Senior Associate Athletics Director for Varsity Sports is the designated administrator responsible for coordinating and serving as a liaison for institutional awareness of health, safety and sports medicine policies.

Athletic medicine policies and procedures are distributed to all head coaches in the Athletics Department Staff Handbook. Information is also located in the Student-Athlete Handbook. Athletes must be medically cleared, every year, prior to the start of practice by the sports medicine staff. At this time they also receive information on health and safety.

At every practice and home competition the athletic trainer or coaching staff have access to either cell phones, walkie-talkies, or emergency phones near the field of competition or practice incase there is a medical emergency. Additionally, head and assistant coaches are required to be CPR certified.

- 7. Provide a copy of the institution's emergency medical plan for practices and games, including its written emergency plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]**

The Athletic Training Policies and Procedures Guidelines for Coaching Staff are provided in the Athletics Staff Policy and Procedure Manual on pages 55-64.

- 8. Using the program area checklist for student-athlete welfare issues please:**
- a. Describe how the institution studies these topics as they apply to all student-athletes;
  - b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and
  - c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

## Equity, Welfare and Sportsmanship

### 1. Evaluation.

Student-athlete welfare issues are routinely reviewed by the coaching staff and the athletics department senior staff at the weekly management meetings, coaches meetings, and individual team staff meetings. Beyond the Department of Athletics, the groups that monitor and are interested in student-athlete welfare are the Faculty Committee on Athletics and the Captains' Council.

The Faculty Committee on Athletics, which has the Dean of Yale College as a member, and the Dean of Students and Dean of Undergraduate Studies as members ex officio, is proactive in monitoring student-athlete welfare academically and in every other way. The Faculty Committee meets with the Captains' Council annually to consider issues related to student-athlete welfare. The athletics director includes an update on various welfare programs in his annual "State of the Department" report to the Faculty Committee. Members of the Faculty Committee also conduct exit interviews with senior student-athletes, providing another opportunity to evaluate programs in place to protect and enhance student-athlete welfare.

The captains, who have always had an important role in serving as liaisons between players, coaches and administration meet eight times a year to consider issues of concern to their teams and teammates. They elect their own leaders, set their own agenda and generally exert initiative and control over student-athlete interests and matters pertaining to student-athlete welfare. As noted earlier, the Council meets regularly, raises issues of concern to student-athletes, and has the opportunity to interact with department administrators as well as the Faculty Committee on Athletics.

In addition, Yale's sports medicine staff routinely review student-athlete welfare issues as they pertain to health concerns or trends. The staff works closely with individual student-athletes and, on an on-going basis, they review general issues pertaining to practices and policies that insure the health and welfare of all student-athletes.

The athletics department solicits exit survey data from all senior student-athletes through a comprehensive instrument that includes items related to student-athlete welfare. The survey is distributed annually to all senior student-athletes. In addition, one or two seniors from each sport are invited to have a face-to-face interview with members of the Faculty Committee on Athletics. These interviews provide an opportunity for more in depth follow-up on matters pertaining to possible student-athlete welfare issues. Data from the student-athlete surveys over the past three years suggests that student-athletes have been generally pleased with their athletic experience at Yale.

### 2. Organization and Structure.

The Yale administrative and decision-making structure described elsewhere in this report (see Operating Principle 1.2, Institutional Control, in the Governance section) provides the organizational framework through which student-athlete welfare, indeed student welfare, is considered and protected. Beginning with the President, Yale Corporation and Ivy Council, in matters pertaining to policy that, among other things, addresses student-athlete welfare; proceeding through the Provost pertaining to fiscal matters; and finally to the Faculty Committee on Athletics, the Faculty Athletics Representative, the Coaches Advisory Committee, and the Captains' Council, there are numerous points in the organizational structure for the consideration of student-athlete welfare.

Most recently, discussion of student-athlete welfare has been a major focus of the Ivy League presidents in their discussions of the influence of varsity athletics on the academic performance and extra-curricular lives of student-athletes. As a result of these discussions, in June 2002, the Ivy Presidents adopted a mandatory "rest period" to give student-athletes a period of time free from obligations of their sport (see Operating Principle 2.3, Scheduling, in the Academic Integrity section). The action of the Ivy Presidents prompted extensive review and discussion at the level of the Yale Corporation as well as the FCA, Captains' Council and Coaches Advisory Committee.

The Sub-Committee believes that Yale's organizational structure facilitates both broad and deep consideration of student-athlete welfare.

### 3. Participation in Governance.

As described in numerous other sections of this report, the Captains' Council serves as the primary vehicle for student-athlete participation in governance. Each team elects its own captain, who then represents the team on the Captains' Council. The Council meets several times throughout the year and controls its own agenda. The Council also meets annually with the Faculty Committee on Athletics to review matters of concern to the student-athletes and/or areas of interest to the FCA.

The director of athletics, the associate directors and the coaching staff all have open door policies to hear the concerns of any student-athlete about virtually any issue. Similarly, the FCA is approachable through the chair

## Equity, Welfare and Sportsmanship

should student-athletes wish to raise emergent issues. For example, in 2002-2003 student-athletes and coaches were concerned about how the newly implemented Ivy League so-called "seven-week rule" was impacting their sports. A letter, signed by several students and coaches was sent to the chair of the Faculty Committee on Athletics expressing concern and requesting a discussion of the rule. As a result of this action, the FCA spent several sessions reviewing the rule and made it the single agenda item for its regular meetings with both the Captains' Council and Coaches Advisory Committee. The Faculty Committee on Athletics sent to President Levin a summary of their review with suggestions for modification of the rule. Ultimately, the Ivy League presidents did adjust the rule so that it more flexibly fit the different needs of various sports.

The subcommittee believes that student-athletes have ample influence on governance and decision-making and recommends maintenance of the same structures and programs for future years.

#### 4. Programs and Activities.

Yale provides an extensive array of programs and services (reviewed elsewhere in this report) to all students, including student-athletes. The residential college system is organized in a way to ensure that each student has access to advice and counsel from masters, deans, advisors, freshman counselors and others in virtually every area of student life both inside and outside the classroom.

Yale's philosophical commitment is to provide a varsity program which allows student-athletes to participate on teams which are competitive within the Ivy League, to succeed in national competition when possible, and yet to have as rich academic and social lives as other Yale students, most of whom also lead full extracurricular lives. The College has historically been resistant to developing any programs - academic or other - which separate student-athletes from other students, not wanting to have the cart drive the horse. Special programs might suggest or lead to a segregation from other students and an influence of athletics on a student's Yale life that the University philosophically does not wish or intend to allow. In addition, special programs might allow others to conclude incorrectly that athletes do not resemble other Yale students academically. Indeed, information from student interviews suggests that Yale athletes themselves elect to come to the University because they "do not want special treatment."

That said, student-athletes do appreciate several services and programs which speak to certain delimited situations having to do with late afternoon practice and heavy travel. There has always been a recognition that some students' athletic lives are extremely demanding and in some circumscribed instances do place special academic pressures on them. Exit interviews suggest that the majority of student-athletes report either no conflict or a reasonable and anticipated conflict between athletics and academic work and a significant proportion of respondents still find time for volunteer or other community service. But, interviews also suggest that a significant proportion also find that practice and competition sometimes affect their study time. Thus, the loaning of laptops for those traveling to away games helps compensate for reduced study time; the extension of dining hours in Commons ensures that student athletes and other non-athletes can have a nutritious meal despite late practice hours; and the availability of deans' excuses for the postponement of written classroom assignments when a deadline conflicts with a competition requiring travel are examples of programs that address the distinctive needs of athletes but not to the exclusion of other non-athlete students who might also require such consideration.

The Department also has a published grievance and appeals procedure (pages 22-23 of Student-Athlete Handbook) for student-athletes who have any issue or concern. It is a four-step procedure that begins with a meeting between the student-athlete and team captain; proceeds to discussions with the head coach; then to the associate athletic director if the concern is not resolved; and finally to the director of athletics. Information gathered in the focus group process suggested one enhancement for the existing appeals process. Student-athletes suggested that some appeals might be reviewed by an "outside" advisory committee. In discussions with the director of athletics it became clear that he often informally seeks outside advice on complicated appeals. The subcommittee thought it might be useful to formalize this process by naming an Appeals Advisory Committee each year, comprised of three members including a member of the Faculty Committee on Athletics, a college dean or master, and a member of the senior administration of Yale College. Either the director of athletics or the complaining student could activate the committee to provide advice and counsel prior to final resolution by the AD.

In its review of practices and policies related to student-athlete welfare, the Subcommittee on Equity, Welfare and Sportsmanship found Yale to be in compliance with all of the operating principles. We recommend maintenance of the programs currently in place and one enhancement (noted above) to the appeals process.

9. Please provide a copy of the institution's student-athlete handbook or, if no such handbook exists, identify the institution's method(s) for conveying athletics policies and procedures to student-athletes.

The Student-Athletes is enclosed.

## Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Programs and Activities - Greivance and Appeals Process	Maintenance of the appeals program currently in place with one enhancement to add an outside advisory committee.	Name an appeals advisory committee consisting of one member of the Faculty Committee on Athletics; a master or dean; and a member of the senior administration of Yale College.	Director of Athletics	Implement by Fall, 2004.

## Equity, Welfare and Sportsmanship

### Operating Principle

#### 4.4 Sportsmanship and Ethical Conduct

##### Self-Study Items

1. Explain how the institution is organized to further its efforts related to sportsmanship and ethical conduct and provide evidence that matters concerning sportsmanship and ethical conduct are monitored, evaluated and addressed on a continuing basis.

Deleted.

2. Attach a copy of the institution's written policies and procedures on sportsmanship and ethical conduct, including sanctions that may be levied for inappropriate behavior and describe the institution's method(s) for communicating these policies and procedures to all individuals associated with the intercollegiate athletics program.

Deleted.

3. Describe the institution's educational activities/programs in the area of violence, abuse and harassment committed by student-athletes.

Deleted.

4. Describe educational activities related to sportsmanship and ethical conduct for student-athletes, coaches, institutional staff members, boosters, support groups (e.g., alumni, cheerleaders) and all others associated with the intercollegiate athletics program.

Deleted.

5. Describe mechanisms the institution has in place to review and monitor the effectiveness of its sportsmanship and ethical conduct policies and procedures. Also, provide a brief description of incidents that have been reviewed through these mechanisms in the last three years.

Deleted.

6. Describe specific incidents over the last three years that shed light on the institution's commitment to the values of sportsmanship and ethical conduct (e.g., citations or sanctions from the conference office, sanctions or reprimands from the NCAA for conduct during its championships, awards received by the institution or its athletes for exemplary behavior in this area).

Deleted.

### Evaluation

1. Does the institution demonstrate that in the area of intercollegiate athletics, it is committed to these fundamental values of sportsmanship and ethical conduct? **Currently Yes**
2. Does the institution have established a set of written policies and procedures for this area? **Currently Yes**

## Equity, Welfare and Sportsmanship

3. Does the institution demonstrate that educational activities related to sportsmanship and ethical conduct exist for individuals and groups associated with the intercollegiate athletics experience? **Currently Yes**
4. Does the institution provide evidence that the effectiveness of activities in this area are monitored, evaluated and addressed on a continuing basis? **Currently Yes**

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

## Equity, Welfare and Sportsmanship

### RACIAL OR ETHNIC COMPOSITION ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

		Racial or Ethnic Group																				
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)					
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			
Senior Administrative Athletics Dept. Staff	F				1	1	1										5	5	5			
Other Professional Athletics Dept. Staff	F				1	1	0	.5	.5	.5	2	2	2	31.5	31.5	34						
	P																					
Head Coaches	F							3	3	3				22.5	22.5	22	1	1	1			
	P																					
Assistant Coaches	F							5.5	4.5	3.5	1			27	32	32						
	P				1	1	0	2	1	0	0	0	1	14	16	12	0	0	1			
Totals (for Athletics Dept. Personnel)	F				2	2	1	9	8	7	3	2	2	86	91	93	1	1	1			
	P				1	1	0	2	1	0	0	0	1	14	16	12	0	0	1			
Faculty-Based Athletics Board or Committee Memebtrs								2	3	3				12	11	11						
Other Advisory or Policy-Making Group Memebtrs																						

Name of person completing this chart: Barbara N. Chesler

Title: Sr. Assoc. Athletic Director

## Equity, Welfare and Sportsmanship

### RACIAL OR ETHNIC COMPOSITION STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID

Year	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	45	36	44	712	727	771	420	398	406	315	316	310	2752	2759	2870	1095	1050	950
Student-Athletes	4	4	5	30	39	27	34	29	33	20	15	15	488	509	490	69	80	85

Name of person completing this chart: Barbara N. Chesler

Title: Sr. Associate Athletic Director

## Equity, Welfare and Sportsmanship

### RACIAL OR ETHNIC COMPOSITION MEN'S AND WOMEN'S SPORTS TEAMS

Sports** Year	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball	1	1	1	1	1	1	0	1	0	2	2	3	18	23	17	1	0	0
Men's Basketball	0	0	0	0	0	0	4	3	2	2	1	0	7	9	9	0	0	2
Football	0	0	0	3	3	4	15	10	14	3	4	2	69	71	66	9	9	10
Men's Track / Cross Country	0	0	0	1	1	0	5	2	2	2	1	1	26	24	17	2	2	4
Men's Other Sports and Mixed Sports	0	0	1	13	16	11	4	5	6	4	3	1	162	176	174	29	42	38
Women's Basketball	0	0	0	1	0	0	0	0	1	0	0	0	11	15	12	1	1	2
Women's Track / Cross Country	0	0	0	0	1	0	5	4	3	1	1	0	29	25	20	0	1	1
Women's Other Sports	3	3	3	11	17	11	2	5	5	6	3	8	177	183	185	28	28	28
Total	4	4	5	30	39	27	35	30	33	20	15	15	499	526	500	70	83	85

Name of person completing this chart: Barbara Chesler

Title: Senior Associate Director of Athletics