

2007-2008
DIVISION I
ATHLETICS
CERTIFICATION
SELF-STUDY
INSTRUMENT

Introduction to Self-Study Report

Introduction to Self-Study Report

Institutional Information

1. Type of Institution: Public
2. Year institution was founded: 1881
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: 8288
6. Number of Faculty [using a full-time-equivalency (FTE) basis]: 493
7. Highest level of academic degree offered: Doctorate
8. Institution's governing entity: Board of Trustees (President K. Wielkopolski)
9. a. Regional accreditation agency: Middle States Commission on Higher Education
9. b. Date of most recent regional accreditation self-study: 2002
9. c. Current accreditation status: Accredited

Athletics Information

1. Subdivision status of athletics program (Academic Year 2008): Division I (without football)
2. Conference affiliation(s) or independent status (Academic Year 2008):

Baseball	Independent
Men's Basketball	Independent
Men's Cross Country	Independent
Men's Fencing	Independent
Men's Soccer	Atlantic Soccer Conference
Men's Swimming	Independent
Men's Tennis	Independent
Men's Track, Indoor	Independent
Men's Track, Outdoor	Independent
Men's Volleyball	Eastern Intercollegiate Volleyball Association
Women's Basketball	Independent
Women's Cross Country	Independent
Women's Fencing	Independent
Women's Soccer	United Soccer Conference
Women's Swimming	Independent

Introduction to Self-Study Report

Women's Tennis	Independent
Women's Track, Indoor	Independent
Women's Track, Outdoor	Independent
Women's Volleyball	Independent

3. Athletics program structure ('X' all that apply):

- one combined athletics department
- separate men's and women's departments
- incorporated unit separate from institution
- department within a physical education division

4. Date of NCAA major infractions case(s) (if any) since previous certification self-study and impact (if any) on the areas of the certification program. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.

During the 2000-01 academic year, NJIT failed to sponsor the minimum sports-sponsorship requirements. In addition, NJIT failed to meet the four-sport/Three season requirement while a member of NCAA Division II.

5. Other significant events (with dates) in the history of intercollegiate athletics program since previous certification self-study. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.

In 1998, the Highlanders played in the New York Collegiate Athletic Conference for four seasons, then joined the Central Atlantic Collegiate Conference (CACC) in 2002, remaining in the Division II CACC until the end of the 2005-06 academic year.

In 2004, the men's soccer program was reclassified into Division I and achieved full championship eligibility for the 2005 season. In 2005, the women's soccer program was reclassified into Division I and is scheduled to achieve full championship eligibility for the 2007 season. The remaining sports were also reclassified into Division I in 2005 and with the exception of NJIT's National Collegiate sports (men's and women's fencing and men's volleyball) are scheduled to become championship eligible in 2009-10.

The men's soccer (Atlantic Soccer Conference ? 2004-05), men's volleyball (Eastern Intercollegiate Volleyball Association), men's fencing (Middle Atlantic Collegiate Fencing Association), women's fencing (National Intercollegiate Women's Fencing Association), women's soccer (United Soccer Conference ? 2006-07) and men's and women's swimming (Metropolitan Swim Conference) compete in sport-specific leagues. The remaining teams compete as Division I independents.

Previous Certification Self-Study

1. Date of previous orientation visit, evaluation visit and interim self-study report (if applicable):

In August 2004, as a member of NCAA Division II, NJIT completed the required self-study document.

2. Initial certification-status decision rendered by the NCAA Committee on Athletics Certification (and date):

NJIT is currently conducting its initial-certification.

3. Subsequent actions or changes in certification status (if any) made by the NCAA Committee on Athletics Certification (and date):

Introduction to Self-Study Report

NJIT is conducting its first formal certification.

- 4. Changes in key senior-level positions, institutional or athletics program, (if any) since the institution's previous certification self-study. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.**

The NCAA Division I initiative was launched by President Saul K. Fenster who retired in June 2002. Robert A. Altenkirch succeeded him as President and continues to lead the university and the Division I certification effort.

In October 1998 William Van Buskirk became provost of NJIT. He served in that capacity until March 2004. For the next 14 months Joel Bloom, currently vice president for academic and student services, and head of the division including the Athletics Department, served as acting provost, followed briefly in that capacity by Urs Gauchat, currently dean of the school of architecture. In May 2005 Priscilla Nelson began her tenure as provost and continues to serve in that capacity.

Other members of the senior staff team including Henry Ross, Chief of Staff; Henry Mauermeyer Senior Vice President for Administration and Treasurer; Donald Sebastian Senior Vice President for Research and Development, and Joel Bloom, Vicer President for Academic and Student Services have remained stable in their positions over the past ten years. Only Robert Avery, Vice President for Human Resources and General Council departed in January 2004. He was replaced by Theodore Johnson, Chair of the NCAA Certification Steering Committee, as vice president for human resources and by Holly Stern as general council.

The department of athletics has seen an addition of an associate athletic director/senior woman administrator in July 2006. This position currently is the second senior level position behind the director of athletics, who has held the position since August 2000.

- 5. Significant changes impacting the institution and/or athletics program, if any (e.g., conference affiliation, sports sponsored, changes in admissions standards, significant changes in graduation rates, changes in mission statement of the athletics program, changes in fiscal stability/condition of the athletics program), since the institution's previous certification self-study. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.**

The Department of Athletics currently offers 19 varsity intercollegiate sports. Of the 19 varsity sports, the most recently added intercollegiate sports added were Men's and Women's Indoor and Outdoor Track & Field (added for competition in 2006-07). Additionally, Cross Country was re-established as a varsity sport at NJIT in 2003, after a number of years of inactivity and support.

The men's volleyball (Eastern Intercollegiate Volleyball Association), men's fencing (Middle Atlantic Collegiate Fencing Association), women's fencing (National Intercollegiate Women's Fencing Association), women's soccer (United Soccer Conference and men's and women's swimming (Metropolitan Swim Conference) compete in sport-specific leagues. The remaining teams compete as Division I independents.

Changes in fiscal stability/condition of the athletic program - During the course of our reclassification, we have continually benchmarked our department finances, and individual team budgets- salaries, scholarship and operating, against like schools, in conferences in which we seek membership.

Since NJIT announced the intent to reclassify into Division I, the department budget has increased over 150% and is reviewed annually for possible improvements.

The university is committed to the goal of being competitive in all sports. Although our budgets have remained healthy, but unstable due to our status as an independent, they will stabilize when we become a full member of an all sport conference.

Certification Self-Study Information

1. Steering Committee Chair: Dr. Theodore Johnson
2. Chief report writer/editor of self-study report: Ms. Pamela Johnson

Introduction to Self-Study Report

3. Describe the extent of broad-based participation of campus constituencies in the self-study. Specifically, report on the opportunities that actually were provided to various individuals or groups in the broad-campus community to: (a) offer input into the self-study report before its findings and plans for improvement were formulated, and (b) review the self-study report after it was drafted.

- Faculty and staff, in conjunction with students and student-athletes, served on the steering committee. This committee met several times over the past one year and involved a broad range of university constituents in the various subcommittees and the work those subcommittees conducted.
- Each of the subcommittees, particularly the Gender Equity and Student Wellness Subcommittee, conducted extensive interviews with students, faculty, and staff across campus.
- The three subcommittees involved more than 60 people or about 5% of the total NJIT staff and faculty.
- Leaders of the steering committee also met with the Student Athletic Advisory Committee (SAAC) to solicit input into the self-study and plan and co-sponsor events for fall 2008.
- At the outset of the certification process, the NJIT Communications Office sent press releases announcing the effort and the objectives. A second press release is scheduled for the week following the reports completion.
- Finally, the certification report was posted on the NJIT web site for public comment in advance of its submission.

4. Provide a copy of the institution's written plan for conducting the self-study.

OBJECTIVES RELATED TO THE SELF-STUDY

1. Stated Goals

- To create policies and procedures for the New Jersey Institute of Technology (NJIT) athletics program that are in harmony with the mission and goals of the institution and its strategic plan.
- To create an awareness of and to remind the faculty and other Athletics Department constituents of the operating principles of the National Collegiate Athletic Association and the importance of conducting the NJIT athletics program in concert with those principles.
- To affirm that the rules and compliance program meet the highest standards of the National Collegiate Athletic Association and university regulations.
- To heighten the awareness of faculty, staff and other members of the university community and create a dialogue regarding the athletics program and its goals and purposes.
- To assess the strengths and weaknesses of the NJIT athletics program relative to NCAA operating principles and to develop initial short-term and long-term strategies in areas as stipulated by the self-study guidelines.
- To assure the public and university community that the athletics program continues to be conducted with uncompromising ethical practices and integrity.
- To receive an unconditional certification from the NCAA Certification Committee.

2. First Cycle Institutional Plans and NCAA Required Actions

- NJIT is a provisional member and this certification process is our first cycle.

MAJOR COMPONENTS OF THE SELF-STUDY

1. Appointment of the Steering Committee Chair

In April 2007, President Robert A. Altenkirch selected Dr. Theodore Johnson to chair the Self-Study Steering Committee.

2. Appointment of the Steering Committee and Subcommittees

In June 2007, President Altenkirch sent a letter to prospective steering committee members asking them to serve and contribute their expertise during the one-year certification process.

3. Campus Liaison

Pamela Johnson has been asked to serve in the capacity of campus liaison until a member of the Athletics Department can assume those responsibilities later in the semester. Ms. Johnson will continue to assist Dr. Johnson throughout the one-year process. Ms. Johnson is the office manager in the Human Resources Office.

Introduction to Self-Study Report

Duties will include:

- Serving as the primary liaison with the NCAA and represent the Steering Committee in its communication to the association.
- Posting of all committee and subcommittee reports online, with the assistance of the Athletics Department staff.
- Coordinating arrangements associated with the NCAA Orientation Videoconference and the evaluation visit, including lodging and travel arrangements for the peer review team.
- Serving on the Steering Committee.
- Organizing all work-related needs of the Steering Committee, the Peer Review Team and NCAA staff during evaluation.
- Scheduling interviews and meetings during the evaluation visit.

4. Chief Report Writer and Athletics Department Support

Alexis Schug, associate athletics director/senior women's administrator (SWA), Athletics Department will assist Dr. Johnson and serve on the Compliance Subcommittee.

The report will be organized and submitted using the web based-software Athletics Certification System.

Risa Ott, assistant athletics director for compliance/senior women's administrator (SWA) will serve on the Steering Committee and as assistant to the chair. Her duties will include helping the chair and subcommittees access information, organizing and support.

5. Steering Committee Members

Robert A. Altenkirch President
 Theodore Johnson (Chair) Vice President, Human Resources
 Joel Bloom Vice President, Academic/Student Services
 Roy Cornely Tenured Professor, Elect. & Comp. Engineering
 Leonard Kaplan Sr. Administrator, Athletics
 Holly Stern, Esq (Sub-Comm. Chair) General Counsel
 Robert English (Sub-Comm. Chair) Chair, Engineering & Technology
 Phyllis L. Bolling (Sub-Comm. Chair) Dir, Counseling Ctr
 Denise P. Coleman Director, Labor/Employee Rel. & Compliance
 Risa Ott Assist. Dir, Athletics for Compliance
 Demetrius Papageorgiou Professor, Mathematical Sciences
 Dale Gary Professor, Physics
 Eugene (Perry) Deess Director, Institutional Research and Planning
 Alexis Schug Associate Athletics Director
 Coach
 Student Athlete
 Joseph Thompson University Registrar
 Coach
 Jay Meegoda Professor, Civil & Environmental Engineering
 Richard Sher Distinguished Professor, Federated History
 Rajiv Mehta Assoc Professor, School of Management
 Kathryn Kelly Associate Vice Pres. For Enrollment Services
 Student Athlete
 Dana Knox Assoc. Provost, Undergraduate Programs
 Ronald Kane Dean Graduate Studies
 Sharon Morgan Dean, First Year Students
 Tim Wuorinen Compliance Coordinator
 Laurence (Tony) Howell Exec Dir, EOP
 Ivon Nunez Director, Financial Aid
 Steve Harrell Assoc Director, Student Employ. Manager
 Patrick Fields Assist. Reg/Trans Eval
 Marybeth Boger Director, University Learning Center
 Bruce Bukiet Assoc. Professor, Mathematical Sciences
 Fadi Deek Dean, CSLA
 Laurent Simon Assoc Prof, Chemical Engineering
 Nancy Jackson Professor, Chemistry & Environ. Science

Introduction to Self-Study Report

Walid Hubbi Assoc Prof, Elect. & Comp. Eng.
Gabriele Esperdy Assoc Prof, NJ School of Architecture
Marguerite Schneider Assoc. Prof, School of Management
Coach
Student Athlete
Edward Bishof Associate Vice President for University Budgeting
Marybeth Boger Director, University Learning Center

6. Outline and Schedule for Completion of Self-Study

August 2007: Initial subcommittee chairpersons met to discuss the self-study process

September 2007: Subcommittee meeting to discuss committee structure and assign Steering Committee members to the three principle areas as stipulated in the self-study instrument.

September 25, 2007: Steering Committee meeting to formally charge those volunteers with the responsibility of compiling the data, conducting interviews, and preparing a draft document for review by January 22, 2008.

October 10, 2007: NCAA orientation video conference and general organizational meeting of Steering Committee and subcommittees.

October 30, 2007: Steering Committee meeting (progress report from three subcommittees).

November 13, 2007: Organizational/procedural meeting with subcommittee chairs and Athletics Department liaisons. Review of attendance log, minutes taking/reporting, and report writing procedures. Identify process for collecting data, and identification of needed data

November 15, 2007: Meetings of subcommittees begin to review self-study questions and operating principles and to begin data collection.

December 8, 2007: Progress reports due from all subcommittees to the Steering Committee.

December 12, 2007: Steering Committee meets to review progress reports and drafts of all subcommittees' findings and to give feedback to subcommittees. Subcommittee chairs to report to Steering Committee any major concerns with the findings and/or the process of the self-study.

December-April: Steering Committee meetings on the fourth Monday of every month to monitor progress of subcommittees.

November-April Subcommittees develop written responses to self-study questions, operating principles, and evaluation based on their findings. Subcommittees prepare draft of recommendations for institutional plans for improvement.

January 15, 2008 Steering Committee meets to discuss student participation in self-study process; class schedule; Board of Trustees agenda item; report from Steering Committee members (Nashville trip); Q & A regarding self study process; subcommittees submit draft sections of self-study.

Governance and Commitment to Rules Compliance Subcommittee submits to Steering Committee rough draft of responses to all self-study questions, operating principles, evaluation, and plans for improvement. Chief report writer will forward rough draft to campus liaison to post on NJIT's website for campus/community feedback.

Equity and Student-Athlete Welfare and Academic Integrity Subcommittees will submit a progress report to the Steering Committee of findings and/or concerns.

January 22, 2008 : Steering Committee gives feedback to Governance and Commitment to Rules Compliance Subcommittee chairs.

Steering Committee reviews progress reports and drafts of Equity and Student-Athlete Welfare Subcommittees and gives feedback to sub-committees. Subcommittee chairs are to report to Steering Committee any major concerns with the findings and/or the process of the self-study.

Introduction to Self-Study Report

January 24, 2008: Report writer will submit necessary revision requests to the Governance and Commitment to Rules Compliance Subcommittee chairs.

January 24, 2008: Governance and Commitment to Rules Compliance Subcommittees will submit subcommittees' final draft to report writer; Pamela Johnson** to enter in web-based system.

February 14, 2008: ?Subcommittee submits to Steering Committee rough draft of responses to all self-study questions, operating principles, evaluation, and plans for improvement. Chief report writer will forward rough draft to campus liaison to post on NJIT's website for campus/community feedback.

Equity and Student-Athlete Welfare Subcommittees submit to Steering Committee rough draft of responses to all self-study questions, operating principles, evaluation, and plans for improvement. Chief report writer will forward rough draft to campus liaison to post on NJIT's website for campus/community feedback.

February 26, 2008: The Steering Committee will give final approval for the Governance and Commitment to Rules Compliance Subcommittees' plans and will post on the Athletics Department's website.

The Steering Committee gives feedback to Academic Integrity Sub-committee chairs.

The Steering Committee gives feedback to Equity and Student-Athlete Welfare Subcommittee chairs for 3.1 and 3.2.

February 28, 2007: Report writer will submit necessary revision requests to the Academic Integrity Subcommittee chairs.

March 2, 2008: Report writer will submit necessary revision requests to the Equity and Student-Athlete Welfare Subcommittee chairs for 3.1 and 3.2.

March 14, 2008: Academic Integrity Subcommittee will submit subcommittees' final draft to report writer; Pamela Johnson** to enter in web-based system.

March 16, 2008: Equity and Student-Athlete Welfare 3.1 and 3.2 sub-committees will submit subcommittees' final draft to report writer; Pamela Johnson** to enter in web-based system.

March 18, 2008: The Steering Committee will give final approval for the Academic Integrity Subcommittees' plans and will post on the Athletics Department's website.

The Steering Committee will give final approval for the Equity and Student-Athlete Welfare Subcommittee plans for 3.1 and 3.2 and will post on the Athletics Department's website.

The Steering Committee gives feedback to Equity Student-Athlete Welfare Subcommittee chair for 3.3.

March 30, 2008: Report writer will submit necessary revision requests to the Equity and Student-Athlete Welfare Subcommittee chair for 3.3.

April 8, 2008: Equity and Student-Athlete Welfare 3.3 Sub-committee will submit subcommittees' final draft to report writer; Pamela Johnson to enter in web-based system.

April 29, 2008: The Steering Committee will give final approval for the Equity and Student-Athlete Welfare Subcommittee plans for 3.3. Chief report writer will forward rough draft to campus liaison to post on NJIT's website for campus/community feedback.

By April 24, 2008: Begin posting of complete first draft of Self-Study/Plans for Improvement on Athletics Department website (<http://njithighlanders.cstv.com>) with feedback option.

Dates out of order??? Check web address above, too.

Open forum invitation and self-study update letter from chair e-mailed to university community through Campus Connection publication.

April 27, 2008: Open Forum for university community, including coaches and student-athletes. Written feedback tool utilized to collect feedback.

April 27, 2008: Collected feedback distributed to subcommittee chairs.

Introduction to Self-Study Report

April 30, 2008: Steering Committee meets to review final edits.

May 1, 2008: Submit final draft of report to NCAA.

Issue media release announcing completion of report and major recommendations.

October 1-15, 2008: Peer Review Visit.

by February, 2009: Final Committee Review

6. Plans for Outside Involvement

There are no current plans for hiring a consultant and external involvement in the certification process.

7. Institutional Guidelines for Writing and Editing The Report

The Steering Committee and subcommittees will have access to all information and materials deemed necessary to complete the self-study. Minutes of each subcommittee meeting will be maintained by the subcommittee's designated record keeper. Each subcommittee will determine how and by whom the reports will be written.

The president has emphasized that the self-study has a high priority on campus and has committed sufficient resources needed for collecting data and producing report drafts to support and conduct a comprehensive study.

The Steering Committee has been given clear authority by the president to speak and to act on behalf of the institution with regard to the self-study process.

8. Process for Reviewing Subcommittee and Steering Committee Draft Reports

Subcommittees will initially submit reports and draft reports online, where they will be made available to the entire committee. As drafts are finalized, they will be made available online to the entire NJIT community for review and comment. We intend to maintain an open forum for all who are interested in this process.

9. Process for Developing Final Self-Study

Once subcommittees have completed their reports to the Steering Committee, findings will be posted online. After a reasonable period, the sub committee may choose to respond to concerns and questions online. They may also choose to modify their report based on feedback from the Steering Committee or other stakeholders who comment online. The campus liaison, (Pamela Johnson) will be responsible for building and maintaining a website and for collecting public comments.

10. Plans for Communicating Work with the Institution

NJIT and the Steering Committee will partner with student leadership to co-sponsor an event for the university community, including coaches and student-athletes as well as the outside university community in May of 2008 . NJIT will also post all copies of committee reports and drafts of the self-study online.

In addition, periodic reports throughout the year will be presented to the Board of Trustees for their comments and questions.

11. Plans for Communicating Work with the Media and Public

Space has been designated for NCAA certification and self-study materials on the Athletics Department web page.

Communication of work by the Steering Committee and subcommittees will be the responsibility of Dr. Theodore Johnson, the Steering Committee chair.

The Chair will:

- Speak on behalf of the institution on all matters related to the self-study.
- Coordinate a local media release in October of 2007 announcing the start of the self-study.
- Make regular institutional progress reports on the self-study at faculty meetings, athletics staff meetings and athletics committee meetings (i.e., Athletics Board and Student-Athlete Advisory Committee).
- Coordinate a second local media release in May of 2008, announcing the completion of the final draft and announcing any major recommendations for improvements.
- Upon notification of the decision of the Committee on Athletics Certification, coordinate a media release announcing the decision.

NOTE: **Pamela Johnson will serve temporarily as report writer.

Introduction to Self-Study Report

5. Please provide the institution's mission, philosophy and goals statement and the athletics program's mission, philosophy and goals statement. Also, indicate the dates of formal approval for the latest versions.

Mission

NJIT is the state's technological research university, committed to the pursuit of excellence:

- in undergraduate, graduate, and continuing professional education, preparing students for productive careers and amplifying their potential for lifelong personal and professional growth;
- in the conduct of research with emphasis on applied, interdisciplinary efforts encompassing architecture, the sciences, including the health sciences, engineering, mathematics, transportation and infrastructure systems, information and communications technologies;
- in contributing to economic development through the state's largest business incubator system, workforce development, joint ventures with government and the business community, and through the development of intellectual property;
- in service to both its urban environment and the broader society of the state and nation by conducting public policy studies, making educational opportunities widely available, and initiating community-building projects. NJIT prepares its graduates for positions of leadership as professionals and as citizens; provides educational opportunities for the broadly diverse student body; responds to needs of large and small businesses, state and local governmental agencies, and civic organizations; partners with educational institutions at all levels to accomplish its mission; and advances the uses of technology as a means of improving the quality of life.

Vision

A preeminent technological research university known for innovation, entrepreneurship, and engagement.

Core Values

Our core values reflect our beliefs, guide our behavior, shape our culture, and in so doing establish a sense of community and common purpose.

- Excellence: We pursue excellence in all that we do and will be satisfied with nothing less than meeting and sustaining the highest standards of performance.
- Integrity: We are honest and ethical in all we do, keep our promises, and acknowledge our mistakes.
- Student-Centered: We care for our students as individuals and make every effort to build enduring relationships by responding to their needs.
- Civility: We treat each other with respect and with dignity and communicate frequently and with candor.
- Diversity: We celebrate the diversity of our university community and are sensitive to cultural and personal differences. We do not tolerate discrimination of any form.

Value Proposition

NJIT provides accessible, affordable education for the technological professions to a diverse student body, delivers practical research results to its sponsors, and is an active participant in the life of the community in which it lives.

Goals

NJIT's goals are to

1. enhance our educational programs,
2. enhance and focus our research efforts,
3. strengthen our sense of community,
4. enhance our revenue base,
5. impact the economy, and
6. strengthen our efforts in civic engagement

ATHLETICS MISSION STATEMENT

The mission of the Athletic Department is to provide and operate an intercollegiate athletic program that is an integral part of the university. As an integral part of the total educational program, our goals as a department are to both enhance the physical and moral welfare of its participants commensurate with their educational goals and in support of the university's ideals. Key components of our mission include: quality programs of fitness, health, intramurals, and intercollegiate athletics which impact the quality of campus life, spirit and overall retention, attraction and university reputation. The Athletic Department supports equitable opportunities for all students and staff including women (reflected in our commitment to be in full compliance with Title IX regulations) and minorities in its programs. Additionally, the Athletic Department provides the personnel and program tools that are necessary

Introduction to Self-Study Report

to enable student-athletes to pursue excellence in developing personal, academic, and athletic skills and, in so doing, supports the university in achieving its mission.

The intercollegiate athletics program is to be a source of pride for NJIT, its students, alumni, the Newark community and the State of New Jersey.

Developed and implemented in 2005.

Governance and Commitment to Rules Compliance

Operating Principle

1.1 Institutional Control, Presidential Authority and Shared Responsibilities

Self-Study Items

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 Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). 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.

Not applicable, as this is the institution's first Division I Self-Study Report.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. 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.

Not applicable, as this is the institution's first Division I Self-Study Report.

3. Describe any additional plans for improvement/recommendations relating to Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Not applicable, as this is the institution's first Division I Self-Study Report.

4. Describe how the institution's governing board decisions are consistent with those of other on-campus units. Based upon the institution's experience in the last three years, list the decisions (if any) related to intercollegiate athletics in which the institution's governing board or individual board members have been significantly involved.

The institution's governing board decisions on intercollegiate athletic activity are consistent with those of other on-campus units.

The Board of Trustees has made a number of significant decisions with respect to intercollegiate athletics at NJIT, both within the last three years and prior thereto. Specifically, in 2003, the Board of Trustees approved the university's strategic plan for the years 2004 to 2010, which included moving the men's soccer program to NCAA Division I by Spring 2005. This reclassification was an integral part of the full intercollegiate athletics program's move from NCAA Division II to Division I. The reclassification initiative was identified by a Board appointed task force charged with enhancing and enriching the quality of life of the university community and ensuring a focus on the student. The task force, populated by individuals across the university, identified three tactics: establish an Athletics Oversight Committee; begin facilities upgrades, and initiate the Division I application process.

The strategic and operational plan including athletics was presented to, reviewed, and approved by the Board of Trustees on February 12, 2004, along with a fund allocation from public and private sources to support the identified initiatives.

Governance and Commitment to Rules Compliance

At subsequent meetings, the Board of Trustees reviewed a plan to initiate the Highlanders Athletics Campaign, an initiative intended to raise five million (\$5,000,000.00) for athletics facilities, athletics scholarships and program support. In addition to establishing the importance of upgrading and strengthening NJIT's athletics program, the Board of Trustees reviewed the role of key university administration officials with respect to the campaign. Subsequently, the Board of Trustees is kept regularly apprised of the status of the Athletics campaign.

The Board of Trustees specifically approved a resolution to request reclassification of the athletics program from NCAA Division II to Division I on November 4, 2004, and is kept regularly apprised by the administration of developments in the process.

The Board of Trustees also specifically requisitioned and reviewed, through its Audit Committee and through the Board as a whole, an internally prepared Athletics Department Audit.

In addition to the foregoing, the Board of Trustees reviews and approves the overall master planning process for the university, which includes upgrades and improvements to the current athletics facilities, and reviews and approves an annual athletics budget that reflects expenditures and revenues.

5. Based upon the institution's experience in the last three years, list the decisions related to intercollegiate athletics in which the institution's president or chancellor has been significantly involved.

In the past three years, the president was responsible for the following actions related to the athletics program:

- Envisioned and led the initiative to request reclassification of the athletics program from NCAA Division II to Division I. In this regard, he created and presided over the task force that rendered the strategic and operational plan including athletics which included, as part of its objectives, the decision to move the men's soccer program to Division I status by Spring 2005.
- Presented the strategic and operational plan including athletics to the Board of Trustees.
- Authorized and approved the Highlanders Athletics Campaign.
- Presented to the Board of Trustees, for its approval, the Resolution to Request Reclassification of the Athletics Program from NCAA Division II to Division I.
- Directed the initiation of the Athletics Department Audit as one of the first objectives of the then newly hired university internal auditor.
- Approved all significant hiring and termination decisions within the Athletics Department (e.g., the recent hire of the men's head basketball coach) as well as authorized and approved the current Athletics Department organizational structure.
- Initiated the development and the adoption of the university master plan, which includes capital improvements for the athletics facilities.
- Created the Division I Certification Steering Committee and oversaw the institution's self-study.
- Approved funding for designation of capital projects, including improvements to the athletics facilities.
- Created the Compliance and Eligibility Committee to insure that student-athletes satisfactorily meet and maintain academic progress requirements as defined by the university and NCAA per NCAA Bylaw 14.10.1.

6. Describe the process by which the institution makes major decisions regarding intercollegiate athletics. If the institution has different processes for making various major decisions regarding intercollegiate athletics, describe the process for making each major decision. For each process, describe the role and authority of the institution's governing board, the president or chancellor, the athletics board or committee (if one exists), the faculty athletics representative(s), the director of athletics, and any other appropriate campus constituencies (e.g., faculty, students, institutional personnel involved in rules-compliance activities) in the process.

As a senior public research institution of the State of New Jersey, NJIT is established pursuant to legislation, which grants authority to the Board of Trustees, to have general supervision over and be vested with the conduct, control, management and administration of the university. The Board of Trustees is an autonomous board appointed by the governor. It is specifically vested with the authority to determine the policies for the university, direct expenditures and disburse all monies appropriated by the state, received through tuition or other sources (gifts, bequests, grants). It also is specifically vested with the responsibility for appointing and fixing the terms of employment for the university president, as the executive officer of the university, who is assigned and delegated duties consistent with the purposes of the enabling legislation and the best interests of the university.

Governance and Commitment to Rules Compliance

The president of NJIT, appointed by the Board of Trustees, is the university's chief executive officer. He serves as the administrative liaison to the Executive Committee of the Board of Trustees, and both prepares the agenda of Board meetings, and serves as the primary agent through whom reports to the Board of Trustees are regularly made. After review and consultation with the Board of Trustees, he administers all Board policies, provides leadership in developing university policies and programs, and represents the university before external legislative and regulatory agencies.

The president meets with his cabinet at least on a weekly basis. The cabinet includes all vice presidents, the general counsel and the chief of staff. Such meetings are intended to set the university agenda and review key issues related to university operation, programmatic mission, and physical maintenance of the university; the development and preparation of the university budget; impact of legislative developments on the state and federal level; provision for and development of academic programs, student health and welfare, capital improvements, development campaigns and fundraising; collective negotiations and personnel management.

The vice president for academic and student services has significant responsibility for decision making regarding athletics, as his array of responsibilities includes eight units of the university. In that regard, he makes personnel decisions and evaluates both directly (for his direct reports) and indirectly (for the personnel within each division). He also directs, manages, and evaluates the operations of each unit, including their compliance with NCAA regulations. (The athletics director reports directly to the vice president for academic and student services.) His responsibilities include negotiating with external agencies for the use of facilities by NJIT athletic teams (such as the Prudential Arena and Newark Bears Stadium). Outside the Athletics Department, he is the individual primarily responsible for compliance with NCAA regulations. For example, the assistant athletics director for compliance not only directly reports to the associate director of athletics/senior women's administrator (SWA) but also reports indirectly to the vice president for academic and student services.

Admissions, the registrar, and student financial aid services (SFAS) report to Kathryn Kelly, associate vice president of enrollment services and dean of admissions, who in turn reports to the vice president for academic and student services. The director of admissions makes all admission decisions with respect to all prospective students, including prospective student-athletes, in compliance with NCAA eligibility rules and procedures. The registrar reviews compliance with continuing eligibility standards for all student-athletes. SFAS works closely with the director of athletics to distribute and monitor student-athlete financial aid to ensure compliance with NCAA rules.

The senior vice president for administration and treasurer is responsible for all fiscal functions of the university, as well as all business, facilities, plant management. He is significantly involved in decisions regarding allocation of capital expenditures and assignment of plant personnel affecting the athletics facilities.

The vice president for advancement is responsible for fund raising and capital campaigns which directly support athletics at NJIT, and reports on the status of these campaigns at meetings of the Board of Trustees.

Additional administrators having decision making responsibilities with respect to athletics and athletics compliance include the general counsel, the internal auditor and the ethics liaison officer. The general counsel provides legal advice to the university, through its administration, on matters directly impacting athletics. These matters include advice related to legal compliance and potential violations of NCAA regulations, contractual review of agreements related to use and operation of the facilities by external agencies, review of agreements related to use of external facilities, review of required athletics policies, and providing advice regarding employment determinations. The general counsel would also lead any investigation into allegations of potentially major rules violations.

The internal auditor maintains a direct reporting line to the Board of Trustees, and an operational line to the senior vice president for administration and treasurer. Her responsibilities with regard to athletics (and rules compliance) include conducting financial and compliance audits/reviews, and conducting independent reviews of the department's financial reporting system,

Reporting to the vice president of human resources, the ethics liaison officer is responsible for ensuring university compliance with applicable regulatory authority of all types, including a special emphasis on NCAA guidelines and requirements.

The faculty athletics representative (FAR) reports directly to the president; his role is to represent the faculty in the conduct of NJIT's intercollegiate athletics program. The FAR is to respond to concerns of the faculty regarding matters of athletics with emphasis on student-athlete welfare issues; maintain open communication with athletics personnel; and ensure that the behaviors of the Athletics Department are consistent with all other campus units. The FAR is a member of the Compliance and Eligibility Committee and fosters the objectives of the Athletics Department. The FAR has a standing invitation to attend athletics administrative meetings and monthly rules-education meetings and is a key liaison to the Athletics Department.

Governance and Commitment to Rules Compliance

Members of the Compliance and Eligibility Committee meet to discuss ongoing academic and compliance concerns facing current, transfer, and prospective student-athletes. Key areas of discussion have included streamlining transfer-credit evaluation, early registration, continuing eligibility, the university absence policy, and academic advising. The committee is also exploring the development of a faculty mentoring program. The committee recently implemented a university-wide plan to disseminate a standardized student academic progress form to all faculty so the academic well-being of student-athletes could be regularly monitored to ensure satisfactory progress toward degree completion.

The director of athletics (senior administrator for athletics, intramurals, physical education and recreation) reports directly to the vice president for academic and student services. This position leads and implements the strategic and operational planning of the Athletics Department, including management of physical education, intramurals, recreation, business, facilities, events, compliance, sports information, and recruitment for NJIT. Decision making covers all aspects of the management of athletics, including meeting with stakeholder groups in order to meet the needs of the school community, fund raising, hiring, supervision, and evaluation of all staff, managing the physical education facility, preparing budgets, and recruiting.

7. Please provide the composition of the athletics board or committee (including titles and positions).

There is currently no governing board for athletics; however, as a recommendation from the last compliance review in the Spring of 2007, an athletics oversight committee is being formed and will be in operation by the end of Spring 2008.

Information to be available for review by the peer-review team, if requested:

- Minutes of athletics board or committee meetings.
- Composition of the institution's governing board (including titles and positions).
- Minutes of the institution's governing board meetings. (Please flag those that relate to the athletics program or athletics interests.)
- Published policies of the institution's governing board. (Please flag those that relate to the athletics program or athletics interests.)
- An institutional organizational chart and an athletics department organizational chart.

Evaluation

1. Does the institution demonstrate that the institution's governing board provides oversight and broad policy formulation for intercollegiate athletics in a manner consistent with other units of the institution? **Currently Yes**
2. Does the institution demonstrate that the president or chancellor is assigned ultimate responsibility and authority for the operation and personnel of the athletics program? **Currently Yes**
3. Does the institution demonstrate that appropriate campus constituencies have the opportunity, under the purview of the president or chancellor, to provide input into the formulation of policies relating to the conduct of the athletics program and to review periodically the implementation of such policies? **Currently Yes**

Governance and Commitment to Rules Compliance

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Compliance Infrastructure	Develop an Athletic Oversight Committee	Identify potential members, develop a charter, set first meeting date	President and Director of Athletics	Completed April 2008
Compliance Infrastructure	Need for effective and engaged Faculty Athletics Representative	Identify, and interview potential new FAR candidates. Presidential appointment. Review FAR job description. Begin education process	President and Director of Athletics	Completed March 2008
Booster Organizations	Increase education with boosters and campus constituents	The booster brochure was distributed via email blast to all NJIT faculty and staff and placed on the athletics website.	Assistant Director of Athletic Compliance, Development Office, Computing Services	Completed March 2008
Financial Aid	Identify individual, or create committee, external to athletics department, to have oversight of financial aid issues/and or systems	Expand Associate Director of Financial Aid job description to include external oversight of all financial aid issues and/ or systems as they relate to athletics.	Vice President for Academic & Student Services, Director of Athletics, Director of Financial Aid	Completed April 2008
Investigations/ Reporting Policies and Procedures	Review policies and procedures relative to investigating and reporting of rules violations.	Review investigation policies and procedures when using university or outside counsel.	Director of Athletics, Assistant Athletic Director for Compliance, Athletic Oversight Committee, University Counsel	Completed December 2007; The Athletic Oversight Committee will review in May 2008
Team Travel	Require more detailed explanation on petty cash expenses on trips (i.e. tips)	Review and update travel expense forms as necessary. Update procedures to require written documentation of all petty cash reimbursements requests.	Assistant Athletic Director for Business	Completed September 2007

Governance and Commitment to Rules Compliance

Operating Principle

1.2 Rules Compliance

Self-Study Items

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 Operating Principle 1.2 (Rules Compliance). 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.

Not applicable, as this is the institution's first Division I Self-Study Report.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process for Operating Principle 1.2 (Rules Compliance). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. 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.

Not applicable, as this is the institution's first Division I Self-Study Report.

3. Describe any additional plans for improvement/recommendations relating to Operating Principle 1.2 (Rules Compliance) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Not applicable, as this is the institution's first Division I Self-Study Report.

4. Describe how the activities of the institution's athletics booster groups, support groups and other representatives of the institution's athletics interests are maintained under the clear control of the institution, including whether institutional personnel serve on booster-club, support group or foundation boards.

AT NJIT there are no specific athletics booster groups.

NJIT has long encouraged the support of its athletics program by alumni, students, parents, faculty, staff, and friends of the university through various support groups. Currently, NJIT's Office of University Advancement is in the midst of the university's five year, \$5 million Highlanders Athletics Campaign as part of its fundraising through the university's 501(c)(3) Foundation. The campaign's goal is to elevate the entire intercollegiate athletics program with the focus on raising funds for the upgrading of athletics facilities and increasing athletic scholarship monies. The coordinator of the campaign is an Office of Advancement staff member and holds the title of "campaign director." In addition to managing the Highlanders Athletics Campaign, the campaign director serves as a resource for the director of athletics in managing gifts and donations in support of the athletics program. The campaign director reports to the vice president for advancement who in turn reports directly to the president.

Booster involvement and activities are sponsored and maintained through the university's Highlander Athletic Fund, a program dedicated to enhancing the experience of all NJIT students through continuing, long-term financial support for the Athletics Department. Led by the university's director of athletics, the main goals of the Highlander Athletic Fund are to increase the university's athletics program's regional and national profiles, encourage support

Governance and Commitment to Rules Compliance

for the athletic teams, and promote support and involvement by alumni, students, faculty, staff, and friends of the university. The fund's Highlander Advisory Board, comprised of several alumni, reports to the director of athletics. The university's vice president for academic and student services, vice president for advancement, associate athletics director/SWA, and assistant vice president for planned giving serve as ex-officio members of the Advisory Board. The Fund also maintains the boosters section of the university's athletics website, which not only encourages support for its athletics program but also details NJIT's commitment to NCAA regulations regarding booster activity and sets out permissible/impermissible activities. All funds raised by these groups are deposited into university accounts managed by the Office of University Advancement and subject to the same controls (e.g., audits) as other department accounts.

5. Identify how the institution has organized itself to maintain compliance with NCAA rules. Specify the individual (other than the institution's compliance officer/coordinator) who the president or chancellor designates as being responsible for the institution's rules compliance. Also, include a description of the reporting lines for and responsibilities assigned to the faculty athletics representative, director of athletics, compliance coordinator, coaches, and other key individuals inside and outside athletics (e.g., registrar, financial aid officer, admissions director, internal auditor) who are responsible for documenting and monitoring compliance with NCAA rules, including but not limited to eligibility certification, investigation and self reporting of violations and monitoring of financial aid.

The president has designated the vice president for academic and student services as ultimately responsible for university compliance with NCAA rules and regulations, with the director of athletics reporting directly to the vice president. The vice president has designated the director of athletics to hold direct accountability for compliance with NJIT, any affiliated athletics conference and NCAA rules and regulations. The assistant athletics director for compliance assists the director of athletics by conducting the day-to-day operations to ensure compliance. With an indirect report to the vice president for academic and student services, the assistant athletics director for compliance reports directly to the associate director of athletics/SWA. The assistant athletics director for compliance ensures that NJIT complies with the regulations, policies, and guidelines of NJIT, any affiliated athletics conference and the NCAA.

Director of Athletics

Compliance responsibilities of the director of athletics include:

- Defining clear expectations for rules compliance for all aspects of the athletics program
- Communicating expectation of full compliance and compliance policy and procedures to coaches, staff, student-athletes and athletics boosters through in-person and written communication
- Reviewing self-reports of rules violations and other investigations
- Receiving compliance training and attends compliance meetings
- Ensuring that departmental hiring policies include a commitment to NCAA rules compliance
- Representing NJIT at NCAA Regional Rules Seminars
- Representing NJIT at NCAA Convention
- Reviewing and signing NCAA waiver requests
- Responsibility for allocating athletic scholarship dollars
- Attending compliance meetings
- Signing compliance documents

Associate Athletics Director/Senior Women's Administrator

The associate director of athletics/SWA reports to the director of athletics. Compliance responsibilities of the associate director of athletics/SWA include:

- Supervising the Assistant Athletics Director for Compliance
- Assisting with communication of commitment to compliance and compliance policy and procedures to coaches, staff, student-athletes and athletics boosters
- Reviewing, approving and signing National Letters of Intent
- Receiving compliance training and attending compliance meetings
- Overseeing sports medicine (athletic training, NCAA drug testing)
- Attending NCAA Regional Rules Seminars
- Attending NCAA Convention
- Attending compliance meetings
- Reviewing self-reports of rules violations and other investigations
- In conjunction with the director of athletics, ensuring that departmental hiring policies include a commitment to

Governance and Commitment to Rules Compliance

NCAA rules compliance

- Reviewing and signing NCAA waiver requests as needed

Assistant Athletics Director for Compliance

Compliance responsibilities of the assistant athletics director for compliance include:

- Interpreting affiliated athletics conference and NCAA rules and regulations
- Investigating and reporting all rules violations
- Coordinating the administration of university, any affiliated athletics conference and NCAA forms and documents
- Creating and conducting rules education for coaches, staff, student-athletes, team managers, tutorial staff and athletics boosters, university personnel, external organizations with athletics interests
- Acting as a liaison to and providing NCAA rules education to the Admissions, Office, Registrar's Office, Student Financial Aid Services Office, associate director of the Center for Academic and Professional Enrichment (CAPE)/ athlete academic advisor
- Working with Student Financial Aid Services to monitor administration of financial aid packages
- Co-signatory responsibility with the Registrar's Office for verification of eligibility status for current student-athletes
- Conducting fall compliance meetings for all student-athletes to ensure necessary NCAA paperwork is completed
- Monitoring and approving camps and clinics
- Preparing all eligibility, hardship, and ARS waiver requests
- Attending NCAA Regional Rules Seminars
- Attending NCAA Convention
- Attending Compliance meetings
- Approving donations for charity and/or fundraising requests
- Verifying all NCAA Clearinghouse decisions
- Assisting in reporting for various required NCAA reports (e.g., EADA, IPEDS, APR, graduation rates, sport sponsorship)

Coordinator for Compliance and Student-Athlete Services

The coordinator for compliance and student-athlete services reports directly to the assistant athletics director for compliance. Compliance responsibilities of the coordinator for compliance and student-athlete services include:

- Providing interpretations of NCAA rules and any affiliated athletics conferences
- Monitoring all sports for compliance with NCAA/Conference rules
- Monitoring daily/weekly NCAA paperwork from coaches, including recruiting and playing/practice logs
- Monitoring initial and continuing eligibility for all student athletes
- Assisting in student-athlete transfer process and helping to ensure timely and thorough review of transcript documentation and certification
- Assisting in preparation of NCAA waivers as needed
- Assisting in rules violation investigations
- Assisting with PTD verification
- Compiling monthly recruiting status reports
- Compiling department grade reports and team comparison reports by semester and overall performance
- Attending NCAA Regional Rules Seminars
- Coordinating complimentary ticket program
- Assisting in reporting for various required NCAA reports (e.g., EADA, IPEDS, APR, graduation rates, sport sponsorship)

Assistant Athletics Director for Business, Facilities and Events Management

The assistant athletics director for business, facilities, and events management reports to the director of athletics. Compliance responsibilities include:

- Reporting to the director of athletics and/or the associate director of athletics any budgetary irregularities (i.e., team travel, meal allocations, purchases, etc.)
- Reconciling team travel and official visit expenses
- Receiving compliance training
- Distributing and reviewing student-athlete host money for official visits
- Overseeing the administration of hotel vouchers for official visits and recruiting meal vouchers
- Administering the distribution of annual participation awards, memorabilia, gifts, etc.
- Reconciling income and expenses for all university athletic sport camps and clinics

Coaching Staff

Compliance responsibilities of coaches include:

- Knowing and complying with all NJIT, any affiliated athletics conference, and NCAA policies and reporting information regarding potential violations

Governance and Commitment to Rules Compliance

- Successfully passing the annual NCAA Coaches Certification exam
- Educating current and prospective student-athletes regarding NCAA regulations
- Conducting follow-up review of academic eligibility of student-athletes
- Attending required monthly compliance meetings
- Self-reporting any university, conference or NCAA legislation violation
- Maintaining all required records, including recruiting logs, playing and practice sessions competition reports, student-athlete host guidelines, as well as records for team travel, sport camps and clinics, and others as requested

Faculty Athletics Representative (FAR)

The faculty athletics representative (FAR) reports directly to the president. Compliance responsibilities assigned to the FAR include:

- Administering the coaches?? Recruiting Certification exam
- Administering make-up exams for student-athletes as needed
- Attending NCAA Regional Rules Seminars
- Attending NCAA Convention
- Reviewing reports of all rules violations
- Participating in investigations of potentially major violations
- Reviewing and signing NCAA waiver requests as necessary
- Assisting with the oversight of NCAA compliance programs and rules education efforts.

Associate Director of CAPE (Center for Academic and Professional Enrichment)/Athletic Academic Advisor

The associate director of CAPE/athletic academic advisor reports to the director of CAPE. Compliance responsibilities of the athletic academic advisor include:

- Administering Center for Academic and Professional Enrichment monitoring academic progress/eligibility for all student-athletes
- Working in conjunction with the Office of Compliance to ensure academic eligibility and certification of all student-athletes
- Verifying full-time enrollment for initial eligibility
- Certifying continuing eligibility on a term-by-term basis
- Monitoring compliance with NJIT and NCAA academic requirements
- Assisting in certification of transfer student eligibility
- Serving as liaison to academic advisors
- Attending NCAA Regional Rules Seminars
- Administering the NCAA legislation training for tutors for the CAPE program

Registrar's Office

The Registrar's Office reports directly to the associate vice president for enrollment services and dean of admissions, who reports directly to the vice president for academic and student services. The assistant registrar has been designated by the Registrar's Office to work with the assistant athletics director regarding athletic academic issues. Compliance responsibilities of the assistant registrar include:

- Evaluating transfer transcripts for prospective student-athletes
- Calculating transferable degree credits for progress toward degree percentages for prospective student-athletes
- Co-signatory responsibility with the assistant athletics director for compliance with verification of eligibility status (PTD) for current student-athletes

Office of Admissions

The Office of Admissions reports to the associate vice president for enrollment services and dean of admissions, who reports directly to the vice president for academic and student services. Compliance responsibilities of the Office of Admissions include:

- Ensuring that the admission selection process for prospective student-athletes is consistent with the admission selection process for all prospective students
- Ensuring the institutional process of awarding scholarships for prospective student-athletes is consistent with the institutional award process for all prospective students
- Attending an annual rules education meeting with the assistant athletics director for compliance and staying informed of NCAA legislation applicable to the admissions process

Student Financial Aid Services

Student Financial Aid Services reports to the associate vice president for enrollment services and dean of admissions, who reports directly to the vice president for academic and student services. The associate director of student financial aid services has been designated by the director of student financial services to work with the assistant athletics director for compliance regarding student-athlete financial aid issues. Compliance responsibilities of the associate director of financial aid services include:

- Packaging student-athletes' aid with NCAA Grant-in-Aid (GIA) awards, revising federal/state aid as necessary and

Governance and Commitment to Rules Compliance

revising the Student Information System (SIS) and the NCAA Compliance Assistant Internet Database (CAi) to ensure data in both systems is accurate

- Independent external oversight of financial aid issues and systems as related to NCAA compliance and the Athletics Department
- Verifying student-athlete eligibility for NCAA GIA
- Conducting bi-weekly CAi squad list reviews to verify that financial aid for student-athletes' individual and team limits are in compliance with NCAA/federal/state and university regulations
- Distributing letters to student-athletes regarding renewals, reductions or cancellations of athletically related financial aid, including notices of hearing opportunities when applicable
- Chairing the Athletic Aid Appeals Committee regarding financial aid hearings/ appeals process
- Attending an annual rules education meeting with Assistant Athletics Director for Compliance
- Attending NCAA Regional Rules Seminars

6. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals inside the athletics department. Specifically, the institution must provide evidence that all individuals inside the athletics department who are involved or associated with athletics have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, performance evaluations and job descriptions.

Rules-compliance statements were modified, expanded and implemented for the 2007-08 academic year for all Athletics Department staff and staff outside of the department with athletics-compliance responsibilities.

Appointment letters for all Athletics Department employees and other staff members with direct athletics-compliance responsibilities were supplemented with new and/or additional NCAA compliance language. Where contracts of appointment do not exist (e.g., secretarial/clerical staff), employees were informed by letter of their obligation to become familiar with and adhere to NCAA rules. Currently, job descriptions and appointment letters for all Department of Athletics employees and personnel outside the department with compliance responsibilities (e.g. Financial Aid, Registrar) are being revised to incorporate NCAA rules-compliance language. Appointment letters were recently updated to include the following sample language:

As a Division I institution, it is essential that the university is compliant with all NCAA rules, regulations, bylaws and constitutions governing its intercollegiate athletic program. Accordingly, in performing your duties you are required to become familiar with and adhere to all applicable NCAA rules, regulations, bylaws, constitutions and related university rules, regulations and policies.

As per NCAA bylaw 11:2-2 regarding athletically related income, you are required to provide a written detailed account annually to the president or vice president who oversees athletics, for all athletically related income and benefits from sources outside of the university. Approval of all athletically related income and benefits shall also be consistent with the university's policy related to the receipt of outside income and benefits applicable to all full-time or part time employees.

As per NCAA bylaws 11.2.1, 1.2.1.1.1., if you are found to be in violation of NCAA regulations, you are subject to disciplinary or corrective action, including suspension without pay or termination of employment as set forth in the provisions of the NCAA enforcement procedures, or as determined appropriate under any other applicable university policy or procedure

Employees were also advised that both their job descriptions and their evaluations would be modified to incorporate applicable NCAA compliance language. These additions demonstrate the university's commitment to compliance with NCAA rules. If an athletics administrator or coach is found in violation of applicable NCAA regulations, he will be subject to disciplinary or corrective action as determined appropriate under the NCAA guidelines and university policy. As noted in compliance language contained in employment letters, compliance meetings and Athletics Department manuals, the individual may be suspended for a period of time, without pay, or the individual's employment may be terminated if found to be knowingly involved in significant or repetitive violations of NCAA regulations.

Additionally, each Athletics Department staff member (excluding secretarial staff) is required to annually submit a written request to the director of athletics for prior written approval for all athletically related income and benefits from sources outside the institution. Each staff member (excluding secretarial staff) is required to report annually all athletic related income and benefits from sources outside NJIT. The report shall be made in writing on the "Outside Athletically-Related Income" form as required by the director of athletics and shall be made available to the vice

Governance and Commitment to Rules Compliance

president for academic and student affairs and/or the Office of the President upon request. Sources of such income shall include, but are not limited to: external sports camps and clinics; country club memberships; television and radio programs; endorsement or consultation contracts with athletic shoe, apparel or housing benefits; complimentary ticket sales; and any other such income as required by NJIT including sources specifically referenced in the NCAA manual.

JOB DESCRIPTIONS

NJIT is in the process of insuring that all job descriptions for athletics and compliance personnel, both within and outside the Athletics Department, are revised to incorporate NCAA rules compliance language. The process is ongoing and will be completed prior to the peer review team visit in September 2008. Applicable job descriptions will be reviewed and updated to further emphasize that athletics administrators and coaching staff members agree to comply with applicable bylaws, policies, rules and regulations governing NJIT and its employees, and the rules and regulations of the Athletics Department, the NCAA, any applicable conference affiliation and any other organization with which NJIT is or becomes associated that affects the athletics program.

HIRING PROCESS

During the recruitment process for new coaches, questions about the candidate's involvement in violations of NCAA legislation are researched with the NCAA enforcement staff. Further emphasis is given during the interview phase to the expectation that the candidate will be fully compliant. Once hired, and on a continuing regular basis, head coaches are reminded of their responsibility per Bylaw 11.1.2.1 for the actions of their entire staff.

PERFORMANCE EVALUATIONS

Upon completion of each sport season, the director of athletics rates and scores each head coach and their staff in the area of NCAA rules compliance. Information for this judgment is provided by the associate athletics director/ SWA and the assistant athletics director for compliance, who has responsibility for providing written documentation of any violation to the administrator.

Annual evaluation standards with regard to rules compliance include:

- Administrative performance with respect to NCAA compliance (e.g., turning in recruiting and playing-and-practice session forms)
- Operations with respect to major and secondary compliance violations
- Operations within departmental and institutional regulations
- Operations within conference and NCAA regulations

Additionally, where such does not already exist, annual evaluations will be updated to include a section on NCAA compliance for all staff. This process has already begun and will be completed prior to the peer review site visit in September 2008.

7. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals outside the athletics department who are involved in rules-compliance activities. Specifically, the institution must provide evidence that all individuals outside the athletics department who are involved or associated with athletics have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, performance evaluations and job descriptions.

As noted above in response to question 6, personnel within and outside athletics that have athletics-compliance responsibility were recently advised of their obligation to comply with NCAA rules by supplemental letters. This process is ongoing for those employees outside the Department of Athletics and will be completed prior to the peer review team visit in September. Further, such compliance language will be added to job descriptions and evaluations for staff outside of athletics with athletics-compliance responsibility later this year. Currently, compliance and other athletics staff stress the university's commitment to rules compliance and educate these individuals on a regular basis.

8. Please indicate by clicking "yes" or "no" by the areas below, whether the institution has written policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance.

Governance and Commitment to Rules Compliance

	Yes	No
Initial-eligibility.	X	
Continuing-eligibility certification	X	
Transfer-eligibility certification	X	
Financial aid administration	X	
Recruiting	X	
Camps and clinics	X	
Investigations and self-reporting of rules violations	X	
Rules education	X	
Extra benefits	X	
Playing and practice seasons	X	
Student-athlete employment	X	

9. Describe the institution's rules-education efforts for all individuals associated with the athletics department, including student-athletes, coaches, other athletics department staff members, other institutional staff members and representatives of the institution's athletics interests.

Staff members of the Office of Compliance (assistant athletics director for compliance, compliance coordinator) strive to educate all members of the intercollegiate athletics constituency both internal and external to the university. This includes student-athletes, coaches, non-coaching athletics department staff members, campus administrators involved with compliance, staff and faculty, boosters (including parents and community members) and prospective student-athletes and their parents and coaches.

NJIT STAFF

All Department of Athletics employees (including secretarial staff, athletics training, sports information, business office, facilities and operations) attend a mandatory rules education meeting called by the director of athletics at the beginning of each academic year to review compliance information and sign the NCAA Certification of Compliance form certifying that they have reported any NCAA rules violations involving NJIT in the previous calendar year.

All Department of Athletics employees receive email reminders on such important topics as gambling and dead periods as well as any pertinent NCAA rules that would affect their respective areas. Other rules education that athletics staff members (non-coaching) receive is generally on an as-needed basis or when issues arise.

The Office of Compliance meets annually with each unit within the Department of Athletics to provide compliance education (Sports Information staff, Athletics Training staff, Business Office staff, Academic Advising staff). At that time, each unit receives a compliance guide that is specific to the NCAA rules that apply to that particular area (i.e., Athletics Training staff receives a compliance guide specific to athletics training, such as for permissible expenses, etc.).

The Office of Compliance also provides required rules-education sessions for student managers and CAPE student tutors prior to their employment or participation with any team or student-athlete. Examples of information provided includes rules concerning boosters, extra benefits, amateurism, agents, complimentary admission, gambling, eligibility, recruiting, ethical behavior, academic fraud, extra benefits.

The assistant athletics director for compliance conducts annual rules-education sessions with the Office of Student Financial Aid, Registrar's Office and the Admissions Office to discuss updated NCAA legislation as it pertains to those respective areas. Compliance reminders with items that apply to those respective areas are sent throughout the year as necessary. All NJIT staff members are highly encouraged to ask questions of the Office of Compliance whenever they are in doubt about a rule or a particular course of action. Answers to such questions can sometimes be answered immediately over the phone, if the matter is easily resolvable by a direct reference in the NCAA manual or interpretation. If resolving the question involves more than a straightforward application of the rules, a formal interpretation is sent in writing to the individual asking the question. It will also be copied to other administrators (i.e., director of athletics, FAR, other members of that unit) who should be aware of the question and response. Rules interpretations are cataloged by the Office of Compliance.

As part of its reclassification to Division I, NJIT is represented annually at NCAA Regional Rules Seminars by: the president, the faculty athletics representative, the director of athletics, the associate athletics director/SWA, the

Governance and Commitment to Rules Compliance

assistant athletics director for compliance, the compliance coordinator and the associate director of CAPE/athletic academic advisor. Regular compliance-seminar attendance for most of these individuals will continue. Other staff members on campus with ties to athletics (financial aid, admissions, registrar) are also highly encouraged to attend.

COACHING STAFF

Each time a new athletics staff member is hired, the assistant athletics director for compliance meets with that staff member to discuss NCAA rules, and cover in depth each of NJIT's internal compliance policies and procedures.

Head and assistant coaches are required to attend monthly compliance meetings, at which time the Office of Compliance (assistant athletics director for compliance and compliance coordinator) reviews legislative issues and policies. If a coaching staff member is not in attendance at a meeting, they are required to view a recorded version of the meeting. Additionally, timely rules interpretations and/or rules reminders are circulated weekly to coaches (and to staff in many instances).

Annually, the assistant athletics director for compliance conducts a review session that covers material in the NCAA Coaches Certification exam. All head and assistant coaches (full-time and part-time) are required to pass the annual exam to be permitted to recruit off-campus.

Coaches are highly encouraged to ask questions of the Office of Compliance whenever they are in doubt about a rule or a particular course of action. Interpretations are provided, shared and tracked in the same manner as for other staff (see above). Answers to such questions are provided, in many cases, immediately over the phone,

PROSPECTIVE AND ENROLLED STUDENT-ATHLETES

Prospective student-athletes and their parents who visit NJIT have the opportunity to meet with the assistant athletics director for compliance to review general rules for prospects and are encouraged to ask questions about recruiting and eligibility. Coaches are made aware that educating prospects during recruitment is one of their primary responsibilities. Finally, prospective student-athletes are encouraged to visit the NJIT athletics and NCAA websites for various links to helpful information.

CURRENT STUDENT-ATHLETES

The assistant athletics director for compliance conducts annual fall compliance meetings for all student-athletes prior to any practice activities. Each student-athlete receives the NJIT Student-Athlete Handbook, which includes a compliance section and the summary of NCAA rules and regulations. Additionally, the NCAA Drug Testing video is shown to every student-athlete prior to being released for practice activities. During this time, rules concerning such things as drug testing, outside competition, financial aid, employment, boosters, extra benefits, amateurism, agents, complimentary admission, five-year clock, continuing eligibility, gambling, and other compliance issues are explained. All required NCAA forms are completed during the fall compliance meeting.

Student-athletes receive electronic versions of a monthly compliance newsletter and periodic emails throughout the academic year. This newsletter includes such rules-education items as medical hardship requirements, NCAA logo rules, playing and practice seasons, extra benefits, gambling, student employment, social networking websites, etc.

At the conclusion of the academic year, the assistant athletics director for compliance conducts a required Summer Rules Education meeting for all student-athletes. At this time topics such as camps and clinics, summer employment, camp and clinic employment, fee-for-lesson instruction, summer competition, summer leagues, voluntary workouts, summer drug testing, amateurism, agents and NCAA medical exams are discussed.

REPRESENTATIVES OF ATHLETICS INTERESTS

Annually, the director of athletics sends the "NCAA Rules for Alumni, Faculty and Friends" brochure to all NJIT faculty and staff, which is a snapshot of the NCAA rules and regulations as they pertain to representatives of athletics interests. Along with the brochure is the link to the athletics-website compliance page that contains additional compliance information for boosters .

The booster guide and link is also sent to the parents of current student-athletes and newly enrolled student-athletes annually. Other boosters receive their rules education brochure when they make a donation to the Highlander Athletic Fund

10. Indicate the individual or individuals responsible for conducting the institution's rules-compliance evaluation. Further, describe the process used in selecting this authority outside of athletics to ensure the individual or individuals do not have day-to-day compliance responsibilities for the institution's athletics department and are knowledgeable in NCAA legislation and rules-compliance practices. Also, provide the date of the institution's most recent rules-compliance evaluation.

Governance and Commitment to Rules Compliance

An independent athletics compliance review of NJIT's NCAA rules compliance program was conducted in the Spring of 2007 by the firm of Bond, Schoeneck and King, PLLC, at the request of the NCAA as part of the Division I reclassification. The firm was chosen on the basis of their longstanding national reputation for knowledge and experience with NCAA regulatory authority. A final written report with conclusions and recommendations was rendered on July 12, 2007.

- 11.** The rules-compliance evaluation must consist of a review to determine that the compliance practices are engaged and functioning and must include, at minimum, specific areas. Please indicate by clicking "yes" or "no" which areas were included in the rules-compliance evaluation.

	Yes	No
Initial-eligibility certification.	X	
Continuing-eligibility certification.	X	
Transfer-eligibility certification.	X	
Financial aid administration, including individual and team limits.	X	
Recruiting (e.g., official visit, etc.).	X	
Camps and clinics.	X	
Investigations and self-reporting of rules violations.	X	
Rules education.	X	
Extra benefits.	X	
Playing and practice seasons.	X	
Student-athlete employment.	X	

- 12.** Describe relevant corrective actions planned or implemented from the rules-compliance program evaluation(s).

- Personnel within and outside athletics have been advised of their obligation to comply with NCAA rules by supplemental letters. All job descriptions for athletics and compliance personnel, both within and outside the department of athletics, will be revised to incorporate NCAA rules-compliance language. Where such does not exist, compliance language will be added to job descriptions and evaluations for those outside of the department of athletics. This task is currently underway, and will be completed prior to the peer team visit in September 2008.
- The creation of an Athletics Oversight Committee to augment faculty involvement.
- All future NJIT athletics compliance forms will include standard disclaimer language clearly setting forth the signatory's obligation to ensure that information being provided is correct and that failure to submit truthful information could result in disciplinary action.
- The incorporation of a date and identifying code into each NJIT compliance form and written policy so that it can be readily determined when the document was last revised.
- Plans to seek additional information on amateurism questions from student-athletes in the fall of each year to ensure that the certification of eligibility for each fall semester is in progress.
- Plans to educate student-athlete trainers, team managers and equipment managers about NCAA extra-benefit rules and have them sign annually a statement reflecting they have undergone rules-education training are in progress.
- Complimentary admissions now incorporate methods to identify the relationship of each recipient to a student-athlete or coach.
- The Season Competition Report has been amended to allow more detailed monitoring of activities in which student-athletes participate.
- Plans to improve a form ensuring that coaches and athletics administrators request approval for student-athletes' participation in institutional promotional activities are in progress.
- A section on team travel procedures and compliance issues will be included in future issues of the NJIT Compliance Manual.
- Plans to develop a more comprehensive monitoring/audit system for telephone records are under consideration. Reviews are already undertaken on a monthly basis by the athletics director.
- The policy on the investigation and reporting of NCAA and/or Conference rules violations was amended to include involvement of university general counsel and the establishment of procedures regarding reporting of violations to

Governance and Commitment to Rules Compliance

senior level administrators.

- Updated promotional procedures and forms so proper approval is obtained prior to a student-athlete's participation in any promotional activity (including volunteer events or fundraising).
- Expanded associate director of financial aid job description to include external oversight of all financial aid issues/ and or systems as they relate to athletics.
- Received approval to hire a second academic advisor for the athletics/certification eligibility office and an administrative assistant in athletics. Both positions will have compliance-related duties.
- Created the following compliance related manuals: Camp and Clinics, Eligibility Certification, Sports Information, Marketing, Athletic Training, Equipment Personnel, Strength Coaches, Admissions, Ticket Office, Operations, Development. Also created an extra-benefits guide for non-coaching staff members.
- Developed team fundraising policy and form to monitor activities of teams and coaches.
- Distributed booster brochure via email blast to all NJIT faculty and staff; placed it on the athletics website in the compliance and booster sections.
- Developed new policies and forms to monitor and track awards that each student- athlete receives.
- Created monthly compliance newsletter for student-athletes.
- Increased gambling education for student-athletes through newsletter.
- Upgraded NCAA rules presentation for tutorial staff, and placed online for CAPE office (academic advisor for athletics) to play for all new tutors.
- Established an employee orientation program for all new staff to provide overview of NCAA compliance unit, as well as other units within the department.
- Keep rules education sessions information on file, including all agendas, copies of PowerPoint presentations, and copies of actual taped sessions. Create a calendar of rules education opportunities and topics to be posted on compliance web page. Keep running list of all individuals/groups that have been contacted for rules education.
- Developed a testing tool (like coaches' test) for non-coaching staff.
- Continued to encourage attendance at NCAA compliance seminars by non-athletics department staff members with compliance-related duties (e.g., Registrar, CAPE, Financial Aid, Admissions).
- Begin conducting random checks on coaching activities (drop-ins on practice; checks pertaining to managerial functions, etc.).

Information to be available for review by the peer-review team, if requested:

- List of athletics booster organizations and their officers.
- Description of athletics booster group policies and procedures (e.g., constitution and bylaws).
- Documentation required by the institution to maintain compliance with NCAA rules (e.g., compliance manual, recruiting logs, eligibility files).
- Documentation generated as a result of conference involvement with the institution in reviewing compliance efforts.
- Documentation related to secondary rules violations for the last three years and the institutional response to those violations.
- Conference manual.
- Planning documents related to athletics (if any).
- Job descriptions for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Contracts or letters of appointment for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Personnel evaluation criteria for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Philosophy statements and other applicable sections of policy manuals for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Documentation related to the evaluation of the institution's rules-compliance program by an authority outside of athletics at least once every four years.
- (Rules Compliance) Policies and Procedures.

Governance and Commitment to Rules Compliance

Evaluation

1. Does the institution demonstrate that it has in place a set of written policies and procedures that assign specific responsibilities in the areas of rules compliance, including assignment of direct accountability for rules compliance to the individual the president or chancellor assigns overall responsibility for the athletics program? **Currently Yes**
2. Does the institution demonstrate that in critical and sensitive areas, institutional compliance procedures provide for the regular participation of persons outside of the athletics department? **Currently Yes**
3. Does the institution demonstrate that rules compliance is the subject of an ongoing educational effort? **Currently Yes**
4. Does the institution demonstrate that a clear and unambiguous commitment to rules compliance is a central element in all personnel matters for individuals involved in the intercollegiate athletics program? **Currently Yes**
5. Does the institution demonstrate that at least once every four years, its rules-compliance program is the subject of evaluation by an authority outside of the athletics department? **Currently Yes**

Governance and Commitment to Rules Compliance

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Monitoring Systems	Enhance active monitoring of compliance systems	Begin conducting random checks on coaching activities (drop-ins on practices; checks pertaining to managerial functions; etc.).	Associate Athletic Director/ SWA, Assistant Director of Athletic Compliance and Compliance Coordinator	Ongoing
Monitoring Systems	Enhance current written procedures for monitoring and certifying compliance to provide for greater individual accountability	Annually review and enhance required documentation related to compliance program monitoring, and its systems. Identify ways to actively monitor systems, prior to information collected from coaches.	Associate Athletic Director/ SWA, Assistant Director of Athletic Compliance and Compliance Coordinator	Completed July 2007
R u l e s Education	Expand rules education efforts to include all units within athletics and other campus units with compliance related responsibilities	Develop rules manuals, and/or conduct educational sessions for Sports information, marketing, athletic training, equipment personnel, strength coaches, admissions, ticket office, operations, development, and an extra benefits guide for non-coaching staff members. Create separate training sessions for student managers and tutors. Continue our rules education efforts with admissions, financial aid, and registrar offices.	Associate Athletic Director/ SWA, Assistant Director of Athletic Compliance and Compliance Coordinator	Completed August 2007
Amateurism	Seek additional info on amateurism questions from student-athletes in fall of each year.	Review amateurism questionnaire, and update accordingly. Have all new student-athletes (1st time transfers, or walk-ons) complete NJIT's Amateurism form (same as NCAA's) at their annual preseason compliance meetings.	Assistant Director of Athletic Compliance and Compliance Coordinator	Completed August 2007
R u l e s Education	Increase rules education for Team managers as it relates to extra benefits	Rules Education sessions performed and acknowledgement forms are completed by each team manager	Assistant Director of Athletic Compliance and Compliance Coordinator	C o m p l e t e d November 2007
Camps and Clinics	Create comprehensive written policies and procedures for Camps and Clinics	A comprehensive Camp and Clinic Manual has been developed.	Assistant Director of Athletic Compliance and Compliance Coordinator, NJIT Associate Treasurer	Completed April 2008
Eligibility Certification	Create autonomy in certification of eligibility of continuing student athletes	Hire a Certification Eligibility officer. Create job description, receive approval for new position, and begin search for new person.	Director of Athletics, University Registrar, Director of CAPE	Position to be filled by August 2008

Governance and Commitment to Rules Compliance

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Eligibility Certification	Review and evaluation of all processes related to achieving final certification of eligibility	Work with University auditor to conduct a review of continuing eligibility process from advising to final certification of eligibility.	Assistant Director of Athletic Compliance, Compliance Coordinator, University Auditor	To be completed summer of 2008
R u l e s Education	Continue rules education for those involved in the process of certifying student-athlete eligibility	Invite off campus guest speaker to meet and speak with Compliance, registrar and academic advisor for athletics to discuss certification process. Create and introduce Eligibility Certification Manual. Organize an annual meeting for all parties involved in certifying eligibility, to include individual college advisors, FAR, registrar, academic advisor for athletics, and others.	Assistant Director of Athletic Compliance and Compliance Coordinator	Completed February 2008
Recruiting	Define compliance oversight for the review of all financial transactions which occur during the recruiting process	Educate coaches regarding the process of expenses and reimbursements. Review and update internal controls and procedures, between compliance office (for approval), and athletic business manager (and university business office for processing).	Assistant Director of Athletics for Compliance and Compliance Coordinator	C o m p l e t e d September 2007
Recruiting	Develop a comprehensive monitoring/audit system for telephone records. Establish a timeline for review.	Collect monthly compliance telephone logs and cross check the data with University and cell phone records. Establish a timeline in which records are received and reviewed.	Assistant Director of Athletics for Compliance and Compliance Coordinator	Completed March 2008
R u l e s Education	Ensure all personnel involved in making team travel arrangements are educated in applicable NCAA rules and regulations.	Incorporate a travel arrangements piece into current rules education efforts for all staff. Reach out separately to include Travel Agent.	Assistant Athletic Director of Compliance, Compliance Coordinator	C o m p l e t e d September 2007

Academic Integrity

Operating Principle

2.1 Academic Standards

Self-Study Items

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 Operating Principle 2.1 (Academic Standards). 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.

Because this is NJIT's first Division I Self-Study, this question does not apply.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.1 (Academic Standards). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. 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.

Because this is NJIT's first Division I Self-Study, this question does not apply.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 2.1 (Academic Standards) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Because this is NJIT's first Division I Self-Study, this question does not apply.

4. Describe the process by which student-athletes are admitted to your institution and identify the agencies vested with this responsibility. In what ways (if any) do the process and/or criteria used for the admission of student-athletes differ from the process for admitting students generally? Be specific and, give careful attention to key decision points (e.g., establishment of admissions criteria, approval of special admissions) in these processes and the individuals or groups involved at each point, including the role, either formal or informal, the athletics department plays (if any) in the admissions process for student-athletes.

The process used for admitting prospective student-athletes is the same as for the NJIT student body. There are no special admissions criteria for prospective student-athletes and there is no involvement of the Athletics Department in admissions. Once an admissions decision is made by the Admissions staff, someone from that staff will contact the prospective student-athlete.

Admissions Decision Making: Freshmen, Non-EOP

All applicants for admission, with the exception of Educational Opportunity Program [EOP] applicants, submit their credentials to the Office of Undergraduate Admissions. This Office is the responsibility of Ms. Kathryn Kelly,

Academic Integrity

associate vice president for enrollment services. For admission to the Albert Dorman Honors College additional materials are submitted to the Honors College (see below).

As stated in the catalog, general admission requirements (in Carnegie Units) include:

- English 4 units
- College prep math 3-4 units (includes algebra and geometry; trig for some majors)
- Lab sciences 1-2 units (depends on major)
- Other 6-8 units

A student's application file consists of:

- High school transcript
- SAT/ACT scores
- Application form and fee, or fee waiver
- Optional: essay, recommendation letters, other material

Admissions staff reviews each file. The required academic standards for "automatic" admission include:

- SAT composite (M + CR) 1050 or higher
- + rank in class top 40%, or
- + if unranked, 3.0 GPA or higher
- + B or better grades in math and science

Admission to the Albert Dorman Honors College requires the above standards to be excluded including:

- SAT composite (M + CR) 1250 or higher
- + rank in class top 15%
- + challenging curriculum, i.e., honors, Advanced Placement

In addition, applicants are required to submit an essay, teacher recommendations and be interviewed. All are subject to the review of the Honors College administration.

Students who do not meet all of the above criteria are reviewed using guidelines provided by the college selected by the prospective student-athlete. If the prospective students do not select a college or are uncertain, the Admissions staff will place them in the college that most closely matches the interests and qualifications of the student. Examples:

- Newark College of Engineering [NCE]: Admissions may use some judgment with students whose overall rank or GPA does not meet the above ranges. Variables such as quality of the high school, level of difficulty of the courses (regular, honors, or AP), trends in improvement of grades, or other indicators of the student's perceived ability to succeed may be considered. If the student's SAT composite is between 1000-1040 and his/her academic record is exceptional, admission may be offered.
- NJ School of Architecture [NJSOA]: some reasonable leeway for students who have attended NJSOA summer programs and demonstrated their architectural skills.
- College of Science and Liberal Arts [CSLA] and School of Management [SOM]: four years of math are not necessary for some of the less quantitative majors.
- College of Computing Sciences [CCS]: more latitude for students applying for their BA degrees, or for Information Technology [IT] majors.

After an initial review of credentials, students still deemed questionable as to their ability to succeed are contacted individually and counseled according to their noted deficiency:

- Lower SAT scorers are asked to retake the SAT, or take the ACT
- Students lacking the 4th year of math may be asked to choose an alternate major
- Students with marginal grades may be asked to submit mid-year grades
- Students with an overall marginal record (both SATs and grades) may be placed on the waitlist for consideration for alternative programs (APT, joint admission with county colleges, etc.), or held to see if grades improve by 3rd marking period.

Students whose records demonstrate they are high risks academically are denied admission and referred to their local county college, with encouragement to complete the associate's degree and then apply to NJIT as transfer students.

These criteria apply to all applicants; the admission criteria for student-athletes are the same as for the overall applicant population.

Academic Integrity

Educational Opportunity Program [EOP]

Admissions Process: Freshmen

The Educational Opportunity Program [EOP] is a state-funded program for New Jersey residents who are students enrolled in school districts serving educationally and economically challenged populations. NJIT was among the earliest institutions of higher education in the state to accept the challenge posed by the New Jersey Department of Higher Education to "identify, recruit and provide financial assistance to needy students who are residents of this State in order that they may be able to attend institutions of higher education." In response to this challenge, the Engineering Opportunity Program was established in 1968. It was renamed the Educational Opportunity Program [EOP] in 1975 to reflect the broader mission of providing access to other areas of study at the university, including architecture, science, and business. From an initial enrollment of 19 students, EOP has grown to over 550 currently enrolled. The criteria for EOP admissions for prospective student-athletes are the same as for the general student body.

All applicants for admission through the EOP submit their credentials to the Office of Undergraduate Admissions. Their files are held for completion, and then forwarded to the EOP Office, which is directed by Laurence [Tony] Howell. Applicants for admission may have their files forwarded to the EOP Office at the discretion of the reviewing admissions officer. The final-acceptance decision is made jointly by the Office of Undergraduate Admissions and the EOP Office.

The requirements for admission through the EOP program are:

- New Jersey residence
- SAT composite (M + CR) 900 or better
- High school graduate with a C+ or better average in core courses
- Enrollment in an economically and educationally challenged school
- Strong grades in math and science
- First-time college student only
- Strong desire to succeed
- Desire for a technical or scientific education
- EOF students (the majority of EOP students are EOF funded) must meet certain economic guidelines
- Two letters of recommendation
- Proof of income for the preceding tax year

Students who do not meet all of the above criteria may be interviewed and subsequently offered admission based on the interviewer's recommendations.

After an initial review of the application file, students still deemed questionable as to their ability to succeed are contacted individually and counseled according to their noted deficiency:

- Lower SAT scorers are asked to retake the SAT, or take the ACT
- Students with marginal grades may be asked to submit mid-year grades
- Students with an overall marginal record (both SATs and grades) may be placed on the Waitlist for consideration for alternative programs (APT, joint admission with county colleges, etc.), or held to see if grades improve by 3rd marking period.

Students whose records demonstrate they are high risks academically are denied admission and referred to their local county college, with encouragement to complete the associate's degree and then apply to NJIT as transfer students.

Admissions Decision Making: International Freshmen

All international applicants for admission submit their credentials to the Office of Undergraduate Admissions. The selection process and admissions criteria for prospective international student-athletes are the same as for all international students.

As stated in the catalog, general admission requirements include evidence of successful secondary school study in:

- English
- College-prep math (algebra and geometry; trig for some majors)
- Lab sciences (depends on major)
- Other

International students' transcripts are reviewed for satisfactory completion of study in these academic disciplines.

Academic Integrity

An international student's application file consists of:

- High school transcript
- SAT/ACT scores
- Application form and fee
- A TOEFL score, if the student is not from an English-speaking country
- Optional: essay, recommendation letters, other material

An Admissions officer reviews the file. The required academic standards for "automatic" admission include:

- SAT composite (M + CR) 1050 or better
- A TOEFL score of 78 or higher (internet scoring system)
- "Pass" grade or better in the above academic areas
- Depending on the country, other evidence of successful completion of secondary school (e.g. "O" Level exams, CXC exams, West African Exams)

Students who do not meet all of the above criteria are reviewed using guidelines provided by the colleges. Examples:

- Newark College Engineering [NCE]: Admissions officers may use some judgment. If the student's SAT composite is above 950 and his/her academic record is exceptional, admission may be offered.
- College of Science and Liberal Arts [CSLA] and School Of Management [SOM]: four years of math are not necessary for some of the less quantitative majors.
- College of Computing Sciences [CCS]: more latitude in SAT scores for students applying for their BA degrees, or for Information Technology [IT] majors.

After an initial review of credentials, students still deemed questionable as to their ability to succeed are contacted individually and counseled according to their noted deficiency:

- Lower SAT scorers are asked to retake the SAT, or take the ACT
- Students lacking pre-calculus math may be asked to choose an alternate major
- Students with a low TOEFL score may be asked to retake the TOEFL

Students whose records demonstrate they are high risks academically are denied admission.

Admissions Decision Making: Transfer Students (Domestic or International)

All applicants for transfer admission submit their credentials to the Office of Undergraduate Admissions. The selection process and admission criteria for prospective transfer student-athletes are the same as for all transfer students.

As stated in the catalog, general admission requirements stated in Carnegie Units include high school, with:

- Completion of at least 15 semester hours, including
- English composition
- Mathematics [pre-calculus is required for most majors]
- Minimum overall GPA of 2.0 [2.5 required for some majors]

A student's application file consists of:

- College(s) transcript
- Application form and fee, or fee waiver
- TOEFL score, if the applicant is an international student not from an English-speaking country
- Optional: essay, recommendation letters, other material

An Admissions officer reviews each file. The required academic standards for "automatic" admission include:

- College GPA of 2.5 or better
- Completion of English Composition I or equivalent (non-ESL)
- Completion of a college level pre-calculus course with a "C" grade or better
- If TOEFL is required, score of 78 or better (internet scoring system)

Students who do not meet all of the above criteria are reviewed using guidelines provided by the college selected by the student. Examples:

Academic Integrity

- Newark College of Engineering [NCE]: Admissions may use some judgment with students whose GPAs do not meet the above ranges. If an Admissions officer recommends it, an applicant's files is reviewed by NCE and admission may be offered.
- College of Science and Liberal Arts [CSLA] and School Of Management [SOM]: pre-calculus may not be necessary for less quantitative majors.
- College of Computing Sciences [CCS]: more latitude for students applying for their BA degrees, or for Information Technology [IT] majors.

After an initial review of credentials, students still deemed questionable as to their ability to succeed are contacted individually and counseled according to their noted deficiency:

- Students lacking the required background in math may be asked to choose an alternate major
- Students with marginal grades may be asked to submit mid-year grades

Students whose records demonstrate they are high risks academically are denied admission and referred to their local county college, with encouragement to complete the associate's degree before reapplying for transfer admission.

5. Compare and explain any differences in the admissions profiles of student-athletes who received athletics grants-in-aid with the profiles of students in general by submitting the following information for the three most recent academic years: average standardized test scores for freshman student-athlete who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups listed in the NCAA Division I Graduation Rates Disclosure Form) and for all entering freshmen students (by gender and by racial or ethnic group). [Note: Use the supplied charts (Standardized Test Scores, by Gender, Standardized Test Scores, by Racial or Ethnic Group and GPA and Test Scores, by Sport Group) and the graduation- rates disclosure form methodology to compile these data.

The admission standards for NJIT students-athletes are the same as for the NJIT student body. NJIT's Office of Undergraduate Admissions evaluates a student's high school record (primarily completed coursework and grades), class rank when available, SAT scores, and extracurricular activities. In most cases, the Admissions Office is unaware that an applicant is a prospective student-athlete.

NJIT's Institutional Research and Planning staff, lead by Dr. Perry Deess, provided the statistics in the following charts that demonstrate that NJIT's student-athletes are comparable to the student body in general with respect to SAT scores.

[See tables at section conclusion]

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

All applications, including prospective student-athletes, are first reviewed by the Office of Undergraduate Admissions. If this office recognizes that the applicant does not meet normal entrance requirements, but that there are special circumstances which indicate the student may be academically successful at NJIT, the department chair or advisor of the academic department to which the student applied may be consulted (described in more detail in section 4 above). Although infrequent, situations occur where applicants have very high GPAs and class rank yet have low SATs or vice versa. Other situations may involve applicants with learning disabilities where NJIT's Counseling Services may be consulted or, perhaps, an issue may be resolved for an international student when NJIT's Office of International Students and faculty provide additional clarification to the academic department. In all cases, NJIT's Office of Undergraduate Admissions makes the decision to admit prospective students in the same way, regardless of the student's potential involvement in athletics.

If an admissions decision is appealed or the applicant supplies additional supporting materials, the Office of Undergraduate Admissions will review the initial decision according to a formal, structured policy which applies equally to all students.

Academic Integrity

In summary, there are no special avenues or processes by which an applicant, whether a prospective student-athlete or not, can be admitted to NJIT. The Office of Undergraduate Admissions may consult with individuals in other departments, typically an academic department, but the final admission decision is their sole responsibility. There are no "special admits" or "presidential waivers" granted in the admission process for prospective student-athletes.

7. Compare and explain any differences between the percentage of freshman student-athletes receiving athletics aid who were admitted through any of the processes described in Self-Study Item Number 6 above and the percentage of freshman students generally who were so admitted. Provide these comparative data for the three most recent academic years. For the student-athlete data, information should be displayed for each of the sport groups, organized by year, and listed in the NCAA Division I Graduation-Rates Supplemental Form. [Use the supplied chart (Special-Admissions Information to compile these data.)]

As explained above, NJIT does not utilize any structured, or formal, "special admissions process" for considering prospective students or student-athletes for admission. Therefore, no data are maintained that track prospective students admitted automatically against those who receive more detailed consideration. (Some students receive additional review because a final decision requires closer analysis of an individual's academic potential, but the same qualifications for admission apply.) Prospective student-athletes and all other applicants to NJIT are considered for admission on the same basis by the Office of Undergraduate Admissions. There are no processes or situations whereby a prospective student-athlete may be admitted otherwise. NJIT will only admit students who have the high school academic preparation and success that indicate the student has the ability to eventually graduate from NJIT.

8. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify initial eligibility and transfer eligibility for student-athletes. Provide name(s) [including title(s)] of who has ultimate responsibility in determining student-athletes' initial and transfer eligibility.

Initial-Eligibility Certification

The initial eligibility of all freshman student-athletes is ultimately certified by the NCAA Eligibility Center, and based on a set of NCAA mandated regulations. All student-athletes must meet the NCAA standards based on completed high school core courses, Grade Point Average (GPA), and standardized test scores (ACT/SAT). If students meet the standards, they are deemed "qualifiers" and those who do not meet such regulations are classified as "non-qualifiers," and thus cannot receive financial aid or participate in any team activities for one academic year.

Once a prospect is identified as a recruited student-athlete by a member of a coaching staff, he/she is entered into the NCAA Eligibility Center's website by the Office of Compliance (i.e., Risa Ott, assistant director of athletics for compliance), so that the institution can monitor the prospect's status on each team's Web Status Report. This report provides the prospect, the coaches, and the Office of Compliance with a "real-time" evaluation of the prospect's status with regard to the academic standards established by the NCAA. In the event the prospect's file is missing documents needed to complete certification, the Office of Compliance notifies the applicable coaching staff, which then passes along the information to the appropriate prospect.

Throughout the year, the Office of Compliance provides Web Status Reports to all coaching staffs. From September through April, the Office of Compliance provides Web Status Reports to coaches on a monthly basis. During the month of May, the Web Status Reports are sent to the coaching staff every other week; and during the months of June through August, the reports are sent to coaches every week until all incoming student-athletes have been "final" certified.

Upon final certification from the NCAA Eligibility Center and after completion of the required NJIT and NCAA forms (NCAA Student-Athlete Statement and NCAA Drug-Testing forms), the Office of Compliance completes an Eligibility Certification List (ECL) with the names of all members active on the roster and identifies who is cleared for practice and competition. The initial ECL and any supplemental ECLs are signed off by the assistant athletics director for compliance as well as the assistant registrar. The final signature is made by the head of the respective sport.

Transfer Eligibility

Transfer eligibility is reviewed and verified by Assistant Registrar Pat Fields, and Compliance Coordinator Timothy Wuorinen.

Academic Integrity

The process to certify transfer eligibility begins with the Office of Compliance. When a coach receives some form of communication from a potential transfer, the Office of Compliance will obtain "permission to speak" and other release information from the previous institution via the Transfer Release Form.

The Office of Compliance begins the transfer certification process for all transfer student-athletes using the appropriate 2-4, 4-4 or 4-2-4 transfer certification forms upon receiving the Transfer Release Form. The assistant registrar completes the academic portion of the transfer certification with assistance from Timothy Wuorinen of the athletics support staff, if necessary. The transfer certification forms identify potential issues with seasons of competition, number of years financial aid was received, whether they meet any applicable transfer exception, and what progress-toward-degree requirements must be met. The form is ultimately signed off on by the Office of Compliance and the assistant registrar.

Upon completion of the transfer certification forms, the Office of Compliance completes a Transfer Summary that is presented, reviewed, and signed off on by the head coach. This serves as notification of transfer status, and the head coach can determine how to move forward with the recruitment. After receipt of final transcripts and postings of transfer credits by the transfer credit evaluator/assistant registrar into the institutional database, final certification is official.

Once all necessary paperwork is complete [both NJIT and NCAA required forms], the transfer student-athlete is added to the ECL by the Office of Compliance to indicate whether the student-athlete is cleared for practice and/or competition. The ECL is then signed by appropriate staff.

A more specific step-by-step process for certifying initial and transfer eligibility can be found in the Department of Athletics Eligibility Manual.

9. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes' continuing eligibility. Provide name(s) [including title(s)] of who has ultimate responsibility in determining student-athlete's continuing eligibility.

Continuing eligibility is reviewed and verified by Assistant Registrar Pat Fields, Compliance Coordinator Timothy Wuorinen, and Academic Advisor for Athletes Erika Rigby.

The certification of eligibility for continuing student-athletes is an ongoing process throughout the year. Student-athletes must meet all institutional, NCAA, and specific conference regulations in order to remain eligible for participation in intercollegiate athletics at NJIT. Although certification of continuing eligibility is performed at the end of each semester, NJIT takes necessary steps throughout the semester to ensure student-athletes meet specified academic requirements. On a daily basis, the Office of Compliance ensures full-time enrollment of student-athletes and provides immediate notification of any student-athletes below full-time status to head coaches and department staff via an updated Eligibility Certification List [ECL].

Additionally, student-athletes at NJIT are provided with pre-registration to help eliminate missed class time. This process involves the student-athletes first meeting with their regular academic advisor to discuss courses to enroll in for the subsequent semester. Once signed off on and approved, the student-athlete meets with the academic advisor for athletes to discuss the courses. Provided all courses are reviewed and approved as degree applicable credit, the student-athletes receive a memo authorizing pre-registration.

At the completion of each semester, eligibility meetings are scheduled to review the academic standing/status of each continuing student-athlete. The following groups are involved in the eligibility meetings:

- Timothy Wuorinen, compliance coordinator
- Erika Rigby, academic advisor for athletes
- Pat Fields, assistant registrar

During such meetings, every student-athlete's transcript is reviewed, and each course taken in the previous semester is placed onto the student's academic degree audit to confirm degree-applicable credit. In the event the committee cannot determine where to place a potential course, the committee contacts the appropriate academic advisor for the student-athlete's major.

Once all credits are confirmed as degree-applicable on the degree audit, the Progress Toward Degree Worksheet is completed for each student-athlete. This form works as a summary form to track the student-athlete's major, the minimum credits necessary for the student-athlete to graduate, how many degree-applicable credits they complete every semester, their cumulative grade point average at the end of each semester, and whether the student-athlete is meeting the required progress-toward-degree requirements set forth by the NCAA.

Academic Integrity

If all members agree on the credits applied as well as the overall academic standing of the student-athlete, the certification officer (assistant registrar) and the Office of Compliance sign off on the document certifying accuracy of the information. The Office of Compliance then completes an academic summary form referencing the current status of all members of a specific team, and what they must complete academically in order to be eligible for future semesters. This summary helps identify who may need winter and/or summer credits to maintain eligibility. Prior to the beginning of each semester, the academic summary forms are reviewed with every head coach by the assistant athletics director for compliance to communicate any potential issues with their student-athletes. The specific academic summary document is signed off on by a member of the Office of Compliance, the academic advisor for athletics as well as the head coach of the respective sport.

A more specific step-by-step process for certifying initial-eligibility and transfer eligibility can be found in the Department of Athletics Eligibility Manual.

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

See the graduation rate table for a comparison of graduation rates for student-athletes and all other students.

The graduation rate for student athletes in the 1998 entering cohort was substantially lower than for all students. This improved dramatically in ensuing years with student athletes demonstrating a higher graduation rate for the 1999 cohort and approximately the same graduation rate for the 2000 cohort. The entering cohort in 1998 was also the first year NJIT offered financial aid for student-athletes. In successive years the policies and procedures for offering this aid improved markedly.

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

The NJIT Catalog is published and updated online (<http://catalog.njit.edu>). The academic standards and policies described in the catalog are the same for all students, including student-athletes. There are no special exceptions for athletes; the only exceptions allowed are applied equally to all students and typically involve medical issues or family emergencies. Dean of Students Dr. Jack Gentul and his staff determine waivers and provide assistance as needed.

In addition to the college catalog, there are a number of "Dean of Students—Policies" online (<http://www.njit.edu/doss/policies/index.php>). Examples of policies include: Academic Honor Code, Academic Suspension Policy, Alcohol Policy, Anti-Hazing Policy and many others. As with the standards and policies in the college catalog, the Dean of Student Services Policies apply uniformly to student-athletes and all other students. When policies are violated, faculty/staff/student committees will review infractions and rule on violations. The process is the same for student-athletes as for the student body in general.

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

The NJIT Athletics Department, Office of the Registrar, and academic departments work aggressively to minimize missed classes through coordinating practice and game scheduling with the student-athlete's course schedule. As referenced before, student-athletes are provided with the opportunity to pre-register in an attempt to limit missed

Academic Integrity

class time. Student-athletes are informed of practice and game times in advance of course selection to help them minimize missed class time.

Upon completion of registration, class schedules are reviewed by both the coaching staff and academic advisors, with additional oversight from a member of the upper athletic administration (primarily the sport administrator for the respective sport). After a review of the courses, game schedules and the common exam schedule, coaches discuss any potential issues involving missed class time with the appropriate academic advisor and then with their respective sport administrator. In cases where the issue is a common exam, coaches work with opposing teams to move the start time back in order to accommodate any potential issues. Additionally, the Department of Athletics has worked diligently with other departments, such as the Mathematics Department, to develop arrangements for student-athletes to take their exams early, provided they are appropriately supervised and afford no advantages over other students in order to minimize the possibility of cheating or other performance advantages.

Through the careful scheduling of courses, the registrar is able to minimize course conflicts with student-athletes and the student body in general. This semester, the Registrar's Office has begun to use new course scheduling software called INFOSILEM that will be used to minimize scheduling conflicts for all students. The course schedule for Fall 2008 is now being developed and will incorporate rules to minimize the impact of athletic travel days or possible repetitive weekly competition dates [e.g., women's volleyball typically has weekend tournaments and thus would require travel on Fridays. The new scheduling software should be able to preclude women's volleyball student-athletes from taking Friday afternoon courses].

The Athletics Department, in coordination with Center for Academic and Professional Enrichment [CAPE] uses the following additional methods to monitor class attendance:

- Class checks
- Direct mail requests
- Electronic correspondence with professors
- Telephone calls to professors
- Personal visits with professors
- Mid-term and final grade reports

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

In the most recent academic year, members of the women's soccer team ran into issues related to missing excessive classes in their English course. Prior to the school year starting, the class schedules were reviewed by the head coach as well as the coordinator for compliance, with final review from the director of athletics. This review illustrated the need to adjust some student-athletes' class sections to reduce the anticipated number of missed classes from 8 to 2. Working with the academic department, it was determined that student-athletes could enter other sections that met at earlier times, thus eliminating the majority of missed class time.

We discovered the issue early and proactively addressed the concern to avoid excessive missed class time.

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

Applicable NCAA legislation and the institution's "Student-Athlete Missed Class Policy" are communicated to student-athletes during the annual rules-compliance meetings. In addition, the "Student-Athlete Code of Conduct" is a policy covering various topics, including academic integrity and expectations, and is provided to every student-athlete via the Student-Athlete Handbook located within the Student Planners.

Finally, the "Student-Athlete Missed Class Policy" is reviewed with staff every year during compliance rules education meetings.

Information to be available for review by the peer-review team, if requested:

- A copy of the institution's most recent catalog and/or bulletin.

Academic Integrity

- A copy of the institution's standard or regular, published entrance requirements, including the provisions under which students may be admitted by special exception to the institutions standard or normal entrance requirements.
- Information regularly reported to the chief executive officer, faculty senate or director of athletics concerning the academic performances of sports teams (if any).
- All student-athlete eligibility files (including, when appropriate, final high-school transcripts, high schools' lists of approved core courses, and final certification reports, verification of standardized test scores, NCAA student-athlete statements, institutional transcripts, transfer documentation).
- Information from exit interviews of student-athletes.
- Athletics department manual and/or policies and procedures.
- Student-athlete handbook.
- Institutional handbook for students.

Evaluation

1. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is the contrast analyzed and explained by appropriate institutional authorities? **Currently Yes**
2. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is this disparity analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities? **Currently Yes**
3. Does the institution demonstrate that academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher? **Currently Yes**
4. Does the institution demonstrate that the responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally? **Currently Yes**
5. Does the institution demonstrate that written policies related to scheduling are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.13? **Currently Yes**

Academic Integrity

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Promote campus-wide knowledge of NCAA continuing eligibility standards.	Increase NCAA knowledge of College advisors as it relates to continuing eligibility.	Assoc. Director of CAPE will hold position on campus Academic Advisors Committee. Conduct quarterly information sessions as necessary.	Assoc. Director of CAPE Assistant Athletic Director for Compliance.	Ongoing
Currently student-athletes are held to the same academic expectations as the general student body.	For student-athletes to achieve academic success at the same rate as general student body.	Monitor academic progress of all student-athletes. Provide resources to ensure student-athlete success as necessary.	Assoc. Director of CAPE Compliance Coordinator	Ongoing
Ensure incoming student-athletes are of same quality as the general students accepted.	Gather data on the ACT / SAT scores for student-athletes on athletic aid by gender, by ethnicity, and by sport	Continue to recruit academically qualified student-athletes. Review test score results and compare against the general student body.	Assistant Director Athletics of Compliance Director of Institutional Research and Planning Coaches	Ongoing.
Student-athlete's graduation rate has been lower than the general student body.	Increase the graduation rate of student- athletes	Provide academic / resources tools for all student-athletes Continue the HASP program within CAPE.	Associate Director of Athletics/SWA Assoc. Director of CAPE Compliance Coordinator	Ongoing

Academic Integrity

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Exceed the minimum threshold for all sports.	Complete and report the APR annually for all sports. Review and analyze annually.	Create APR success/improvement plans as necessary.	Assistant Athletic Director for Compliance Compliance Coordinator Assoc. Director of CAPE Director of Institutional Research and Planning	Ongoing
NJIT meets the expectations of the GSR data due to the elevation of MSO, WSO and the other will follow 2008-09	Complete the GSR data annually for MSO and WSO. Compile GSR data for all remaining sports Fall 2007.	Create GSR success/improvement plans as necessary.	Compliance Coordinator Director of Institutional Research and Planning	Ongoing

Academic Integrity

Operating Principle

2.2 Academic Support

Self-Study Items

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 Operating Principle 2.2 (Academic Support). 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.

Not applicable.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.2 (Academic Support). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. 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.

Not applicable

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 2.2 (Academic Support) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Not applicable.

4. Identify how the institution is organized to provide academic support and advising services to student-athletes (i.e., reporting lines and identification of who does what).

Academic support services for student-athletes is an important part of the institution's transition to Division I. All students entering NJIT are assigned an academic advisor in their major department within their school/ college. This responsibility rests with the Office of First Year Students and the deans of the respective schools and colleges within NJIT. Individuals who enter the institution as "undecided" students are also assigned an advisor in an academic department (when possible, assigned according to student's stated interests). Students must meet with their academic advisors prior to registering and subsequently on a regular basis. In addition, students in the Educational Opportunity Program (EOP) and/or the Albert Dorman Honors College are assigned programmatic advisors.

Student-athletes are also assigned to the academic advisor for student-athletes. This newly created position was part of the strategic plan for transition to Division I and was filled in September 2007. This position is located in the Center for Academic and Professional Enrichment (CAPE). The academic advisor for student-athletes serves as the associate director of CAPE. All academic support services for student-athletes are coordinated through the associate director's office.

There is regular communication between the assistant athletics director for compliance, the compliance coordinator and the associate director of CAPE.

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

Academic Integrity

- a. The specific academic support services offered to student-athletes (if any);
- b. Any policies that govern which students can use these services;
- c. The mechanisms by which student-athletes are made aware of these services;
- d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and
- e. The mechanism for periodic approval of these services by academic authorities outside athletics of these services.

If the institution has additional or different academic support services not included in the list of examples, please click "Add Academic Support Area."

1. Academic Advising Course selection, class scheduling, degree program assistance, priority registration.

a. The specific academic support services offered to student-athletes (if any).

All students are assigned an academic advisor in their academic major. These advisors serve as the primary contact for students to assist with course selection and degree completion. In addition, the associate director of CAPE/academic advisor for student-athletes also meets with student-athletes prior to registration and reviews completed course schedules. Schedules are reviewed to make sure student-athletes can manage the course load and to minimize conflicts between class time, team travel and competition. Student-athletes are not permitted to register for courses until they have met with the academic advisor for student-athletes and a member of the athletics' compliance staff. During this meeting, degree progress and eligibility regulations are discussed.

Student-athletes are permitted to register on the first day of the registration period to limit class conflicts with team travel and competition.

b. Any policies that govern which students can use these services.

All NJIT students have access to academic department advisors and the Center for Academic and Professional Enrichment.

All students who are coded as active student-athletes and follow the required protocol (advisor meetings prior to registration period) are permitted to register on the first day.

c. The mechanisms by which student-athletes are made aware of these services.

The Office of Athletics Compliance and the academic advisor for student-athletes makes student-athletes aware of the advising process during their pre-season compliance meetings, via emails and at team meetings. Coaches are also reminded of the team's assigned time to complete the early registration process.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years.

CAPE's director and associate director, individual college academic advisors and the Registrar's Office are involved in reviewing the registration process. The dean of students is also consulted when necessary.

Advising issues are reviewed each semester by the Office of Athletics Compliance and the academic advisor for student-athletes (CAPE's director and associate director). In addition, when necessary, advisors discuss issues and review processes at Academic Advising Committee meetings that take place annually. Academic department advisors attend these meetings as well as the academic advisor for student athletes.

Academic Integrity

- e.** The mechanism for periodic approval of these services by academic authorities outside athletics.

Academic advisor for student-athletes and the Registrar's Office are involved in reviewing the registration process. The dean of students also reviews and approves these processes.

- 2. Tutoring** Availability; procedures and criteria for obtaining assistance; assignment, qualifications, training, experience, etc.; compensation, rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.

- a.** The specific academic support services offered to student-athletes (if any).

The Center for Academic and Professional Enrichment (CAPE) is the focal point for tutoring on campus. Tutoring through the Center is available to NJIT students, including student-athletes, in a group setting or individually. Tutors are readily available for walk-in sessions Monday - Friday in the CAPE. In addition, some evening and residence hall sessions take place throughout the week and as necessary.

Tutors are recruited by referrals from faculty, the CAPE website, word of mouth from students and from among currently employed tutors, as well as through job postings on the university student employment management system. A day-long tutor training session is held once per year, and tutors are also required to attend 4-6 training and professional development sessions throughout the year. Tutors are given a tutor training manual and are required to sign a contract stating they have read the manual and agree to abide by its terms and conditions.

In addition, all tutors complete an NCAA Academic Integrity Review. This takes place during tutor training prior to the start of each semester and on an individual basis as tutors are added to the staff.

- b.** Any policies that govern which students can use these services.

Tutoring is available to all student-athletes during walk-in hours and by request outside of regular hours.

- c.** The mechanisms by which student-athletes are made aware of these services.

All incoming freshmen and transfer students are made aware of the CAPE's services during orientation, by their instructor in their Freshman Seminar course, and by the athletic academic advisor. The CAPE also publishes a tutor schedule available in the Center and on the web (www.njit.edu/cape).

- d.** The mechanism for review of these services by academic authorities outside athletics at least once every three years.

The CAPE director reviews tutoring services with the dean of students at the end of each academic year.

- e.** The mechanism for periodic approval of these services by academic authorities outside athletics.

The CAPE director submits an annual report to the dean of students at the end of each academic year. This report serves as a review and approval of the services offered, including tutoring. The vice president for academic and student services, as well as the provost, assures that these services are consistent with the plans of their respective offices, as well as the university. In addition, the director meets regularly with the dean of students to discuss tutoring, educational practices, and budgeting. Together they develop an annual plan so that the Center can be of maximum effectiveness for the greatest number of students possible, including student-athletes.

- 3. Success Skills** Study skills, note and test taking, writing and grammar skills, time management skills.

- a.** The specific academic support services offered to student-athletes (if any).

Academic Integrity

CAPE presents a series of academic success workshops throughout the academic year. These workshops are open to all NJIT students and student-athletes; incoming freshmen, are strongly encouraged, and sometimes mandated, to attend. The topics of the workshops include Time Management, Stress Management, Study Skills, Learning Styles, Preparing for Exams, and Preparing for Finals.

All NJIT freshmen are required to take a Freshman Seminar that assists them with their transition to college life at NJIT. Topics covered include Transitions and Community Involvement, the Ethics of Being a College Student, Managing your Time and Developing Powerful Study Skills, NJIT Resources ?- Making your Academic Career Better, Working with your Advisor, and Understanding Differences in our Community.

b. Any policies that govern which students can use these services.

The academic success workshops are available to all student-athletes. Pre-registration is not required; students may simply walk into the workshops where attendance is taken. The Freshman Seminar, in contrast, is a requirement for all incoming freshmen. Tutorial services offered by the CAPE, the Physics Department, and the Humanities Department are available to all students, including student-athletes. In each case, walk-in hours are available.

c. The mechanisms by which student-athletes are made aware of these services.

All incoming freshmen and transfer students are made aware of the CAPE's services during orientation, by their instructor in the Freshman Seminar course, and by the athletic academic advisor. The CAPE also publishes a workshop schedule available in the Center and on the web (www.njit.edu/cape). Generally, faculty, academic advisors CAPE staff and coaches inform students of the workshops available throughout the semester.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years.

The CAPE director reviews programming with associate and assistant directors . The director reviews services with the dean of students at the end of each academic year.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

The CAPE director and dean of students approve skill workshops and support services.

4. Study hall Availability, facilities, policy for mandatory attendance.

a. The specific academic support services offered to student-athletes (if any).

Student-athletes entering as freshmen, transfer students, or continuing students with a cumulative GPA below 3.0 are enrolled in the Highlander Academic Support Program (HASP). Each student is mandated to complete six hours per week in a structured environment approved by the academic advisor for student-athletes. These hours are usually completed at CAPE. Students sign in and out for each session. The academic advisor for student-athletes reviews and maintains these records. During their study hall time students may utilize quiet study rooms, meet with tutors, work in the computer lab or attend workshops held in the Center. Alternative ways to complete HASP hours are permitted with approval from the academic advisor for student-athletes. For example, architecture students are permitted to submit studio hours by having a professor or department advisor sign an appropriate tutor verification form.

b. Any policies that govern which students can use these services.

All student-athletes have access to CAPE services. All student-athletes are permitted to participate in the HASP program and request advisement from the academic advisor for student-athletes.

c. The mechanisms by which student-athletes are made aware of these services.

Academic Integrity

The Highlander Academic Success Program is clearly outlined in the NJIT Student-Athlete Handbook. At the beginning of the academic year, the academic advisor for student-athletes will meet with each team and review program guidelines. The program is also discussed at compliance meetings held at the beginning of the year. Sport administrators and coaches also discuss study hall requirements with student-athletes at annual compliance meetings.

- d.** The mechanism for review of these services by academic authorities outside athletics at least once every three years.

HASP is continually reviewed and necessary changes are made to support the academic life of NJIT student-athletes. Study hall policies are reviewed by the CAPE director and associate director, dean of students and faculty on a yearly basis.

- e.** The mechanism for periodic approval of these services by academic authorities outside athletics.

The HASP, including study hall policies, are approved through an annual review process by the director and associate director of CAPE, faculty athletic representative (FAR) and the dean of students.

5. Freshman/transfer orientation Availability, attendance requirements.

- a.** The specific academic support services offered to student-athletes (if any).

All incoming first year students, including student-athletes, are required to participate in First Year Connections. First Year Connections is coordinated by the Center for First Year Students. The Center for First Year Students is headed by the associate dean for first year students and is part of the Student Affairs Division.

First Year Connections includes the freshman orientation program. All students are required to attend a two day orientation during the summer. The number of first year students enrolled at the institution will determine how many sessions are offered. Orientation sessions usually take place between the middle of June through mid July. If students are unable to attend the two day summer session (international students, etc.) a condensed one day program is conducted immediately prior to the start of the semester. It is strongly recommended that students attend the regular orientation sessions.

The Center for First Year Students also coordinates Transfer Transitions. All students transferring into NJIT from another institution, including student-athletes, are required to attend this transfer orientation program. Transfer Transitions is scheduled twice each year prior to the start of the fall and spring semesters.

- b.** Any policies that govern which students can use these services.

Attendance at orientation activities is required for all first semester students, including student-athletes.

- c.** The mechanisms by which student-athletes are made aware of these services.

All accepted students, including student-athletes, are contacted by mail and email and are encouraged to visit the website where information about First Year Connections and Transfer Transitions is made readily available.

The department and the academic advisor for student-athletes encourage coaches to follow up with incoming students and make sure they plan to attend the program. The Office of Compliance and the academic advisor for student-athletes communicate regularly with the Office of First Year Students to determine whether incoming student-athletes are completing the orientation process.

- d.** The mechanism for review of these services by academic authorities outside athletics at least once every three years.

The dean of students reviews orientation programming with the Center for First Year Students on a yearly basis.

Academic Integrity

- e. The mechanism for periodic approval of these services by academic authorities outside athletics.

The dean of students reviews orientation programming with the Center for First Year Students on a yearly basis.

6. Academic progress monitoring and reporting Individual's responsibility, frequency, procedures for periodic grade and attendance checks.

- a. The specific academic support services offered to student-athletes (if any).

The academic progress of student-athletes is primarily monitored by the academic advisor for student-athletes. Academic department advisors also monitor students' academic progress. Communication between advisors takes place, both formally and informally, throughout the semester. The Office of First Year Students receives early warning notices from faculty for first year students. These students are contacted by the associate dean of freshmen and a mandatory course of action is implemented (academic skills workshops, etc). Students' compliance with the Highlander Academic Success Program is also a key component considered when reviewing the academic progress of student athletes.

Progress reports are sent out in a variety of formats during the semester, and the academic advisor for student-athletes reviews these with assistance from the Office of Compliance. Efforts are made to contact faculty who fail to return progress reports. For students considered at-risk, or who are not complying with the HASP guidelines, faculty may be contacted individually throughout the semester for updated information. First year students meet several times per semester with the Academic Advisor for Student-athletes. These brief meetings, and also the frequent informal interactions that take place during study hall and in CAPE, are important for monitoring progress.

- b. Any policies that govern which students can use these services.

All students-athletes are eligible to receive academic support services, which include monitoring academic progress throughout the semester.

- c. The mechanisms by which student-athletes are made aware of these services.

Students are made aware of these processes during orientation activities. Student-athletes are also informed about progress reports, grade checks, etc. during meetings with the academic advisor for student-athletes both at the start of the academic year and throughout the semester. Coaches also follow up on information provided by the academic advisor for student-athletes throughout the year as appropriate.

- d. The mechanism for review of these services by academic authorities outside athletics at least once every three years.

This process is reviewed annually by the Athletics Compliance Office, the Office of First Year Students and CAPE senior staff.

- e. The mechanism for periodic approval of these services by academic authorities outside athletics.

This process is reviewed annually and approved by the Athletics Compliance Office, the Office of First Year Students and CAPE senior staff.

7. Assistance for special academic needs Provisions for diagnosis and treatment of learning disabilities.

- a. The specific academic support services offered to student-athletes (if any).

Academic Integrity

Accommodations for students with identified disabilities, including accommodations for testing, are available to all students at NJIT, including student-athletes. Student Disability Services (SDS), located in the Counseling Center, offers a wide range of services, accommodations and auxiliary services for students with disabilities. The goal of Student Disability Services is to work in partnership with the faculty to provide accommodations and supportive services to qualified students with disabilities. If students are eligible for services, they must be registered with SDS to receive services. The Coordinator of SDS provides verification of documentation, coordination of accommodations, and other support services for students with documented disabilities. Accommodations and support services are based on the documented needs of the student as well as the nature of the course or program. Services can include: testing accommodations, adaptive equipment if appropriate, alternate format materials, individual counseling or advising, note taking services, or tape recording lectures, taped textbooks, readers and/or scribes and tutoring.

The Center for Academic and Professional Enrichment works closely with the Counseling Center in coordinating appropriate academic support services and accommodations for individual student-athletes who have documented learning disabilities.

For students suspected of having a learning disability, but who have not been diagnosed, referrals are made to the Counseling Center for psycho-educational or possibly neuropsychological testing to assess or diagnose a possible learning disability. As an adjunct to counseling services, the Counseling Center uses psychological and educational/learning assessment tools to assist students in understanding and improving their learning and study skills.

b. Any policies that govern which students can use these services.

Federal law and university policies of SDS govern which students are eligible to receive accommodations related to the diagnosis of a learning disability.

In order to receive disability services, a student must complete a number of steps that include: self-identification as a person with a disability; provision of documentation of disability from an appropriate, qualified professional; completion of appropriate forms (e.g. Disability Information Form, Consent for Disability Services Form, Accommodation Request Form); an individual meeting with the Counseling Center disability services coordinator and maintaining contact with the Counseling Center and the Center for Academic and Professional Enrichment as needed. NJIT students with disabilities are eligible to receive services if they meet the following criteria:

1. The student has documented physical, medical and/or psychological conditions;
2. Their disabilities limit one or more major life activities; and
3. Appropriate professionals have verified that the student needs services which, if absent, would hinder educational access.

Based on a comprehensive evaluation of the disability documentation that is provided as well as information obtained in meeting with the student, the coordinator of student disability services determines which services are necessary to assure a student's full participation in the academic programs at NJIT. Some students require auxiliary services, such as note takers or readers. Many students require extended time for examinations and these academic adjustments are referred to as "accommodations."

c. The mechanisms by which student-athletes are made aware of these services.

Students are notified of these services during the admission process, during orientation and via the Counseling Center and dean of students website. A statement under "Disabled Students" that refers students to the Counseling Center for services, if needed, is also included in instructions for registration each semester.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years.

SDS is a support service within the Division of Student Services. The director of the Counseling Center/ coordinator of student disability services reports to the dean of students. Review and approval of services is monitored on an on-going basis through scheduled staff meetings and ad hoc meetings with other academic support units in the division. This ensures that regular and routine oversight is enforced.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

Academic Integrity

As noted above, SDS is a support service within the Division of Student Services. The director of the Counseling Center/coordinator of student disability services reports to the dean of students. Regular contact is maintained via scheduled staff meetings and ad hoc meetings (as needed) on at least a monthly basis for review and approval of services to students. This ensures that regular and routine oversight is enforced.

8. Learning assessments Provisions for testing and evaluation (e.g., placement testing).

a. The specific academic support services offered to student-athletes (if any).

The Office of First Year Students coordinates placement testing for all incoming students. A student will not be permitted to register for courses without first completing all required placement tests. Most tests are given in an on-line format. Placement tests are given on campus throughout the spring and summer. Per student's request and with appropriate approval, arrangements are made by the Office of First Year Students with a student's high school guidance counselor for the student to take placement tests at their high school. The student is supervised by the guidance counselor and the required academic integrity paperwork is filed by the high school.

b. Any policies that govern which students can use these services.

All students are required to complete placement exams prior to full time enrollment at the university.

c. The mechanisms by which student-athletes are made aware of these services.

Students are informed of this process following acceptance to NJIT. Students are instructed by mail and email to visit the website and proceed through the orientation process.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years.

The learning assessment process is reviewed annually by the Office of First Year Students, the Office of the Dean of Students, and department chairs.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

The learning assessment process is reviewed annually by the Office of First Year Students, the Office of the Dean of Students, and department chairs.

9. Mentoring Availability of mentors, identification and assignment methods, frequency of interaction.

a. The specific academic support services offered to student-athletes (if any).

Athletic teams participate in a "guest coach" program. Student-athletes and/or members of the coaching staff contact faculty and administrators of their choice throughout the year to join the team for a practice, game, meal or other team activity. The guest can attend pre-game activities with the team and sit on the bench for competition. Faculty and administrators from a number of departments on campus participate in this program.

Students and/ or coaches have the opportunity to have a faculty member serve as a "team mentor." This professor agrees to serve as a contact on campus for team members and provide additional academic and personal support to student-athletes. Professors sign a contract stating that they are committed to supporting student-athletes on campus.

b. Any policies that govern which students can use these services.

Academic Integrity

Student-athletes have the opportunity to invite members of the NJIT campus community to participate in the guest coach program.

c. The mechanisms by which student-athletes are made aware of these services.

The Athletics Department notifies and reminds coaches that they are expected to have a guest coach involved with several team events throughout the year. The academic advisor for student-athletes assists students in identifying faculty members who may like to participate and discuss ways the team can learn from the professor's experience.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years.

The Department of Athletics and the academic advisor for student-athletes review the participation of teams in the program. The CAPE director and the dean of students are also present throughout the year at annual meetings when the program is on the agenda.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

The Department of Athletics and the academic advisor for student-athletes review the participation of teams in the program. The CAPE director and the dean of students are also present at annual meetings when the program is on the agenda.

10. Assistance for at-risk students Availability including institution-wide assistance.

a. The specific academic support services offered to student-athletes (if any).

NJIT requires an academic intervention program for all first-time full-time freshmen placed on suspension-pending status by the Committee on Academic Standing for First Year Students. The intervention program consists of workshops, meetings with academic counselors and the associate dean of first year students, and completion of a self-inventory survey to examine factors leading to poor academic performance during the semester. Students with suspension-pending status are also required to attend six academic success workshops (i.e., Time Management, Learning Styles, and Study Skills). Once students achieve a semester GPA of 2.0 or higher, they are removed from suspension-pending status.

In addition to the institutional response to at-risk first year students, the academic advisor for student-athletes takes primary responsibility for supporting and monitoring academic progress of all at-risk student-athletes. Support services for at-risk student-athletes include meetings with coaches, individualized academic advising, mandatory attendance at academic success workshops, and referrals to other campus services where appropriate.

The HASP program is mandatory for all student-athletes whose GPA falls below a 3.0. Each student-athlete is mandated to complete six hours per week in a structured environment approved by Academic Support for Student-Athletes. Two of the six hours require participation in non-homework activities (i.e., writing center, workshops).

b. Any policies that govern which students can use these services.

All students are welcome to utilize any of the academic support services offered on campus. Particular attention is paid to at-risk student-athletes by the academic advisor for student-athletes with respect to course selection and tutorial services. At-risk student-athletes are strongly encouraged to utilize academic support resources.

c. The mechanisms by which student-athletes are made aware of these services.

At-risk student-athletes are closely monitored by the academic athletics advisor for student-athletes and coaches. It is mandatory that they take part in the HASP and therefore are fully aware of all academic

Academic Integrity

support services on campus. At times, some students may be referred to other campus offices as appropriate (i.e., counseling center).

- d.** The mechanism for review of these services by academic authorities outside athletics at least once every three years.

The Committee for Academic Standing for First Year Students routinely reviews and approves its academic intervention program for at-risk first year students. In addition, the CAPE director and the associate director and academic advisor for student-athletes routinely review and approve the HASP.

- e.** The mechanism for periodic approval of these services by academic authorities outside athletics.

The vice president for academic and student services and the dean of students routinely review and approve academic intervention programs for all at-risk students.

11. Post-eligibility programs Availability of scholarships, assistantships and academic support.

- a.** The specific academic support services offered to student-athletes (if any).

All student-athletes have access to academic support services, even if they have completed their eligibility. When providing advising and tutoring services, no distinction is made between post-eligibility student-athletes and other student-athletes.

NJIT and the Athletics Department operate with the understanding that graduating student-athletes is a top priority. Therefore, the institution is committed to providing scholarships through degree completion by student-athletes as permitted by NCAA regulations.

- b.** Any policies that govern which students can use these services.

All student-athletes have access to academic support services, even if they have completed their eligibility. When providing advising and tutoring services, no distinction is made between post-eligibility student-athletes and other student-athletes.

- c.** The mechanisms by which student-athletes are made aware of these services.

Student-athletes who have completed their eligibility are encouraged to continue to utilize the academic support services available to all students until graduation. Post-eligibility student-athletes receive the same outreach from the Athletics Department and the academic advisor for student-athletes (except with regard to priority registration) as active student-athletes.

- d.** The mechanism for review of these services by academic authorities outside athletics at least once every three years.

The academic performance and degree completion of post-eligibility student-athletes is tracked and reviewed by Athletics Department staff and the academic advisor for student-athletes. The dean of students and the vice president for academic and student services also review this information. Graduation Success Rate and Academic Performance Rate data is reviewed annually by these administrative groups.

- e.** The mechanism for periodic approval of these services by academic authorities outside athletics.

All units on campus encourage and expect academic support for post-eligibility student-athletes to continue until the student has completed his or her degree.

Academic Integrity

6. Please submit a copy of the report from the academic support services review to your NCAA staff liaison with the submission of your self-study report. [Please use the file upload link contained within this question on the athletics certification system (ACS) database to submit a copy of your most recent academic support services review.]

See report uploaded. (Athletics Compliance Review reduced.pdf)

7. Describe relevant corrective actions planned or implemented from the academic support services review.

Beginning in fall 2007, NJIT centralized Athletics Academic Services (personnel, facilities, budget) within the Center for Academic and Professional Enrichment. The newly created associate director position within the CAPE serves as the academic advisor for student-athletes. This position coordinates all academic support services for student-athletes and reports to the director of CAPE.

A full-time assistant athletics student services position is in the final stages of approval and is expected be in place for fall 2008. This position will assist the associate director of CAPE with all academic support services for student-athletes.

All student tutors working with student-athletes sign a written statement stating that they are aware of NCAA regulations and that student-athletes are required to be in compliance. Training is provided that reviews academic integrity and extra benefits. These forms are kept on file with the associate director of CAPE.

Evaluation

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

Academic Integrity

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Need for a second, full time Academic Advisor for Athletes.	Employ a second full time Assistant Academic Advisor for Athletes.	Budget salary. Recruit, search and screen for the position.	Assoc. Director of CAPE Associate Director of Athletics/SWA	Position approved for July 1, 2008.
Need to review academic support services for student-athletes.	Conduct a comprehensive review of the academic support services for student-athletes.	Associate Director of CAPE will develop a tool to be used for the review of the academic support services for student-athletes.	Assoc. Director of CAPE Athletic Oversight Committee	September 1, 2008
Ensure proper number of tutors available to accommodate student-athlete needs.	Identify and add tutors with more flexible schedules as necessary.	CAPE: identify more, qualified tutors. Increase budget for tutors to compensate for extended tutorial hours.	Assoc. Director of CAPE	Ongoing
Increase involvement of faculty in new mentoring program.	Create a formal Faculty Mentoring Program.	Reach out to faculty; educate and encourage participation in mentoring program.	Assoc. Director of CAPE Compliance Coordinator Associate Director of Athletics/SWA Faculty Athletic Representative	October 1, 2008
Provide student-athletes with information on CAPE, tutors and other campus resources available.	Update and review information in Student-Athlete Handbook.	Revise Student-Athlete Handbook to add information; review as necessary.	Assistant Director of Athletics for Compliance Compliance Coordinator	Spring 2008.

Academic Integrity

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Early identification of student-athletes with academic deficiencies.	Increase number of student-athletes on the Dean's List; decrease the number of student-athletes on probation.	<p>Create an academic progress report for professor to complete 2 to 3 times per semester.</p> <p>Urge and encourage faculty participation.</p>	<p>Assoc. Director of CAPE</p> <p>Compliance Coordinator</p> <p>Associate Director of Athletics/SWA</p> <p>Faculty Athletic Representative</p>	Ongoing

Academic Integrity

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

PART I-A: Standardized test Scores, by Gender

		Gender							
		Male Students		Male Student-Athletes		Female Students		Female Student-Athletes	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2004-2005	1125	630	1116	30	1107	130	1107	16
	2005-2006	1107	651	1076	19	1121	147	1041	12
	2006-2007	1140	583	1068	15	1128	148	1080	20

Name of person completing this chart: Eugene Deess

Title: Director of Institutional Research & Planning

Academic Integrity

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

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

		Racial or Ethnic Group - All Entering Freshman Students											
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	
Average Standardized Test Score	2004-2005	1065	2	1140	166	1066	69	1059	129	1154	302	1118	92
	2005-2006	1150	8	1128	168	1028	85	1071	172	1142	324	1111	41
	2006-2007	1147	10	1166	176	1052	73	1090	135	1159	305	1166	32
		Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid											
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	
Average Standardized Test Score	2004-2005			1083	4	1160	4	1087	7	1120	27	1085	4
	2005-2006				1	1035	6	1133	6	1074	18		
	2006-2007	1310	1			1016	11	1042	5	1117	14	1048	4

Name of person completing this chart: Eugene Deess
 Title: Director of Institutional Research & Planning

Academic Integrity

FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART II: GPA and Test Scores, by Sport Group

		Sport Group															
		Football		M e n ' s Basketball		Baseball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		W o m e n ' s Basketball		Women's Track/ Cross Country		W o m e n ' s Other Sports	
Academic Year		Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core Course GPA	2004-2005		0	2.96	4	3.24	6	3.03	3	3.33	17	3.27	2	3.33	2	3.42	12
	2005-2006		0	2.64	1	3.28	7			3.41							
	2006-2007		0	3.14	5	3.12	5	2.87	1	3.07							
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2004-2005		0	1070	4	1118	6	1147	3	1098							
	2005-2006		0	1000	1	1081	7			1076							
	2006-2007		0	1092	5	1076	5	1090	1	1030							

Name of person completing this chart: Eugene Deess

Title: Director of Institutional Research & Planning

Academic Integrity

SPECIAL-ADMISSIONS INFORMATION

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

			Sport Group (Freshman)								
	Year	All Freshman Students	All Freshman Student-Athletes on Athletics Aid **	Baseball	M e n ' s Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	W o m e n ' s Basketball	Women's Track/Cross Country	Women's Other Sports
% of Special Admits	2004-2005	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	2005-2006	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	2006-2007	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Name of person completing this chart: Eugene Deess

Title: Director of Institutional Research & Planning

Equity and Student-Athlete Well-Being

Operating Principle

3.1 Gender Issues

Self-Study Items

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 Operating Principle 3.1 (Gender 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.

This is the first NCAA Division I Athletics Certification Self-Study for the campus; thus self-study items 1-3 do not currently apply.

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) an explanation for any partial or noncompletion of such required actions. The committee will not accept the following explanations for partial completion or noncompletion: 1) the institution did not possess sufficient funds to implement the plan, and 2) The institution has had personnel changes since the original development of the plan. [Please note: Within gender-equity written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.]

This is the first NCAA Division I Athletics Certification Self-Study for the campus; thus self-study items 1-3 do not currently apply.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.1 (Gender Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

This is the first NCAA Division I Athletics Certification Self-Study for the campus; thus self-study items 1-3 do not currently apply.

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

The university and the Athletics Department are committed to providing equitable treatment and opportunities to both male and female student-athletes and staff and are committed to full compliance with Title IX regulations.

In addition to internal procedures, the Athletics Department adheres to the University's policies and procedures regarding equal opportunity and non-discrimination as stated in the Affirmative Action Plan. In addition, all student-athletes and athletics staff are reminded of the University's policy regarding non discrimination and sexual

Equity and Student-Athlete Well-Being

harassment, which provides procedures for complaints and grievances. This information can be accessed on the Human Resources website at <http://www.njit.edu/humanresources/divisions/employment/AffirmativeAction.php>.

The university has an established center that provides additional support for female students, faculty and staff. Because NJIT's student body is approximately 75% male, the establishment of the Murray Center for Women in Technology in 1995 was particularly important to assist in providing a hospitable environment for all female members of the NJIT community. The mission of the Murray Center is to ensure the sustainable advancement of NJIT women students, faculty, and staff by facilitating individual growth, community interaction, and institutional transformation. In addition, the Murray Center serves as a campus resource for research-based best practices on recruitment and retention of women students and faculty and sponsors a variety of programs designed to meet the needs of all women at NJIT. The Murray Center helps women students succeed academically and professionally by providing support structures and facilitating meaningful connections within the NJIT and corporate communities. The Murray Center is also the home for the following professional and support groups who work to increase the visibility of women at NJIT:

- a. Committee on Women's Issues
- b. American Council on Education (NJIT Chapter)
- c. Society of Women Engineers (NJIT student chapter)

The Committee on Women's Issues (CWI) is charged with working to improve the equity. One of the committee's main objectives is to support the success of women at NJIT, by increasing opportunities for networking and community building.

CWI members also serve as mentors, helping new women employees to adjust to their new positions.

The American Council on Education (ACE) is a national organization dedicated to increasing access and quality in American higher education for women. One of ACE's goals is to advance women to executive positions in universities and U.S. colleges. Chapter events are open to all campus community members.

The Society of Women Engineers (SWE) was founded in 1950 and is a not-for-profit educational and service organization. The organization promotes leadership and professional development for women pursuing a degree in engineering.

The Athletics Department staff strongly encourages women student-athletes to participate on the aforementioned committees. However, the subcommittee recommends that policies be developed to ensure that gender equity issues are monitored, evaluated, and addressed effectively on a periodic basis.

All student-athletes may raise issues regarding gender equity formally and informally as individuals or as groups (such as the Student-Athlete Advisory Committee or teams). In addition, gender equity concerns can be raised during staff and coach meetings or in a private meeting with the athletics director or senior women's administrator (SWA), who is responsible for providing support for female athlete coaches, and other athletics staff members. Each year, all student-athletes are required to fill out a program evaluation at the end of their season. The evaluations are reviewed by the athletics director, associate athletics director/SWA and the compliance coordinator. In addition, the faculty athletic representative is also provided with a summary of evaluation feedback. Program evaluations are currently conducted in conjunction with exit interviews for all student-athletes annually.

Currently, the program evaluations and exit interviews do not have questions pertaining specifically to gender issues. Although evaluations and exit-interview surveys provide an opportunity for student-athletes to raise any concerns regarding gender equity issues in the "comment" section, the Gender Equity Subcommittee recommends that questions be added to the evaluations that focus specifically on gender issues. In addition, the subcommittee recommends that the format for senior exit interviews should be separate from the program evaluations, and that all seniors should be required to have a one-on-one interview with their sport administrator. These interviews would provide an opportunity for students to raise any concerns regarding gender equity.

Additionally, the university's annual EADA report is reviewed by the director of athletics, assistant athletics director for business and facilities, associate athletics director/SWA, the faculty athletics representative, and the Office of Institutional Research and Planning to identify any final trends in spending that may affect any future decisions concerning gender equity.

5. Using your institution's completed Equity in Athletics Disclosure Act survey form and the worksheets for the three most recent academic years for which the information is available, analyze, explain and address any discrepancies through institution's gender-equity issues plan for the future, in the data between male and female student-athletes and comment on any trends or significant changes.

Equity and Student-Athlete Well-Being

The following summarizes NJIT's expenditures, trends, and significant changes relative to information reported on the EADA form over a three-year reporting period (i.e., 2004-05, 2005-06, and 2006-07).

Participation Rates

The participation percentage of women student-athletes at NJIT was 39.3% for 2004-05 ; 37.7% for 2005-06; and 41.1% for 2006-07. The participation rate for female student-athletes has increased by 9.2% (48 student-athletes) over the three-year reporting period. The participation rate for male student-athletes has increased by 11.5% (60 student-athletes) over the three-year reporting period. The team sizes have been stable with the exception of both men's and women's track and cross-country. The 83.2% increase is due to men's and women's indoor and outdoor track and field becoming varsity sports.

Athletic Aid

The proportion of scholarships awarded to women student-athletes exceeded the proportion of women participants in intercollegiate athletics. For example, in 2004-05 the proportion of scholarship dollars awarded to female student-athletes was 46.3%, while the participation rate was 39.3%. In 2005-2006, the proportion of scholarship dollars awarded to female student-athletes was 39.1%, while the participation rate was 37.7%. When the information was reviewed for 2006-2007, the proportion of scholarship dollars awarded to female student-athletes was 46.6%, while the participation rate was 41.1%. The NJIT Athletics Department offers more scholarship dollars to females on average in hopes that they will enroll in the school.

Athletic Equipment and Supplies

The allocation dollars for equipment and supplies for men's sports are less than their participation rates. The overall athletics equipment and supplies budget proportion for men's sports has been 59.0%, 59.0%, and 56.0%. During the same period of time, the females' athletics equipment and supplies budget allocation was 41.0%, 41.0%, and 44.0%. Average expenditures for females over the past three years were 42.0%, while average expenditures for males have been 58.0%. Over the reporting cycle for the past three years male participants received on average \$667 each in equipment and supplies, and female participants received on average \$742 each. The Gender Subcommittee did not find any major discrepancies regarding spending on athletic equipment and supplies for male and female student-athletes.

Travel and Per Diem Allowance

The EADA reports indicate that for the past three reporting years, each male participant received an average of \$1,145, and female participants received an average of \$939 for travel. Because NJIT is not part of a conference, each sport travels to a different group of institutions in order to complete their sport schedules. This practice results in discrepancies in travel budgets. However, these discrepancies do not appear to be related to gender.

Coaching Salaries

Coaching salaries are based on each coach's professional experience, position, and the current market rate. All NJIT head coaches have had at least three years of collegiate coaching experience. The majority of salaries for coaches are gender neutral in that the following men's and women's sports each have one coach: volleyball, swimming, fencing, and tennis. In 2004-05 and 2005-06, the salary of the male basketball coach was higher than that of the female basketball coach. This difference in salary was due to years of experience. In 2006-07, a new women's basketball coach was hired with Division I experience at higher salary. The Athletics Department is committed to continuing to elevate the salaries of coaches to meet Division I standards.

6. Using the 13 program areas for gender issues, please:

- a. Describe how the institution has ensured a complete study of each of the 13 areas specifically during the time frame of the self-study process;
- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas;
- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future; and
- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 13 areas.

Equity and Student-Athlete Well-Being

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

1. Athletics Scholarships. Scholarship dollars to be awarded to women and men at same proportion as their respective rate of participation in the intercollegiate athletics program.

a. Describe how the institution has ensured a complete study of each of the 13 areas.

The NJIT Subcommittee for Gender-Equity used the EADA reports for the last three reporting years, along with participation rates. The data provided the structure from which the committee was able to study the rate of allocation of athletics scholarships by sport and by gender.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

NJIT's institutional commitment to gender equity is greatly enhanced by the existing equity in its athletics program. During 2004-2005 and 2005-2006, there were fifteen athletics programs, eight for men and seven for women. However, during the 2006-2007 season, men's and women's indoor and outdoor track were added as varsity sports bringing the total number of athletics programs to nineteen. There is no indication that the status of these sports will change in the foreseeable future. NJIT's undergraduate enrollment has stayed relatively level for the three reporting years, as has a ratio of men to women of approximately 80% male to 20% female. While the ratio of men to women in athletic participation has also remained constant for the reporting years (between 58-63% men and 37-41% women), it far exceeds the male/female ratio of the student population

Equity in Athletics Survey data was reviewed for the year 2005 (most recent available) to examine comparisons between the average number of male and female participants for each sport division-wide.

In general, for both men's and women's sports, NJIT's participant numbers are on a par with comparable schools. It is recommended that the Athletics Department strive to increase participation in fencing and swimming to meet the Division I participation averages as it makes the transition.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

While NJIT's record of accommodating the interests and abilities of the underrepresented gender cannot be considered deficient, the committee and athletics administrators, as well as the institution as a whole, recognize that these are subject to change with each academic semester and each sports season. Therefore, NJIT recognizes the importance of continuing to track and evaluate interests and abilities to make sure they are being fully accommodated. Although the Athletics Department does not have an annual review process to assess athletics interests and abilities from current and prospective students, the athletics director invites any student interested in beginning a new sport to meet with him.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

The NJIT Athletics Department will develop a needs-assessment survey to ensure that athletics interests and abilities of current and prospective students are thoroughly reviewed.

Equity and Student-Athlete Well-Being

2. Accommodation of Interests and Abilities. Participation proportionate to enrollment; history and continuing practice of program expansion for underrepresented sex; and/or, fully and effectively accommodate underrepresented sex; equivalent levels of competition. Please note, when presenting gender-equity plans for the future, institutions must clearly identify methods (e.g., proportionality, history of program expansion, etc.) for addressing accommodation of interests and abilities.

a. Describe how the institution has ensured a complete study of each of the 13 areas.

The NJIT Subcommittee for Gender Equity used the EADA reports for the last three reporting years to examine the degree to which the NJIT athletics program has historically accommodated the interests and abilities of the under-represented gender. In addition, the committee spoke with the Athletic Director and received informal feedback from student-athletes.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

NJIT's institutional commitment to gender equity is greatly enhanced by the existing equity in its athletics program. During 2004-2005 and 2005-2006, there were fifteen athletic programs, eight for men and seven for women. However, during the 2006-2007 season, men's and women's indoor and outdoor track were added as varsity sports bringing the total athletic programs to nineteen. There is no indication that the status of these sports will change in the foreseeable future. For the reporting years, the competitive schedules and post-season opportunities for these teams were developed without regard to gender and in accordance with NCAA requirements. NJIT's undergraduate enrollment has stayed relatively level for the three reporting years, as has a ratio of men to women of approximately 80% male to 20% female. While the ratio of men to women in athletic participation has also remained constant for the reporting years (between 58-63% men and 37-41% women), it far exceeds the male/female ratio of the student population

Equity in Athletics Survey data for NCAA Division II schools were reviewed for year 2005 (most recent available) to examine comparisons between average number of male and female participants for each sport division-wide.

In general, for both men's and women's sports, NJIT's number of participants are on par with those for Division II as a whole. It is recommended that the athletic department strive to secure additional participants in order to meet the division participation average (i.e., Swimming and Fencing).

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

While NJIT's record of accommodating the interests and abilities of the underrepresented gender cannot be considered deficient, the committee and athletics administrators, as well as the institute as a whole, recognize that these are subject to change with each academic semester and each sports season. Therefore, NJIT recognizes the importance of continuing to track and evaluate interests and abilities to make sure they are being fully accommodated. Although the Athletic Department does not have an annual review process to assess athletics interests and abilities from current and prospective students, the Athletic Director invites any student interested in beginning a new sport to meet with him.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

The NJIT Athletic Department will develop a needs assessment survey to ensure that athletics interests and abilities of current and prospective students are thoroughly reviewed.

3. Equipment and supplies. Quality; amount; suitability; maintenance and replacement; availability of equipment and supplies.

Equity and Student-Athlete Well-Being

- a.** Describe how the institution has ensured a complete study of each of the 13 areas.

Copies of the EADA report were given for the last three reporting years, along with the Intercollegiate Athletics Programs Schedule of Revenues and Expenditures for the last three reporting years. These reports were reviewed by the sports administrators, athletics director, and associate athletics director/SWA.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Documentation reviewed indicated that compliance has been attained in that male and female athletes are provided the same quality of equipment. The cost of equipment and supplies is sport-specific. One priority of the Athletics Department is to provide each of the sports with high-quality equipment so that each team can compete nationally. The expenditure for equipment and supplies is based on the coach's determination of quality and needs for the team. The equipment, uniforms, and supplies were suitable for the specific needs of male and female student-athletes. The practice and competitive equipment were acceptable and gender appropriate.

The teams were provided with a sufficient amount of uniform and equipment items for men and women. There were a similar number of practice uniforms and warm-up uniforms for the same sport for men and women. Over the past three years, the equipment expenses for women's sports have been allocated at 41.0%, 41.0%, and 44.0%. During the same period of time, the budget allocation for men's athletic equipment and supplies was 59.0%, 59.0%, and 56.0%. The overall equipment and supply expenditures for male sports were greater than for female sports. However, the per-participant average expenditures were consistently more for females than for males.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

No deficiencies identified.

- d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Consistent with the university's strategic plan, further budget growth is anticipated over the next three to five years, and the Athletics Department will continue to ensure balance and meet the specific equipment and supply needs of all teams. In addition, they will also continue to monitor coaches' discretionary spending on equipment and supplies to ensure gender equity.

4. Scheduling of Games and Practice Time. Number of games; number, length, and time of day of practices; time of day of games; preseason and postseason opportunities.

- a.** Describe how the institution has ensured a complete study of each of the 13 areas.

Athletics administrators and head coaches for each sport provided information about practice and game schedules for the last three years; this information included the number of contests scheduled, practice opportunities, time of contests, and pre- and postseason opportunities. This information was corroborated with published information about season schedules and with anecdotal information supplied by student-athletes in interviews with committee members.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Athletics administrators and head coaches for each sport provided information about practice and game schedules for the last three years; this information included the number of contests scheduled, practice opportunities, time of contests, and pre- and postseason opportunities. This information was corroborated

Equity and Student-Athlete Well-Being

with published information about season schedules and with anecdotal information supplied by student-athletes in interviews with committee members.

- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.**

The only deficiencies identified in this area are related to the athletics program and the university as a whole and are unrelated to gender. For example, because some sports are not conference-affiliated, scheduling of games is extremely complicated and long distance travel is required to complete schedules. This is further complicated by the rigorous demands of the academic schedule at NJIT: because most majors involve required classes that consist of multi-hour studios and/or labs, scheduling game time at distant schools is problematic.

- d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.**

The NJIT Athletics Department will continue to monitor the scheduling of games and practice times to ensure that men's and women's teams continue to be treated equitably in this program area.

5. Travel and Per Diem Allowance. Modes of transportation; housing furnished during travel; length of stay before and after competitive events; dining arrangements and per diem.

- a. Describe how the institution has ensured a complete study of each of the 13 areas.**

Records reflecting modes of transportation, housing during travel, dining arrangements and per diem allocations for the three-year reporting cycle were provided to the NJIT Subcommittee on Gender Equity by the NJIT Athletics Department. In addition, copies of the EADA report and the NJIT Student-Athlete Handbook were reviewed.

- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.**

The NJIT Intercollegiate Athletics Program financial summaries for the 3 year reporting periods showed the total travel expenditures were, \$96,665 for 2004-05, \$162,901 for 2005-06, and \$621,076 for 2006-07. Travel includes prospective student-athlete travel to competitions. As mentioned, travel is predicated on team schedules. Chartered buses are the preferred mode of transportation for teams traveling to away contests unless the competition is within a 75 mile radius of the campus. Within a 75 mile radius, van travel is authorized. Airline travel is the preferred mode of transportation when travel time via ground transportation would exceed 6 hours one way.

Over the past three years, the women's programs spent 29.8%, 33.3% and 37.5% of the overall budget allocation for team travel. During the same period of time, the men's overall budget allocation was 70.2%, 66.7%, and 62.5%. Over the past three years both men's and women's teams have not been part of a conference with the exception of soccer thus distances to meet the competition quota vary widely by team.

Men's and women's volleyball are in two separate divisions. Men's volleyball competes national intercollegiate Division I teams and often times must travel by air for competitions. Each year men's volleyball flies to California for a week to compete. The Women's volleyball team utilizes less aid for transportation because there are more women's Division I teams in closer within regional travel. The Gender Subcommittee did not find any major discrepancies between men and women's sports in terms of travel and per diem allowance.

- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.**

There are no deficiencies identified with regard to gender equity.

Equity and Student-Athlete Well-Being

- d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

It is anticipated that NJIT will be in a conference in the next three to five years, which should result in more consistent travel experiences and expenditures from team to team.

- 6. Tutors.** Availability- procedures and criteria for obtaining assistance; Assignment- qualifications, training, experience, etc.; Compensation- rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.

- a.** Describe how the institution has ensured a complete study of each of the 13 areas.

The director and associate director of the Center for Academic and Professional Enrichment (CAPE) provided information about tutoring and academic resources available to student-athletes at NJIT. In addition, student-athletes were interviewed.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

The Highlander Academic Support Program (HASP) is the principal vehicle for providing academic assistance to both men and women NJIT student-athletes. HASP, developed and coordinated by the CAPE, was designed specifically to meet the academic needs of student-athletes.

Currently, HASP is one of CAPE's five major partnerships across the university. The HASP program requires student-athletes with a GPA below 3.0 to participate in six hours per week of structured academic support. The support can take any number of forms: assistance in the Study Center, one-on-one tutoring, assistance in the Writing Center, meeting with professors and/or advisors, and structured study groups or workshops. Information about CAPE and its programs is shared with student-athletes via memos and monthly meetings of the Student Athletics Advisory Committee (SAAC). Student-athletes are encouraged to participate in CAPE programs and services as part of HASP. Student-athletes are also apprised of this resource on a case-by-case basis. CAPE is located in Kupfrian Hall, an academic building in the center of campus, directly across the green from the Fleisher Athletic Center. The subcommittee did not find any discrepancies between provision of tutors for male and female student-athletes.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

No significant deficiencies were identified in the tutoring program with regard to treatment of male and female student-athletes. However, given that student-athletes have significant time commitments outside of scheduled class hours for practice and games, CAPE/HASP might consider making subject tutors available beyond regularly scheduled hours, perhaps early morning, evenings or weekends.

- d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Because CAPE is constantly improving its tutoring services through the development of innovative academic support programs, it is reasonable to expect that HASP will continue to evolve to better serve the needs of NJIT student-athletes. The recommendation to expand tutoring hours will appear in the student-athlete welfare section of the of the self-study report.

- 7. Coaches.** Availability - full time, part time, assistant, and graduate assistants; Assignment - training, experience, professional standing, and other professional qualifications; Compensation - rate of compensation, duration of contracts, conditions relating to contract renewal, experience, nature of coaching duties, working conditions, and other terms and conditions of employment.

Equity and Student-Athlete Well-Being

a. Describe how the institution has ensured a complete study of each of the 13 areas.

The Athletics Department provided documentation to the Gender-Equity Subcommittee on the status of coaches' employment, compensation, contract agreements, experience and professional qualification, and copies of the EADA report for the three-year reporting cycle were reviewed.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

The female head coach ratio has declined by 12.0% (three head coaches) over the three-year reporting period. The male head coach ratio has declined by 8.0% (two head coaches) over the three-year reporting period. The female assistant coach ratio fluctuated from seven assistant coaches in 2004-05 to three assistant coaches in 2005-06, and seven assistant coaches in 2006-07. The male assistant coach ratio increased 27.3% over the three-year reporting period.

Coaches' salaries are based on professional experience, position, and current market-rate qualifications. When looking at the individual averages of coaching salaries for the men's and women's teams, they are very similar, and the gap has narrowed over the last three years. Recently, several head and assistant coaches (both men's and women's) received salaries making them more equitable in gender and comparable to Division I standards.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

Salaries are not competitive within the Division I ranks, and are not always equitable between male and female coaches.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

As NJIT hires new coaches, efforts will be made to continue to close the gap in salaries for men and women, and to continue to identify women and minority candidates for all coaching positions.

8. Locker Rooms, Practice and Competitive Facilities. Quality, availability, and exclusivity of practice and competitive facilities; quality and availability of locker rooms; maintenance and preparation of practice and competitive facilities.

a. Describe how the institution has ensured a complete study of each of the 13 areas.

The committee toured and inspected all on-campus athletics facilities, examined floor plans and published information for off-campus facilities, and conducted interviews with coaches, athletics administrators, and student-athletes concerning quality, availability, and exclusivity of locker rooms and practice and competitive facilities.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

The following on-campus facilities are available for athletic practice and competition for both men's and women's teams:

- Fleisher Athletic Center
- Tennis Courts
- Lubetkin Field
- Additional facilities used by NJIT men's and women's teams include a fitness center, two weight rooms, sauna, training room, and locker rooms.
- Locker rooms: men's and women's locker rooms are comparable in terms of square footage, with all

Equity and Student-Athlete Well-Being

athletes having their own individual lockers and dedicated areas within each locker room for each sport; women's volleyball is the exception: currently, it shares space in the visiting-team room.

The following off-campus facilities are available for athletic competition for both men's and women's teams (where applicable):

- Bears and Eagles Riverfront Stadium: Located on the riverfront in downtown Newark, this 6,200 seat stadium has been the home of NJIT's men's baseball team since 2004. All home games are played in this facility.
- The Prudential Center: During the 2007-2008 season, the NJIT men's and women's basketball teams played in this facility.
- Tenafly Racquet Club: Men's and women's tennis squads use this facility for both practice and competition.
- Branch Brook Park: Men's and women's cross country teams practice and compete at Branch Brook Park.
- Van Cortland Park: Men's and women's cross country teams' use the park for practice and competition.

The quality, availability and exclusivity of practice and competitive facilities are comparable for men and women since they share the same facilities. Availability and exclusivity are determined by in-season priorities without regard to gender. For example, the Fleisher Center contains a main basketball court and a side basketball court, both of which are used for practice by men's and women's teams. Priority for the main court is given to the team that has the next scheduled competition, regardless of past use or gender. Scheduling of facilities is prioritized as follows: in-season teams, out-of-season teams, intramurals. With respect to in-season priorities, in order to ensure that there is equitable scheduling for men's and women's teams, final decisions concerning use of facilities is determined by senior athletics administrators rather than head coaches. It should be noted that all on-campus facilities are shared by the general student population, which does have an impact on exclusivity. The quality of practice and competitive facilities available at the Fleisher Athletic Center and Lubetkin Field has improved enormously in the past few years because of renovations undertaken from 2004 to the present. Maintenance of all facilities for practice and competition is carried out by the university's physical plant staff.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

The subcommittee identified no gender equity deficiencies with respect to quality, exclusivity, and maintenance of practice and competitive facilities. However, the women's volleyball team currently does not have a dedicated locker room; instead it uses the visitor-team (basketball) room.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Because of NJIT's commitment to enhancing its athletics program, as appropriate to a Division I participant, the Athletics Department intends to renovate and expand the women's locker rooms, specifically to provide dedicated space for the women's volleyball team by August 2008. The NJIT administration will also continue to improve practice and game facilities.

9. Medical and Training Facilities and Services. Availability of medical personnel; availability and quality of weight training, and conditioning facilities; availability and qualifications of athletics trainers; health, accident, and injury insurance coverage.

a. Describe how the institution has ensured a complete study of each of the 13 areas.

Data for this section was obtained from the Department of Athletics Policy and Procedures Manual, and discussions with the athletics director and the head trainer.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Equity and Student-Athlete Well-Being

There were no differences between women's and men's sports regarding availability of medical personnel.

Availability and quality of weight training and conditioning facilities

Weight training and conditioning facilities are limited due to the growth of athletics programs, thus requiring coaches to coordinate usage with the assistant director of athletics/business and operations manager. Athletes have equal access to weight training and conditioning facilities regardless of gender. Restrictions are placed on the use of the facilities in order to accommodate all teams adequately. For example, during the fall season (a period of high demand) four sports (a total of five teams) are in season, and at least seven other teams are out-of-season. First priority for use of the facilities is given to teams with scheduled games. There were no differences between women's and men's sports with regard to availability and quality of weight training and conditioning facilities.

Availability and qualification of athletics trainers

Athletic training personnel consist of a team physician (outside consultant), a head athletics trainer, and two assistant athletics trainers. Part-time trainers and per diem agency trainers are employed in periods of high demand or staff turnover. Based on the risk of injury, the head athletics trainer deploys available staff to the most critical sport, which is not gender-driven. There were no differences between women's and men's sports regarding availability and qualification of athletics trainers.

Health, accident, and injury insurance coverage

There were no differences between women's and men's sports regarding health, accident, and injury coverage.

- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.**

Athletics Department will continue to monitor medical and training facilities and services. In addition, the Athletics Department intends to hire more trainers and renovate the current training facilities.

- d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.**

Athletic Department will continue to monitor medical and training facilities and services. In addition, the Athletic Department intends to hire more trainers and renovate the current training facilities.

10. Housing and Dining Facilities and Services. Housing provided; special services as part of housing; dining arrangements.

- a. Describe how the institution has ensured a complete study of each of the 13 areas.**

Data for this section was obtained from the Department of Athletics Policy and Procedures Manual, discussion with the athletics director, student-athletes, and responses to questions posed to the director of residence life and the dean of students.

- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.**

Housing provided

The director of residence life receives a list of new athletes and roommate requests from the Athletics Department. Athletes are housed with the general student population in the four NJIT residence halls. Athletics coaches request that full-time first-year students are housed in Cypress Hall (two-room suites with shared bathroom). Sometimes athletes are housed in Redwood (double rooms with one shared bathroom on a floor). Upperclass students choose where they would like to live. There were no differences between treatment for male and female resident student-athletes with respect to housing.

Dining

Student-athletes utilize the same dining hall as the general student population and have access to identical quality and quantity of food. All coaches have the opportunity to request pre-game meals be

Equity and Student-Athlete Well-Being

prepared for their athletes at the dining center prior to a competition. There were no differences between women's and men's sports with regard to dining services.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

No deficiencies were identified.

- d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

The Athletics Department will continue to monitor the housing and dining issues.

11. Publicity. Availability and quality of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices.

- a.** Describe how the institution has ensured a complete study of each of the 13 areas.

Data for this section was obtained from the Department of Athletics Policy and Procedures Manual, discussion with the athletics director, responses to questions posed to the assistant athletics director for sports information and review of informational documents, including athletics publications.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Availability and quality of sports information personnel

The sports information staff consists of a full-time assistant athletics director for sports information and a full-time assistant sports information director. Home contests for men's baseball, men's and women's basketball, men's and women's soccer, and men's and women's volleyball are all staffed with at least one person from the Office of Sports Information. Overall and individual statistics for these sports are maintained on a weekly basis by national organizations (e.g., American Volleyball Coaches Association for men's volleyball, NCAA for all other sports).

NJIT Sports Information personnel do not staff the following sports on a regular basis: cross country (men and women), fencing (men and women), swimming (men and women), tennis (men and women), and track and field (indoor and outdoor, men and women). The Sports Information Department receives information either from the NJIT coaches or from peers at the host schools - a common practice in college sports information.

Access to other publicity resources

All contests for men's and women's teams are reported to local media (the primary outlet for all sports is the Star Ledger), other New Jersey and New York newspapers, and radio and TV stations as appropriate. The primary outlet for all sports is the Star-Ledger. All men's and women's basketball box scores are transmitted immediately following the games to the following outlets: Associated Press, PA SportsTicker, ESPN Data Group, and STATS, Inc. The official NJIT athletics web site www.njithighlanders.com is the primary means of addressing any issues involving lack of equity in coverage by local media outlets. The policy is to update coverage on the site for all events as quickly as possible after each event.

Quantity and quality of publications and other promotional devices

Promotional materials are developed as a group effort that can involve the Sports Information Department, the athletics director, the associate athletics director/senior women's administrator, and various coaches.

Promotional items include: pocket schedules with all events, posters, table tents in the cafeteria, and bookmarks. The pocket schedules, produced seasonally (fall, winter, and spring) include all teams with photographs of athletes representing both genders. The following sports have 8.5 by 11-inch media guide books:

Equity and Student-Athlete Well-Being

- Soccer (men and women)
- Volleyball (men and women)
- Basketball (men and women)
- Baseball (men).

All books have a four-color (two-sided) laminated cover. All of the covers and interiors are designed by a professional graphics design firm. All cover photos and most interior photos are taken by a professional photographer. All teams get individual head shots and team shots taken by the same professional photographer. These photos are used in publications and on the NJIT athletics website.

For other sports, the media guides are two-color brochures of varying sizes. The covers are designed by a professional graphics design firm, and the interiors are designed in-house by the Sports Information Department.

Several sports (tennis, cross country, track and field, fencing, and swimming) have one brochure that includes the teams from both genders. Brochures for cross country and track and field are currently being replaced with a combined 16-page 5.5 x 8.5-inch guide that will have a two-color cover. This will include teams from both genders.

Since 2005-06, the Sports Information Department has increased the page count for existing 8.5 x 11-inch media guides (men's soccer, men's and women's basketball) and upgraded several other sports (women's soccer, men's and women's volleyball, and men's baseball) from 5.5 x 8.5-inch, two-color covers to 8.5 x 11-inch four-color covers.

The assistant athletics director for sports information serves as main author and overall editor of all media guides and brochures. The assistant sports information director assists with writing, research and other editorial work, including design. All publications receive the same level of editorial expertise, regardless of gender.

- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.**

The Gender Subcommittee recommends that the Athletics Department add more full-time and/or part-time staff to ensure better coverage of male and female sports. This recommendation includes specifically hiring a marketing/promotions individual.

- d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.**

The Athletics Department will continue to ensure equal coverage for male and female sports.

12. Support Services. Administrative, secretarial, and clerical support; office space.

- a. Describe how the institution has ensured a complete study of each of the 13 areas.**

Data for this section was obtained from the Department of Athletics Policy and Procedures Manual, discussion with the athletics director, and review of informational documents.

- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.**

Secretarial and administrative support is provided by designated office staff and within each of the program areas by assistant staff. For example, the assistant to the head trainer performs as an assistant athletics trainer and has some clerical responsibilities. In addition, coaches do not have clerical staff. The subcommittee did not find any differences in support services between men's and female's sports.

- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.**

Equity and Student-Athlete Well-Being

No deficiencies identified.

- d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

As programs and the department as a whole expand, the Athletics Department will ensure equitable distribution of support services between men's and women's sports.

13. Recruitment of Student-Athletes. Equal opportunities for professional personnel to recruit; availability of financial and other resources for recruitment; equivalent benefits, opportunities, and treatment of prospective athletes.

- a.** Describe how the institution has ensured a complete study of each of the 13 areas.

The committee reviewed the EADA data for recruitment as well as budgeted and actual recruiting expenses as supplied by the assistant athletics director for business. The committee also reviewed recruiting policy information as supplied by head and assistant coaches and published in the Department of Athletics Manual and Student-Athlete Handbook. Finally, the committee interviewed coaches and members of the Athletics Department concerning their perceptions of resource allocation for recruitment.

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

The data reveals that for the two most recent reporting years men's teams have accounted for 71% of total institutional athletic recruitment expenses, a 6% increase from the earliest reporting year. Women's teams have accounted for 29% of the recruiting expenses for the two most recent reporting years, a 6% decline from the earliest reporting year. Despite this decline, the data also reveals that overall recruiting expenditures have increased over the three-year reporting period by nearly 78% from 04-05 to 05-06, and by nearly 62% from 05-06 to 06-07. When this increase in expenditures is examined according to gender, the data shows that men's teams increased recruiting expenditures by 96% from 04-05 to 05-06, and by 62% from 05-06 to 06-07. Women's teams increased recruiting expenditures by nearly 47% from 04-05 to 05-06, and by nearly 61% from 05-06 to 06-07.

Discussions with coaches and athletics administrators, along with examination of recruiting materials and detailed expense reports, indicate that the NJIT athletics program makes every effort to utilize as equitably as possible the resources available for recruiting. This includes making sure that both men's and women's teams are represented in university recruitment publications, both print and web-based, and making sure that men's and women's teams are well represented at open houses and other recruiting events, both on-campus and off-campus (in coordination with the Admissions Office). The committee's investigations also revealed a general satisfaction with allocation of recruiting resources according to gender. The perception among the coaches/recruiters is that they are able to spend what they need to recruit both men and women, whether it involves local or distant travel (even international travel in some cases).

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future.

While the significant increases in overall expenditures for recruitment are a positive step for athletics at NJIT, the accompanying decrease in the percentage allocated to women's teams is problematic. Anecdotal evidence suggests that this was not an intentional decrease but that the funds spent on women's recruiting simply did not amount to more than 29% of total expenses. In other words, had the coaches of women's teams wished to spend more money on recruitment, those funds were available. Policies regarding recruiting travel for coaches are applied consistently for all sports.

- d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Equity and Student-Athlete Well-Being

The NJIT Athletics Department will continue to assess the allocation and utilization of recruitment resources to make sure that women coaches are not only given equal access to all resources, but also actually utilize those funds. This will be especially important as these resources expand in the coming years.

7. Using the "plan for improvement" section, please provide a written, stand-alone institutional plan for addressing gender equity for the future in the intercollegiate athletics program. 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.]

Within gender-equity written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.

Gender Equity Plan

Elements Steps

Program Area Issue(s) Measurable

Goals Steps to Achieve Goal Individuals

Responsible for

Implementation Specific Timetable for

Completing the Work

Athletic Scholarships No issues related to the equitable availability of scholarships. Maintain current status of equity and balance as it relates to athletics aid. Implement balanced scholarship plan as number of scholarships is increased as demands of Division I are met.

Director of Athletics

Associate Athletics Director/SWA

Coaches

Ongoing

Accommodations of Interests and Abilities No issues related to accommodating interests and abilities of students.

Monitor non-varsity sport activity needs and desires from student body.

Provide support, as needed, to address needs and desires of student body. Director of Athletics

Associate Athletics Director/SWA

Ongoing

Equipment and Supplies No issues related to the equipment and supplies needed by student-athletes. Ensure balance and meet specific equipment and supply needs of teams. Monitor coaches spending on such purchases.

Assistant Athletics Director/Business and Facilities

Sport Administrator

Ongoing

Scheduling of Games and Practice Time No issues related to the scheduling of games and practice times between genders.

Maintain equity and balance regarding game and practice times.

Continue to monitor access to scheduled practice schedules and facilities. Operations Manager

Assistant Athletics Director/Business and Facilities

Ongoing

Equity and Student-Athlete Well-Being

Travel and Per Diem No issues related to travel and per diem.
Maintain equitable expenditures related to travel and per diem expenses.
Continue to monitor coaches spending on travel and per diem. Assistant Athletics Director/Business

Sport Administrators

Coaches
Ongoing

Elements Steps
Program Area Issue(s) Measurable
Goals Steps to Achieve Goal Individuals
Responsible for
Implementation Specific Timetable for
Completing the Work

Tutors No issues related to tutors or tutorial services. Development of a monitoring system to evaluate academic support for student-athletes. As part of the annual program evaluation and exit interview process, add a section related to academic support services. Center for Academic and Professional Enrichment (CAPE)

Associate Athletics Director/SWA

Academic Advisor for Athletes
Complete

Review Annually

Coaches Make salaries competitive within Division I, and balanced by gender.
Balance salaries for coaches with similar experience and background in like sports. Research salaries and adjust as necessary. Director of Athletics

Associate Athletics Director/SWA

VP of Human Resources

Review Annually

Ongoing

Practice and Competitive Facilities No issues related to practice and competitive facilities. Continue to provide equal access to the same quality game and practice facility. Continue to monitor schedules so all like sports have equal access to the same quality game and practice facility.
Request additional facilities as needed. Assistant Athletics Director/Facilities

Operations Manager

Review Annually

Ongoing

Locker Rooms Women's volleyball lacks comparable locker room space in comparison to men's volleyball.
Development of new locker room space designated for women's volleyball. Completion of facility renovation in existing athletic center. Director of Athletics

VP of Facilities August 2008

8. Describe the institution's efforts to ensure the plan for addressing gender-equity issues for the future of the intercollegiate athletics program was developed through a process involving broad-based participation and received institutional approval.

At NJIT, the Human Resources Office, the Office of the Dean of Students, faculty athletics representative, SAAC representatives and Athletics Department staff all play roles in ensuring that gender equity issues are addressed in

Equity and Student-Athlete Well-Being

a manner that involves broad-based participation from student-athletes, coaches, and the general campus community. The self-study Subcommittee for Gender Equity represented faculty and staff along with participation from the Athletics Department. Lastly, the plan was reviewed by the vice president for academic and student services and by the president.

Information to be available for review by the peer-review team, if requested:

- Documentation assessing the institution's goals and actions regarding Title IX (if applicable).
- Equity in Athletics Disclosure Act survey forms and worksheets. [Please note: For confidentiality purposes, the committee will permit an institution to provide the EADA worksheets with salary information in the form of a percentage.]

Evaluation

1. Has the institution implemented its approved gender-equity plan from the previous self-study? **Currently No**
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**
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**

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Accommodation of Interests and Abilities.	No issues related to accommodating interests and abilities of students.	Monitor non-varsity sport activity needs and desires from student body.	Provide support, as needed, to address needs and desires of student body.	Director of Athletics Associate Athletics Director/SWA	Ongoing
Equipment and supplies.	No issues related to the equipment and supplies needed by student-athletes.	Ensure balance and meet specific equipment and supply needs of teams.	Monitor coaches spending on such purchases.	Assistant Athletics Director/Business and Facilities Sport Administrator	Ongoing
Scheduling of Games and Practice Time.	No issues related to the scheduling of games and practice times between genders.	Maintain equity and balance regarding game and practice times.	Continue to monitor access to scheduled practice schedules and facilities.	Operations Manager Assistant Athletics Director/Business and Facilities	Ongoing
Travel and Per Diem Allowance.	No issues related to travel and per diem.	Maintain equitable expenditures related to travel and per diem expenses.	Continue to monitor coaches spending on travel and per diem.	Assistant Athletics Director/Business Sport Administrators Coaches	Ongoing
Tutors.	No issues related to tutors or tutorial services.	Development of a monitoring system to evaluate academic support for student-athletes.	As part of the annual program evaluation and exit interview process, add a section related to academic support services.	Center for Academic and Professional Enrichment (CAPE) Associate Athletics Director/SWA Academic Advisor for Athletes	Complete Review Annually

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Coaches.	Make salaries competitive within Division I, and balanced by gender.	Balance salaries for coaches with similar experience and background in like sports.	Research salaries and adjust as necessary.	Director of Athletics Associate Athletics Director/SWA VP of Human Resources	Review Annually Ongoing
Locker Rooms, Practice and Competitive Facilities.	Women's volleyball lacks comparable locker room space in comparison to men's volleyball.	Development of new locker room space designated for women's volleyball.	Completion of facility renovation in existing athletic center.	Director of Athletics VP of Facilities	August 2008
Medical and Training Facilities and Services.	Ensure all like sports have equal access to athletics training staff, facilities, and services. Additionally, increase training room space.	Identify unequal treatment of teams.	Monitor access to trainers for all sports and add full-time and per diem trainers as needed.	Director of Athletics VP Facilities Associate Athletics Director/SWA Sport Administrators	Review Annually. Training room expansion scheduled ? Sept. '09
Housing and Dining Facilities and Services.	No issues regarding housing and dining services.	Student-athletes utilize the same dining and housing facilities as general student body.	Continue to monitor any issues related to dining room and housing accommodations.	Director of Residence Life Associate Athletics Director/SWA	Review Annually Ongoing
Publicity.	No issues identified regarding publicity.	Ensure appropriate coverage for all sports.	Balance coverage schedule with full-time staff and seek additional full-time and part-time student staff as needed.	Director of Athletics Assistant AD/Sports Info.	Review Annually Ongoing
Support Services.	No issues regarding support services.	Ensure any addition to the support service staff is gender-neutral.	Add support and clerical staff as needed as department grows.	Director of Athletics	Review Annually Ongoing

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Recruitment of Student-Athletes.	No issues related to recruitment of student-athletes.	Continue to ensure equitable balance as it relates to the recruitment of student-athletes by gender.	Monitor coaches spending on recruitment and encourage national recruitment for all teams.	Coaches Sport Administrators	Review Annually Ongoing

Equity and Student-Athlete Well-Being

Operating Principle

3.2 Minority Issues

Self-Study Items

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 Operating Principle 3.2 (Minority 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.

This is the first NCAA Division I Athletics Certification Self-Study for the campus; thus self-study items 1-3 do not currently apply.

2. 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) an explanation for any partial or noncompletion of such required actions. The committee will not accept the following explanations for partial completion or noncompletion: 1) the institution did not possess sufficient funds to implement the plan, and 2) the institution has had personnel changes since the original development of the plan. [Please note: Within minority issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.]

This is the first NCAA Division I Athletics Certification Self-Study for the campus; thus self-study items 1-3 do not currently apply.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.2 (Minority Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

This is the first NCAA Division I Athletics Certification Self-Study for the campus; thus self-study items 1-3 do not currently apply.

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

NJIT has a long history of promoting a healthy diversity on campus and supporting the minority student population. NJIT's diverse student population, including minority student-athletes, receives support throughout their college experience. This structure, both formal and informal, continues to produce minority graduates in fields in which they have been historically underrepresented. For example, NJIT is ranked first in New Jersey (12th nationally) in graduating minority students with baccalaureate degrees in computer and information sciences ("Top 100 Undergraduate Degree Producers 2007" survey, Diverse Issues in Higher Education). In addition, NJIT is ranked first in New Jersey for awarding bachelor's degrees in engineering to African American and Hispanic students, and

Equity and Student-Athlete Well-Being

in graduating Asian American students with computer and information science degrees. Student-athletes are included in these statistics. These achievements are easy to find on the school's website in the "Fast Facts" section. Having this information readily available supports NJIT's efforts to continue to recruit a diverse student population.

The athletics director reports to the vice president for academic and student services. The Athletics Department annually compiles racial/ethnic data on student-athletes. In addition, Human Resources maintains records on racial/ethnic personnel data.

The Student Athletics Advisory Committee provides a venue for student-athletes to address minority issues. This year, the Committee consists of 21 student-athlete members: 10 are women and 11 are men. The racial composition of the Council is as follows: 13 white, five African American, two Hispanic and one Indian.

Each year, all student-athletes are required to fill out a program evaluation at the end of their season. The evaluations are reviewed by the athletics director, associate athletics director/SWA and the faculty Athletics representative. Although evaluations and exit interviews provide an opportunity for student-athletes to raise any concerns regarding minority issues in a "comment" section, the Subcommittee for Minority Issues recommends that questions be added to evaluations that focus specifically on minority issues. In addition, the subcommittee recommends that the format for senior exit interviews should be separate from the program evaluations, and that all seniors should be required to have a one-on-one interview with their sport administrator. These interviews will provide an opportunity for students to raise any concerns regarding minority issues.

Job announcements for athletics staff and faculty positions are widely distributed to ensure a broad outreach to interested individuals. Search committees are created for all job positions. The members of these committees are diverse and feedback is honored without bias.

Although no specific committee has sole responsibility for evaluating and monitoring minority issues, concerns can be raised during Athletics Department staff meetings, SAAC meetings, or anonymously through program evaluations and exit interviews. The subcommittee recommends that the Athletics Department develop a staff survey that evaluates minority issues and explores additional avenues to collect feedback/concerns from minority staff.

5. For the three most recent academic years, provide the racial or ethnic composition for (a) full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level); (b) 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); (c) full- and part-time head coaches; (d) full- and part-time assistant coaches (including graduate assistant and volunteer coaches); (e) faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members; and (f) other advisory or policy-making group (e.g., governing board for athletics, student-athlete advisory committee) members (if any). Analyze and comment on any trends over the three-year period. [Note: Use the supplied chart (Racial or Ethnic Composition) to compile the data requested in this self-study item.]

Please see chart.

African-American and Hispanics are represented among head-coach and assistant-coach categories, but not in senior administration. These groups are also significantly underrepresented in the professional Athletics Department staff category, with only one representative holding a full-time staff position (facilities) during the 2005-2006 year.

For the last three years, all senior administrative staff have been white. While there is one staff member that classifies as "Other," all other professional Athletics Department staff members also are white. The senior Athletics Department staff recognizes the lack of minority representation among their professional staff and has expressed a commitment to attracting minority members. Senior staff reported that despite past attempts to hire minority individuals, the most qualified candidates who actually accepted offered positions were white.

The lack of ethnic diversity in the Athletics Department is not reflective of other departments at NJIT, most of which reflect great diversity. Overall, NJIT has a strong representation of minorities in leadership positions. NJIT's Division I program is relatively new and will grow to become similar in this respect to other departments on campus. NJIT's plan for improvement in this area will reflect action to increase minority representation in the Athletics Department.

Equity and Student-Athlete Well-Being

6. 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 (Racial or Ethnic Composition on Page 34) to compile the data requested in this self-study item.]

Please see chart.

The chart showing the racial composition of students generally and student-athletes receiving athletics aid demonstrates that for the past three years the number of student-athletes with aid has remained steady for most racial groups, and that the ethnic-minority groups presented in the general student population also are represented in the student-athlete population. American Indian students receiving aid has increased from 17 to 49 since 2004. The number of scholarship student-athletes in this demographic has increased from 0-1.

The percentage of Hispanic student-athletes receiving athletics aid has decreased from 2.247 in 2004 to 1.916 in 2006. During these same years, the number of Hispanic students generally receiving aid increased from 890 to 1148.

NJIT has a high percentage of Asian/ Pacific Islander students receiving aid. This percentage is not reflected in the number of Asian/ Pacific Islander students receiving athletics aid: .339 percent in 2006-2007. This population is mostly represented by student- athletes in the "Men's Other Sports" category, with three student-athletes included in "Men's Track/ Cross Country."

7. 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 NCAA 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 (Racial or Ethnic Composition on Page 35) to compile the data requested in this self-study item.]

Please see chart.

NJIT has a very diverse student body. Minority groups are represented on all athletics teams. When looking at this information, it is important to consider that NJIT provides institutional aid to qualified students. There are a number of programs on campus (the Educational Opportunity Program in conjunction with the state's Equal Opportunity Fund) that provide financial support to particular populations of students (first-generation college students, economically disadvantaged, etc). A number of student-athletes qualify for and participate in these programs and may not receive athletics aid in addition to such institutional aid.

8. Using the eight program areas for minority issues please:

- a. Describe how the institution has ensured a complete study of each of the eight areas specifically during the time frame of the self-study process;
- b. Provide data demonstrating the institution's commitment across each of the eight areas;
- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority issues plan for the future; and
- d. Explain how the institution's written, stand-alone plan for minority issues addresses each of the eight areas.

1. Institutional and Athletics Department Commitment. Development and maintenance of written statements that address the issues of diversity.

- a. Describe how the institution has ensured a complete study of each of the eight areas.

The athletics director and various campus administrators with responsibility for diversity were interviewed.

Equity and Student-Athlete Well-Being

- b.** Provide data demonstrating the institution's commitment across each of the eight areas.

The commitment of NJIT's Athletics Department to diversity is reflected in both the university's mission statement and the Athletics Department's mission statement, which can be found in the Student Athlete Planner & Handbook is given to all student-athletes and the principles are explained during the annual compliance meeting held at the beginning of each academic year. As stated in the Athletics Mission Statement: "The Athletics Department supports equitable opportunities for all students and staff including women (reflected in our commitment to be in full compliance with Title IX regulations) and minorities in its programs."

NJIT is committed to recruiting and graduating a multicultural student body. The broad diversity of NJIT's student body is specifically mentioned in the university's mission statement: "NJIT prepares its graduates for positions of leadership as professionals and as citizens; provides educational opportunities for a broadly diverse student body." NJIT was identified by Diverse Issues in Higher Education as one of the "Top 100 Undergraduate Degree Producers 2007."

In accordance with the university's Equal Employment Opportunity Policy, "NJIT recruits, hires, trains, and compensates persons in all applicable administrative, classified, faculty, unclassified, and student job titles without regard to age, ethnicity, creed, disability, atypical hereditary cellular or blood trait, genetic information, marital status, national origin, sex, race, religion, gender preference, gender, sexual orientation or veteran status otherwise prohibited by applicable law." The Human Resources Office facilitates relationships with minority organizations, and community action and service program groups concerned with employment opportunities for minorities. In addition, all new hires are required to attend a diversity training session coordinated by the Human Resources Office.

In 2004-05, the university issued a strategic plan that included a commitment to becoming nationally recognized for attracting high-achieving students from diverse national and international populations. In this plan, NJIT is committed to increasing the enrollment of women, African Americans and Hispanics.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

As NJIT continues to develop its diversity initiative, in terms of the Athletics Department's commitment, there should be more direct and targeted involvement of the staff and coaches.

- d.** Explain how the institution's future plan for minority issues addresses each of the eight areas.

The Minority Subcommittee will continue to meet throughout the year to ensure accountability under the Equity Plan. In addition, annual affirmative action data and policy information should be sent to the athletics director in order to ensure a stronger alignment between the institution and the Athletics Department. Lastly, the Athletics Department should draft a statement that highlights its commitment to diversity and include it in the Policy and Procedure Manual.

- 2. Evaluation.** Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to diversity.

- a.** Describe how the institution has ensured a complete study of each of the eight areas.

The Subcommittee on Minority Issues collected information from compliance data posted by the Athletics Department and interviews with departmental staff. The NJIT Affirmative Action Plan also serves as a key source of information.

- b.** Provide data demonstrating the institution's commitment across each of the eight areas.

Equity and Student-Athlete Well-Being

NJIT's Athletics Department continues to monitor the statistics and information relative to minority issues that are requested for NCAA reports on an annual basis. In addition, the responsibility for establishing reporting procedures and monitoring annual revisions to ensure compliance and continued implementation of NJIT's Affirmative Action Policy is vested in the vice president for human resources.

The Human Resource and Compliance Offices are responsible for maintaining and continually auditing the university's activities to identify possible problem areas. Overall effectiveness and implementation of the Affirmative Action/Equal Employment Opportunity (AA/EEO) Program are measured. Human Resources and the Compliance Office also assist line management in correcting key weaknesses and imbalances. These evaluation procedures are in place to make sure that all activities are in compliance with the goals set by the university. These activities also include the university's athletics programs through the Athletics Compliance Office.

In addition to recruiting and graduating minority students, NJIT has secured resources to continually evaluate the environment for women and minority students on campus. NJIT is currently participating in a number of national grant programs that identify female and minority groups at engineering institutions. Student-athletes are represented in these populations. The application and facilitation of these grants are conducted through the Murray Women's Center on campus. The Project to Access the Climate in Engineering (PACE) is intended to identify and evaluate issues that affect persistence rates among students in undergraduate engineering programs. This project focuses on the relationship between race, gender and academic experience.

- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.**

Currently, the Athletics Department does not have an evaluation process in place to address minority and diversity issues. The subcommittee strongly recommends that formal mechanisms for periodic review and evaluation of department activities in support of minority issues be put into place.

- d. Explain how the institution's future plan for minority issues addresses each of the eight areas.**

The Athletics Department's plan to address minority issues shall include, but not be limited to the following:

- Annually reviewing the website and publications to ensure that all communication is reflective of diversity.
- Incorporating a minority and diversity section in annual program evaluations and exit interviews.

3. Organization and Structure. Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance diversity.

- a. Describe how the institution has ensured a complete study of each of the eight areas.**

The Subcommittee on Minority Issues reviewed written documents and interviewed minority student-athletes and key personnel in the Athletics Department. In addition to the formal structure on campus, an extensive network of support for minority students exists. This was evident during the interview process. The diversity of staff throughout all areas of the university supports NJIT's diverse student body, including student-athletes.

- b. Provide data demonstrating the institution's commitment across each of the eight areas.**

Currently, the athletics program does not have a CHAMPS/Life Skills program, but does conduct programs based on the components of the CHAMPS/Life Skills curriculum. Various offices on campus are utilized as resources to provide programming specifically for student-athletes that impact the following life skills areas: career development, personal development, academic commitment, and service commitment. These offices include the Center for Academic and Professional Enrichment, Counseling Center, Career Development Services, and the Office of Leadership and Diversity Programs.

Equity and Student-Athlete Well-Being

The assistant director for leadership development and multicultural affairs is a full-time position that reports to the director of the campus center and student activities. This position has significant interaction with all students and is responsible for campus-wide diversity programming initiatives, including training, workshops and celebrations. Student-athletes are continually made aware of these programs and are encouraged to attend.

The Student Athletics Advisory Committee provides a venue for student-athletes to address minority issues. This year, the Committee consists of 21 student-athlete members: 10 women and 11 men. The racial composition of the Committee is as follows: 13 white, five African American, two Hispanic and one Indian.

- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.**

The subcommittee recognizes that the Athletics Department could benefit from a stronger relationship with the university's Office of Leadership and Diversity. This office can be an important resource to address minority issues for student-athletes.

- d. Explain how the institution's future plan for minority issues addresses each of the eight areas.**

It is NJIT's intention to become more proactive in soliciting participation by student-athletes in the above-mentioned and other on-campus organizations that provide support for minority students. Coaches and professional staff (e.g., academic advisors, sport administrators) will provide more encouragement to students, including those from underrepresented groups, to take advantage of the leadership opportunities that exist on campus. In addition, the newly formed Athletics Oversight Committee will include an Athletics Minority and Diversity Subcommittee that will also monitor minority issues.

4. Enrollment. Goals of the institution for enrollment of minority students and minority student-athletes.

- a. Describe how the institution has ensured a complete study of each of the eight areas.**

Athletics staff, coaches, admissions officials, the director of the Murray Center for Women in Technology, and representatives from the Educational Opportunity Program were interviewed. In addition, enrollment statistics were reviewed.

- b. Provide data demonstrating the institution's commitment across each of the eight areas.**

The diversity of NJIT's student population is evident when reviewing campus programming and development initiatives. The institution is committed to maintaining a very diverse student population by enrolling and graduating students from underrepresented groups. Student-athletes at NJIT reflect this diversity. Coaches recruit in the local metropolitan area (among the most demographically diverse in the country), as well as nationally. A number of student-athletes participate in the Educational Opportunity Program at NJIT, which provides access to higher education for first-generation college students and those from economically disadvantaged backgrounds.

- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.**

NJIT has a large Asian American student population. However, this is not reflected in the student-athlete contingent. As a young Division I program, coaches must identify the best student-athletes to enroll at NJIT. Throughout the recruiting process, maintaining the high diversity of our student-athletes and diligently seeking qualified candidates from underrepresented groups will be a priority.

Equity and Student-Athlete Well-Being

- d.** Explain how the institution's future plan for minority issues addresses each of the eight areas.

Athletics will continue to work with the Admissions Office and utilize existing campus initiatives to continue to enroll and support a qualified, diverse student-athlete population and attempt to increase underrepresented groups.

5. Comparison of Populations. Examination of the student population and comparison of the percentage of minority student-athletes in all sports, by sport, to ensure that there are no signs of discrimination revealed through the recruitment practices of the institution.

- a.** Describe how the institution has ensured a complete study of each of the eight areas.

The subcommittee requested information from the Institutional Research Office to complete the minority issues charts included earlier in the self-study. Comparisons were made between student-athletes and the general NJIT student body. The NJIT student-athlete contingent reflects a high percentage of diversity and minority representation. Although not all sports have equal representation, each team has representation from minority groups.

- b.** Provide data demonstrating the institution's commitment across each of the eight areas.

Data on the NJIT student population is maintained by Institutional Research to allow for comparisons of minority student-athlete populations by sport and against the overall student population. This information is readily available to the Athletics Department for annual reports. Examination of the student population and percentages of minority student-athletes in all sports does not indicate the presence of discriminatory practices on any team. There were no specific differences in the student-athlete profile when compared to the general population of students.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

No deficiencies identified.

- d.** Explain how the institution's future plan for minority issues addresses each of the eight areas.

The Athletics Department will continue to recruit prospective student-athletes from ethnic minorities and attempt to continue to build and maintain a diverse group of student-athletes. In addition, there will be continued assessment of recruitment strategies by head and assistant coaches from all teams in order to identify opportunities in particular ethnic or regional communities and establish appropriate diversity on each team.

6. Participation in Governance and Decision-Making. Involvement of minority student-athletes in the governance and decision-making processes of the athletics department, and provision of leadership opportunities (e.g., participation on student-athlete advisory committee) for minority student-athletes.

- a.** Describe how the institution has ensured a complete study of each of the eight areas.

The Subcommittee on Minority Issues gathered information from compliance activities posted by the Athletics Department and through conversations with student-athletes and key Athletics Department personnel.

Equity and Student-Athlete Well-Being

- b.** Provide data demonstrating the institution's commitment across each of the eight areas.

Twenty-one student-athletes participate on the SAAC, of which eight are minority student-athletes. This committee gives minority students equal opportunity to voice concerns and bring up issues for discussion. This forum not only provides students a place to bring concerns to the attention of Athletics Department staff who attend and moderate the meetings, but also to the attention of their peers. This open discussion is on the standing agenda and is encouraged by athletics staff.

Currently, representation by minority student-athletes on university-wide governance committees is deficient. The subcommittee strongly believes that NJIT needs to commit to ensuring that minority student-athletes are active members on these committees.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

It is recommended that the position of minority chair be added to the Executive Board of SAAC for the 2008-2009 academic year. The student-athlete in this position will be asked to represent the interests of minority student-athletes to the committee. This will provide minority student-athletes with an additional mechanism for providing information and expressing concerns about minority issues on campus and within the athletics program to athletics administrators. In addition, this position will act as liaison between SAAC and campus groups focused on minority issues. A goal of this new position will be to increase the number of minority student-athletes participating in the many clubs and organizations at NJIT. This will not only increase involvement of minority student-athletes within athletics and in other student activities on campus, but also increase the leadership opportunities available to student-athletes.

- d.** Explain how the institution's future plan for minority issues addresses each of the eight areas.

SAAC activities should be monitored and evaluated on a continuous basis relative to minority-related issues. Head coaches will be encouraged to appoint minority members from their teams to the SAAC when necessary to maintain a diverse group.

7. Employment Opportunities. Establishment of goals for minority employment opportunities in the athletics department and the encouragement of promotion and hiring of minority coaches and administrators.

- a.** Describe how the institution has ensured a complete study of each of the eight areas.

The Subcommittee on Minority Issues collected and reviewed data regarding the ethnicity of personnel in the Athletics Department. In addition, coaches and staff were interviewed.

- b.** Provide data demonstrating the institution's commitment across each of the eight areas.

The Athletics Department adheres to institutional hiring policies and applicable regulations while focusing on attracting and hiring underrepresented ethnic groups. The NJIT Affirmative Action Plan reaffirms its commitment to the full realization of affirmative action and equal employment opportunity in its employment practices. Section I of that plan asserts that it is the policy of NJIT to: "Recruit, hire, train, and compensate persons in all applicable administrative, classified, faculty, unclassified, and student job titles without regard to age, ethnicity, creed, disability, atypical hereditary cellular or blood trait, genetic information, marital status, national origin, sex, race, religion, gender preference, gender, sexual orientation or veteran status otherwise prohibited by applicable law."

NJIT has a continuing commitment to diversifying and actively supporting and retaining staff, students, and administrators of all minority groups. Retention of all minority athletics coaches is a high priority. Although the Athletics Department does not have a large number of minority coaches, the retention rate is positive.

Equity and Student-Athlete Well-Being

The Athletics Department is committed to increasing the number of minority coaches and staff members. Currently, job positions are posted in selected publications that target minority populations (e.g., National Association of Collegiate Women Athletic Administrators and Black Coaches Association).

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

Minority groups are not represented in senior athletics staff positions at NJIT. A commitment to recruiting qualified candidates for senior administrative staff positions should be reflected in written departmental policy.

- d.** Explain how the institution's future plan for minority issues addresses each of the eight areas.

As the Athletics Department expands to provide adequate support for a Division I program, representing minority groups in senior staff positions should be a priority. The department will utilize resources such as the NCAA Leadership Institute for Ethnic Minority Males and the NCAA Ethnic Minority Enhancement Program (post-graduate scholarship program). The Athletics Department should use these and other resources in identifying a network of qualified minority candidates for consideration.

8. Programs and Activities. Establishment of programs that address the needs and issues affecting minority student-athletes.

- a.** Describe how the institution has ensured a complete study of each of the eight areas.

The Subcommittee on Minority Issues collected and reviewed data about programs that address the needs and issues affecting minority student-athletes. Data was obtained from key athletics personnel, student-athletes, the assistant director of leadership and diversity programs, and other members of the NJIT community.

- b.** Provide data demonstrating the institution's commitment across each of the eight areas.

Student-athletes have complete access to, and participate in, campus organizations that provide support for minority students, such as the National Society for Black Engineers (NSBE), Society of Women Engineers (SWE), and Society for Hispanic Professional Engineers (HSHPE).

National Society of Black Engineers (NSBE)

Mission/purpose-to provide leadership training, professional development, mentoring opportunities, career placement services and more to African American students and associations.

Society of Hispanic Professional Engineers (SHPE)

Mission/purpose-to offer Hispanic student leaders the opportunity to meet and share knowledge and develop their business leadership skills. Conferences feature team projects, workshops, networking and leadership meetings.

Society of Women Engineers (SWE)

Mission/purpose-to allow SWE members from different schools to meet and share ideas and projects, and to network among themselves and different companies.

Office of Leadership and Diversity

Mission/Purpose- to develop programs that support and celebrate NJIT student diversity, increase a sense of tolerance and acceptance of diversity, and help students develop skills related to social justice.

In addition, student-athletes participate in an orientation program immediately before the fall semester begins. At this orientation, they are introduced to Athletics Department staff members and are briefed on the various support organizations on campus.

Equity and Student-Athlete Well-Being

- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

Coaches must encourage and support student-athlete involvement in minority related campus programs and activities.

- d. Explain how the institution's future plan for minority issues addresses each of the eight areas.

The Athletics Department realizes the need to encourage and support minority athletes in being more proactive in relevant on-campus organizations.

9. Using the "plan for improvement" section, please provide a written, stand-alone institutional plan for addressing minority issues for the future in the intercollegiate athletics program. 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 the Web site for an example format outlining all required elements of a plan.]

Within minority-issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.

See Minority Issues Plan.

10. Describe the institution's efforts to ensure the plan for addressing minority issues for the future in the intercollegiate athletics program was developed through a process involving broad-based participation and received institutional approval.

At NJIT, Human Resources, Dean of Students office, Faculty Athletics Representative, SAAC representatives and the Athletics Department staff all play roles in ensuring that gender equity issues are addressed in a manner that involves broad-based participation from student-athletes, coaches, and the general campus community. The self-study subcommittee for minority issues represented faculty and staff along with participation from the Athletics Department. Lastly, the gender equity plan was reviewed by the vice president for academic and student services and the by president.

Evaluation

1. Has the institution implemented its approved minority-opportunities plan from the previous self-study? **Currently No**
2. Has the institution provided an explanation from appropriate institutional authorities if its minority-issues plan was modified or not carried out fully? **Currently No**
3. Has the institution demonstrated that it is committed to, and has progressed toward fair and equitable treatment of all minority 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 expands opportunities and support for minority student-athletes and athletics personnel? **Currently Yes**

Equity and Student-Athlete Well-Being

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**

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Institutional and Athletics Department Commitment.	No issue regarding institutional and Athletics Department commitment.	Continue to monitor and evaluate annually the minority and diversity statement.	Update campus-wide statements to consider athletics components. Add diversity statement into staff manual.	Human Resources Director of Athletics	Ongoing
Evaluation.	Athletics does not currently have a formal evaluation process to address minority and diversity issues.	Create a tool to evaluate minority and diversity issues.	Incorporate a minority and diversity section into our annual program evaluations and exit interviews. Develop staff survey. Conduct individual exit interviews with seniors.	Director of Athletics Compliance Coordinator	Summer 2008
Organization and Structure.	There is no formal committee in place to address minority and diversity issues.	Establish a subcommittee as part of the new Athletics Oversight Committee.	Identify committee chair at next AOC meeting. Elect minority chair for SAAC.	Director of Athletics Chair of Athletic Oversight Committee President of SAAC	Summer 2008
Enrollment.	No issues regarding enrollment.	Continue to monitor and evaluate annually.	Continue efforts to enroll a diverse student-athlete population.	Coaches Office of Admissions	Ongoing
Comparison of Populations.	No specific differences in student-athlete profile when compared to general student population.	To match the student-athlete profile with the general student body profile regarding minorities.	Continue to recruit minority and diverse student-athletes.	Office of Admissions Coaches	Ongoing
Participation in Governance and Decision-Making.	No issues were identified.	Continue to promote minority representation on governance and decision-making committees.	Request head coaches to appoint members from their teams to diversity committees.	Associate Director of Athletics Compliance Coordinator All Head Coaches	Spring 2008

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Employment Opportunities.	Not enough diversity in athletics staff.	Increase the number of minority coaches and staff members in the Athletics Department.	Ensure searches for job opportunities provide for a diverse pool of candidates. Advertise in selected publications (i.e. NACWAA ? BCA) as well as nationally recognized publications.	Director of Athletics Associate Director of Athletics Human Resources	Current and ongoing
Programs and Activities.	Lack of participation in organized programming by student-athletes.	Develop awareness and increase participation by student-athletes in minority and diversity programming.	Communicate current diversity programs available and encourage (and sometimes mandate) attendance at activities. Become more involved with the Office of Leadership and Diversity.	Coaches Associate Athletics Director/.SWA Compliance Coordinator	Ongoing

Equity and Student-Athlete Well-Being

Operating Principle

3.3 Student-Athlete Well-Being

Self-Study Items

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 Operating Principle 3.3 (Student-Athlete Well-Being). 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.

This is the first NCAA Division I Athletics Certification Self-Study for the campus, thus self-study items 1-3 do not apply.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. 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.

This is the first NCAA Division I Athletics Certification Self-Study for the campus, thus self-study items 1-3 do not apply.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.3 (Student-Athlete Well-Being) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

This is the first NCAA Division I Athletics Certification Self-Study for the campus, thus self-study items 1-3 do not apply.

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

Student-athlete well-being is extremely important at NJIT. In this regard, significant effort is put into monitoring and evaluating student-athlete well-being, and subsequently into addressing any issues that emerge from the institution's monitoring and evaluation.

When the new associate athletics director position was created in 2006, it was created with the student-athlete in mind. The official title for the position is associate athletics director for student-athlete welfare & compliance/SWA. Some of the position's responsibilities include being a sport administrator (basketball, soccer, and volleyball), training, and organizing special events guest speakers (e.g. welcome back breakfast, nutritionist) and programs such as the Nexus Program which deals with faculty involvement.

Rapport with Coaches and Athletics Department Personnel

The NJIT Department of Athletics strives to develop a student-based culture that encourages open, frequent, and cordial communication between student-athletes and the department staff. This culture includes soliciting feedback

Equity and Student-Athlete Well-Being

from student-athletes via the exit interview process and the annual program evaluation survey required of all student-athletes; being sensitive to unsolicited or ad hoc feedback from student-athletes; addressing inquiries that arise; and developing an understanding of student-athlete concerns that might not be articulated, so that they too can be addressed.

The coordinator for compliance & student athlete services, the associate athletics director for student-athlete welfare & compliance/senior woman administrator, and the director of athletics communicate most frequently with the student-athletes and athletics department staff.

Student-Athlete Advisory Committee

Student-athletes have the opportunity to provide feedback on a monthly basis at Student -Athlete Advisory Committee (SAAC) meetings, which are coordinated by NJIT's coordinator for compliance & student athlete services. All student-athletes are strongly encouraged by their coaches and by all members of the Department of Athletics to attend these monthly meetings. The coordinator for compliance and student athlete services as well as the associate director of CAPE/athlete student advisor attend all SAAC meetings facilitating the exchange of information regarding student-athlete issues and well-being. In addition, as part of the meeting, student-athletes discuss their thoughts, concerns, and reactions related to their experiences as student-athletes for approximately half an hour, without the presence of any Athletics Department personnel. Private session comments are communicated to the coordinator for compliance & student athletic services following SAAC meetings in anonymous, summary form, so that student confidentiality is maintained.

Awards and Recognition of Student-athletes

Student-athletes are currently recognized at individual end-of-the-season banquets. In addition, individual sport conferences also have academic and athletics award programs for student-athletes. Finally, NJIT's student newspaper features articles identifying student-athlete achievements such as MVP.

Face-to-Face Interviews

While Athletics Department administrators are readily available for impromptu discussions with student-athletes, NJIT also has a more formal mechanism to obtain feedback from its student-athletes in individual meetings. NJIT believes that this availability is critically important, should a student not want to wait until the next SAAC meeting to articulate thoughts, concerns or reactions.

Program Evaluation Process

NJIT's Athletics Department surveys all of its student-athletes once a year. Participation in the survey is mandatory, and is achieved through the use of a hold being placed on the student-athlete's account for non-participation. Survey topics include overall NJIT experience, sports scheduling, equipment and facilities, travel and meal money, assessment of coaches, likes/dislikes and comments.

In order to expedite the process, time is blocked off for each sports team to do the evaluation. The Athletics Department organizes three different sessions to conduct evaluations. One date occurs in late November, early December, and includes only fall sport student-athletes. A second date is offered in March to include only winter sport student-athletes. The last date occurs in April and includes only the spring sport student-athletes.

Processing of the data, maintenance of the database, and survey report generation are conducted by the Office of Institutional Research. Maintaining student anonymity is critical in this process, so that individual responses are never made available and effort is put into avoiding the reporting of data that could unintentionally reveal a student-athlete's identity. Currently, reports are generated by seniors, by underclassmen, and by sport. Reports are distributed to the director of athletics, the associate athletics director for student welfare & compliance/SWA, the FAR, and the vice president of academic and student services, appropriate team coaches, and others.

Survey feedback regarding coaches is used in the Athletics Department's 360-degree performance feedback of coaches, and allows Athletics Department upper administration to sense how coaches are treating their respective students. Survey feedback is also used to develop further improvements in the athletics program, which are generally planned over the summer.

The program evaluation process was improved in June 2006 with students evaluating each of the various team coaches individually, with the person/position being clarified for the student-athletes before filling out the survey. There is now better accuracy in obtaining assessments of each member of the coaching staff.

Academic and Campus-Related Aspects of Student-Athletes' Well Being

Many professionals committed to student well-being are in place across NJIT, and serve to support the wellness of its student-athletes. Because NJIT's Athletics program is a small, student-athletes are integrated into the activities of the various departments in the university and receive services through the professionals in these departments. These departments include the Center for Academic and Professional Enrichment (CAPE); the Dean of Students

Equity and Student-Athlete Well-Being

Office; the Office of International Students; the Counseling Center; Residence Life; the Educational Opportunity Program; the Director of Student Health Services; The Murray Center for Women in Technology; and Career Development Services. While individual student-athletes will tend to utilize professionals from these offices based on their individual needs, all students are made aware of all services at student orientation, and through the NJIT website and faculty. Student-athletes are further made aware of the services of these offices through the individual conversations with Athletics Department personnel, and through the preseason compliance meeting at the beginning of the academic year.

NJIT has streamlined the position of faculty athletics representative (FAR) who works closely with the president and the director of athletics to support a campus environment in which the athletics program is maintained as a vital component of the educational program and in which student-athletes constitute an integral part of the student body. The faculty athletics representative has responsibilities in several key areas related to student-athlete well-being, including the enhancement of academic integrity, institutional control, and student-athlete welfare.

In September 2007 NJIT added the position of the associate director of CAPE - athlete academic advisor, which is dedicated to the well-being of student-athletes. The associate director of CAPE focuses on five key areas: academic support, career development, personal development, leadership, and community service including the Student-Athlete Advisory Committee.

NJIT is currently working to further enhance its student-athletes' well-being through several initiatives. In spring 2008, the Counseling Center began meeting with coaches individually to see if there are any additional student-athlete needs or concerns that the coaches have identified, either by individual student, by team, or across teams. The Counseling Center will then work with the appropriate teams, coaches and individuals in the athletics department to address identified student-athlete needs or concerns. This practice of communicating with coaches to ascertain needs and concerns will continue.

Another initiative was launched in spring 2008 to facilitate sharing perspectives and developing common understanding across student-athletes and the Athletics Department with NJIT faculty and administrative personnel. An "Open House" was held by the associate director of CAPE-athlete academic advisor in conjunction with the Athletics Department, with invitations sent to faculty and administrators. The "Open House" was the first in a series that allows faculty and administrators to get to know the student-athletes, their coaches, and other members of the Athletics Department in a non-sports atmosphere.

Several relevant members of the NJIT community are working with its academic departments to improve course scheduling to accommodate student-athlete practice schedules. The director of CAPE, director of athletics, dean of the College of Sciences and Liberal Arts, and the vice president for academic and student services and others are working to develop greater flexibility in the scheduling of courses. In particular, humanities courses for freshmen and sophomores have historically been limited to a Tuesday-Friday schedule, which conflicts with the heavy scheduling of practices and games on Friday. NJIT is attempting to create greater flexibility across course sections in scheduling, which will benefit the entire student body.

NJIT is also working toward developing a more general policy across academic departments regarding student attendance. The goal is a policy that maintains academic integrity while also reasonably accommodating student-athletes and other students who must occasionally miss a class. The associate director of CAPE is spearheading this effort, part of which will involve student-athletes coming to understand their role in being responsible and proactive with faculty regarding missed classes.

Deficiencies and Future Plans Related to this Program Area

While no deficiencies were identified, with recent growth in the athletics program, new initiatives have begun to enhance provision of services to student-athletes (e.g., CAPE and the Counseling Center) and relevant changes in policies and procedures are being made (e.g. student attendance policies and class scheduling) that impact the well-being of student-athletes. Although these initiatives have only begun, it is important to ensure that they are monitored and evaluated, and that adjustments are made as needed.

NJIT intends to work toward a more formalized mechanism for coaches to provide feedback to Athletics Department administration, regarding the coaches' own thoughts and reactions and those that are being expressed to them by their student-athletes.

A monitoring system will be created to monitor and evaluate new initiatives put in place. An evaluation tool will be developed to ensure ongoing monitoring of these initiatives. The new Athletics Oversight Committee will include a Subcommittee for Student-Athlete Well-Being, which will also provide monitoring of these issues to ensure the ongoing adequacy of relevant policies and services for student-athlete well-being.

Equity and Student-Athlete Well-Being

5. 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]; 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.

Student-athletes have access to and are encouraged to use the multiple resources on campus available for educational enhancement. In addition, with moving to Division I and organizing for this move, new staff and duties have been reallocated in the Department of Athletics and therefore these areas and programs are all being developed more extensively within athletics and other departments.

The associate director of CAPE-athlete academic advisor and the coordinator for compliance & student athlete services work in tandem with SAAC. Through the SAAC, they identify programs that would be of interest to student-athletes for educational purposes. The head athletic trainer also deals with life skills issues and refers student-athletes to alternate resources (e.g. doctors, counselors etc.) as appropriate. To ensure that student-athletes have access to and are encouraged to use/participate in educational enhancement programs, both the associate director of CAPE-athlete academic advisor and the coordinator of compliance & student athlete services have meetings at the beginning of the year with each team. At this time, student-athletes receive verbal information as well as printed information describing the educational enhancement programs and services available to them through various offices. In addition, memos and monthly SAAC meetings are used to provide further information regarding new programs and resources. Information is also shared via the student-athlete handbook, as well as passed along to the student-athletes by their coaches and through emails. Finally, information on programs and resources is available to all students via the NJIT website.

Information is provided to the student-athletes in a number of areas including: personal counseling and gambling; health and safety (e.g. nutrition, wellness, eating disorders); and alcohol and other drug guidelines. In addition, several departments on campus provide information, services and programs for all NJIT students including student-athletes. These departments include: Division of Career Development Services; Dean of Students Office; Center for Academic and Professional Enrichment (CAPE); Counseling Center; Health Services, Educational Opportunity Program; Student Support Services/McNair ?TRIO, and The Murray Center for Women in Technology. Information on programs presented by any group is sent to the coaches to inform student-athletes about these programs. Many programs have a mandatory attendance requirement. Programs and services of these departments are described below:

The Center for Academic and Professional Enrichment

The Center for Academic and Professional Enrichment (CAPE) has as its mission maximizing the lifelong learning potential of all students. They partner with the Athletics Department, the Educational Opportunity Program, the Center for First Year Students, academic departments, and student services to provide individual and group tutorial services, academic support workshops (e.g. Time Management, Preparing for Exams, Avoiding Procrastination, Learning Styles, and Academic Success); academic counsel, and testing accommodations for students with disabilities. Through the associate director/athletics academic advisor, CAPE also provides alternate testing arrangements for student-athletes when needed due to conflicts because of travel schedules. Workshops geared specifically for student-athletes on topics such as Time Management and Study Skills are also provided by CAPE to teams at the request of coaches.

CAPE, through the associate director/athletics academic advisor, also administers the HASP (Highlander Academic Support Program). HASP requires student-athletes with a GPA below 3.0 to participate in six hours per week of structured academic support. The support can be obtained through: the Study Center, tutoring, the Writing Center, meeting with professors and/or advisors, structured study groups, or workshops. The associate director/athletics academic advisor also acts as an advocate for student-athletes providing a liaison between student-athletes and the faculty. Student-athletes are encouraged and sometimes required to attend CAPE programs, via memos during team meetings and in monthly SAAC meetings.

Career Development Services (CDS)

CDS is staffed by experienced professionals who serve as a liaison in supporting students, alumni, faculty/staff, employers and non-profit agencies. Their mission is to assist students in gaining a clear understanding of their career options and workplace requirements; in obtaining experiential learning opportunities in the private and public sectors; in developing job search and interviewing skill; and obtaining employment upon graduation. CDS services include: career advisement, a comprehensive Career Resource Center, cooperative education, on-campus recruitment, internships, engagement and workshops (e.g. R?sum? Writing, Work/Life Balance). Student-athletes

Equity and Student-Athlete Well-Being

are given information on this resource in their student planners at the beginning of each year and are encouraged to make use of this resource.

Dean of Students Office

The Dean of Students Office assists students in the pursuit of their academic, social cultural and professional development. The Dean of Students Office oversees the areas of residence life, student activities and Campus Center, Greek life, the Center for Academic Enrichment (CAPE), Health Services, Counseling Center and Center for First- Year Students. Each of these offices provides programs and/or services to the NJIT student population and student-athletes are encouraged to participate in these activities. In addition, the Dean of Students Office also oversees matters related to student conduct, academic integrity and matters of discrimination. Currently, student-athletes are spoken to directly about this resource on a case-by-case basis as needed.

Counseling Center

The NJIT Counseling Center is dedicated to optimizing the college experience and improving the quality of life for all students by promoting their mental health and facilitating students' personal academic and professional growth. Psychological and professional counseling help students cope with the transitions and stresses of college life, as well as with more serious psychological problems or crises. Services provided include psychological counseling; academic support counseling; addiction counseling and referral; cross-cultural/multicultural counseling; gay, lesbian, bisexual and transgendered counseling; student disability service; testing services; career counseling; referral services, Stress Management/Relaxation Room and various workshops (e.g. Test Anxiety, Time Management, Acquaintance Rape Prevention, Understanding Depression), psychological and psycho-educational testing and coordination of support services for students with disabilities. All services are confidential and are open to all currently enrolled students.

The Counseling Center partners at times with the Athletics Department to provide workshops for student-athletes on issues such as alcohol use and test anxiety and it also provides mandated services for student-athlete alcohol or drug use infractions. Currently, student-athletes are spoken to directly about Counseling Center resources on an individual case-by-case basis and at the Compliance Certification Meeting. They are encouraged to utilize the services as needed.

Health Services

The NJIT Health Services Office provides primary health care to all enrolled NJIT students who have submitted the necessary forms and paid the Health Service fee. The physician and registered nurse provide services such as prevention as well as treatment for common illness and injury; laboratory tests; health counseling and education; women's health care; and referrals to area hospitals, specialty physicians and other resources when appropriate. Health Services is also responsible for ensuring compliance with state and university immunization requirements.

Health Services also works directly with the athletics training staff, particularly regarding any medications student-athletes may be taking. Health Services currently does not provide specific wellness programming for student-athletes. Student-athletes are spoken to directly about Health Services resources on a case-by-case basis.

Alcohol and Other Drug Guidelines

Student-athletes are required to attend drug and alcohol presentations on an annual basis. Guidelines and policies are described in the student-athlete planner (student-athlete manual) and these policies are addressed annually in person by the Compliance Office, the training staff and the coaching staff.

Educational Opportunity Program

NJIT's Educational Opportunity Program (EOP) functions to improve the educational outcomes for students traditionally underrepresented in mathematics, the natural sciences, engineering, computer and information science, business, architecture, engineering technology and in the professions related to these areas. EOP offers academic and financial support, academic advisement, career and personal counseling, undergraduate research experience opportunities, and access to job and internship opportunities. EOP often works in partnership with other NJIT departments to provide these educational opportunities. Currently although EOP does not provide specific programming for student-athletes, there are a number of student-athletes who participate in the EOP program and receive the services and support of this program.

The Murray Center for Women in Technology

The Murray Center for Women in Technology was established "to ensure the sustainable advancement of NJIT women students, faculty and staff by facilitating individual growth, community interaction and institutional transformation." The Murray Center assists women students to succeed academically and professionally by providing support structures and facilitating connections between women students and the NJIT and corporate communities. Currently, the Murray Center does not provide specific programming for student-athletes, but given the demographics of NJIT (20-25% female), the Murray Center provides a needed resource for student well-being. Student-athletes are informed of the Murray Center's services and events.

Equity and Student-Athlete Well-Being

Deficiencies and Future Plan(s) Related to This Program Area

No deficiencies have been identified. The NJIT Athletics Department will continue to work with various university departments to assess the needs of student-athletes and provide relevant, quality educational enhancement programs and other services to student-athletes. Preseason workshops on issues such as test anxiety and time management will be provided to student-athletes as requested.

6. 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.

The exit interview is conducted at the end of a senior's last season of competition with the use of the exit evaluation form. At the same time, the annual evaluation form is completed by the returning student-athletes. All evaluations focus on the athletic component of their experience at NJIT. A member of the compliance office organizes each meeting after the team's season. They have been carried out by the assistant athletics director/compliance, the coordinator for compliance & student-athlete services for each team, or the FAR. Until this year, the exit interview had been conducted via paper and pencil questionnaire. Beginning next year, all exit interviews will be on line and will include a question which asks if they would like a private, in-person interview with a senior athletics administrator.

The Office of Institutional Research in association with the Athletics Department creates the evaluation tool. Data is collected by the FAR and is sent to the Office of Institutional Research for analysis. This data is then sent to the athletics director who then shares the information with the vice president for academic and student services. The data and reports are used for careful program evaluation. The findings obtained from the interviews are discussed with the coaches and other appropriate staff. Issues are addressed and changes in policies and practices made when needed, based on the data.

Student-athlete anonymity is stressed when the data is collected. Student-athletes also have the opportunity to participate in an ad hoc face-to-face meeting with the athletics director. Senior student-athletes are informed at the time of the exit evaluation that in addition to the interview, arrangements can be made to meet with the AD to discuss anything further about their experiences in athletics at NJIT.

Deficiencies Future Plan(s) Related to This Area

The evaluation tool currently used does not contain questions related to diversity issues. The online exit interview will include question(s) addressing diversity issue(s).

7. Describe the institution's and/or athletics department'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 athletics department staff members.

Grievance Policy for Financial Aid

The university's Student Financial Aid Services Office (SFAS) has a grievance procedure for all students. In addition, there is also a specific grievance procedure in place for student-athletes. The policies for athletics can be found in the student-athlete planner (student-athlete manual), and the general university policies can be found on the NJIT Student Financial Aid Services website in the 2007-2008 Policies and Procedures Guide. Information regarding the specific athletics appeal process is also located on the financial aid paperwork each student-athlete signs.

The grievance procedure for student-athletes begins with an end-of-season program review which is administered by the faculty athletics representative, the assistant athletics director/compliance, and/or the coordinator for compliance & student-athlete services. If a student-athlete's financial aid is not renewed or is reduced, the student-athlete is provided written notification from the Student Financial Aid Services (SFAS) and given the opportunity in writing to request an appeal to have their athletic aid reinstated.

Financial aid appeals are handled by the Financial Aid Appeals Committee through the SFAS office. Student Financial Aid Services directs the procedures for appeals. All appeals are presented and decided by the Financial Aid Athletic Aid Appeals Committee which is made up of institutional faculty and staff. The committee reviews the facts provided by all parties and then makes a decision. The decision is conveyed to the student in writing with

Equity and Student-Athlete Well-Being

copies sent to the athletics director, associate athletics director/SWA, assistant athletics director/compliance, faculty athletics representative, and the head coach. All appeals are processed in a timely manner.

Grievance policy for Transfer Students

NJIT policy regarding student-athlete transfers and potential transfers adheres to applicable NCAA Division I legislation. The Athletics Department currently has a grievance policy for student-athletes who wish to transfer out of NJIT. The policy and can be found in the compliance manual and the student-athlete planner (handbook).

NJIT's Athletics Department adheres to the NCAA Transfer Guide, which is included in NJIT's website at <http://njithighlanders.cstv.com/compliance/njit-compliance-prospective-student-athlete.html>. The compliance rules are also located on line at <http://njithighlanders.cstv.com/compliance/njit-compliance-main.html>. Information can also be found on the financial aid paperwork each student-athlete signs.

Grievance policy for harassment, hazing, abusive behavior and sexual orientation

Athletics policies for hazing, sexual harassment and discrimination can be found in the student-athlete planner and overall policies for the entire university on hazing, harassment and abusive behavior are in the NJIT Student Handbook <http://www.njit.edu/doss/policies/>. Overall, within athletics, initial grievance and/or appeals are administered by the director of athletics, the associate athletics director/SWA, the assistant athletics director/compliance, and the coordinator for compliance & student-athlete services. If warranted, a second-level appeal can be made through the Dean of Students Office.

Grievance and/or appeals procedures for harassment, hazing, abusive behavior and sexual orientation for the general university population are conducted by the Dean of Students Office. These policies are relevant for all students and can be used by student-athletes to address issues in these areas.

NJIT's Anti-Hazing Policy is in accordance with New Jersey's State Criminal Statute 2C:40-3. It states that "Unequivocally, hazing is antithetical to the mission of New Jersey Institute of Technology, contrary to the academic and personal development of students, an affront to the student's dignity, and a violation of New Jersey criminal statute (N.J.S.2C:40-3 et seq.)." The policy specifically defines hazing and it provides specific examples of prohibited activities.

Grievance procedures for alleged acts of hazing begin with a referral to the Dean of Students. The Dean of Students will then proceed with investigation and adjudication of these acts as appropriate.

Grievance and/or appeals procedures are communicated to the student-athletes through a meeting at the beginning of the year by the compliance office. In addition, at the end of each season a staff member meets with each team to perform an evaluation. These procedures are also communicated at this time as well as at the end of the year exit interviews

Grievance procedures for harassment, hazing, abusive behavior and sexual orientation could be more clearly delineated in the student-athlete planner and during preseason compliance meeting(s). The subcommittee recommends that the athletics department improve upon this communication.

8. Describe the institution's educational and support programs in the area of sexual orientation. Also, describe the institution's structure and/or policies that ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientations.

SPECTRUM, NJIT's gay straight alliance is a student organization that provides support, programming and resources for students in the area of sexual orientation. SPECTRUM holds weekly meetings and monthly programs that are open to all students. Programs include such activities as speakers, information/resource tables, on-campus movies, discussion groups, dances, etc

NJIT's Student Professional Conduct Code is the structure in place to ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientations. The Student Professional Conduct Code is designed to preserve the university's commitment to creating "a community where rights and mutual responsibilities are both recognized and valued." It describes policies and procedures that reflect the expectation and requirement that students "adhere to high standards of moral, ethical and professional behavior." The Student Professional Conduct Code describes rules and regulations for a number of classes of prohibited conduct, the institutional judicial policies for addressing these offenses, the hearing process, sanctions for a variety of offenses, and the appeals process. The administration and enforcement of the Student Professional Conduct Code is carried out by the dean of students, the Committee on Professional Conduct, and the Committee on Student Appeals. Offenses in the Student Professional Conduct Code which relate to provision of a safe environment for all students with diverse sexual orientation are:

Equity and Student-Athlete Well-Being

a). Assaulting, physically abusing, threatening, harassing, stalking, intimidating, coercing or otherwise endangering the welfare of any person (including, but not limited to, acts of discrimination, sexual harassment or assault.

g). Intentionally discriminating against a person on the basis of race, color, religion, national origin, sex, age, disability, or sexual orientation except where such distinction is required by law.

The Student Professional Conduct Code can be found on NJIT's website at: <http://www.njit.edu/doss/policies/conductcode/index.php>. Information on the Student Professional Conduct Code is communicated to all students during new student orientation programs and in their Freshman Seminar classes.

Deficiencies and Future Plan(s) Related to this Area

No deficiencies were identified. Student-athlete attendance at a diversity program will be encouraged by athletic staff.

9. 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, travel and sports medicine policies. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

As an urban university, NJIT strives to achieve a safe campus for the benefit of its students, faculty and administrators. Indeed, the safety of the campus is paramount to the recruiting of prospective students, including student-athletes. NJIT's emphasis on safety is well seen in its Newark campus and academic/administrative buildings, including its athletics center, and in campus residence life. This great concern for safety extends to student-athletes in terms of their well-being on the road as well as on campus. Because student-athletes are often on campus at times when there are few other students, faculty or staff (e.g. early morning practice, leaving early for away games, and late arrivals from games), the overall safety of the campus is of critical importance for the safety of student-athletes.

General Campus Safety

NJIT has a professionally-trained campus police force on-duty 24 hours a day, seven days a week. In addition, with four colleges all in the same area, a sense of concern for safety is augmented within the Newark "University Heights" district by the coordinated efforts of departments of safety across all the college campuses. Strategies include a joint shuttle bus service, expanded vehicle patrols, and back-up personnel for assistance during emergencies or special events.

The Department of Security Systems assists the Department of Public Safety in its mission to effectively protect NJIT faculty, staff, students and property. Card access readers, located throughout the campus, allow authorized individuals to enter and exit buildings after hours. Closed-circuit television cameras are used to monitor campus activity by performing video tours of the campus and the CCTV system is used to investigate the source of incidents and to efficiently dispatch personnel.

Given NJIT's location in a densely-populated urban area in quick proximity to New York City, catastrophe response is paramount. In this regard, Public Safety is well-prepared to deal with catastrophe and major on-campus incidents, as is documented at <http://www.njit.edu/publicsafety/catastrophe-response.php> and <http://www.njit.edu/publicsafety/incident-response.php>

Residence Life

The policies and procedures of residence life are documented at <http://www.njit.edu/reslife/docs/2007-reslife-at-njit.pdf> and also communicated to on-campus students via resident assistants, floor meetings in the residence halls and the Office of Residence Life's newsletter "Whisper in the Woods." Rules regarding safety and security are documented and are enforced consistently and strictly by the director, associate director and assistant director of residence life, administrators. They are communicated to on-campus students through orientation in the residence halls by resident assistants, floor meeting in residence halls, and the NJIT Office of Residence Life website at <http://www.njit.edu/reslife/policy.php>.

Rooms are inspected for illegal items, cleanliness, and safety issues. While recognizing and respecting residents' right to privacy, NJIT maintains the right for its authorized personnel to enter residents' premises for emergency; for health and safety inspections and maintenance; or when there are observed violations of the residence life contract. Items that might pose safety risks are prohibited in the residence halls, including multi-plug outlets, kerosene lamps, and weightlifting apparatus. Smoking is prohibited in all NJIT buildings.

Equity and Student-Athlete Well-Being

Student-Athlete Health and Safety

Overall, the Athletics Department administrators responsible for institutional awareness in the areas of health and safety are the head athletics trainer, the associate athletics director/SWA, the director of athletics, the physician for athletics, and the remaining athletics training staff.

Policies Regarding Student-Athlete Health

The NJIT Health Services Office provides primary health care to all enrolled NJIT students who have submitted the necessary forms and paid the Health Service fee. The physician and registered nurse provide treatment for common illness and injury; laboratory tests; health counseling and education; women's health care; and referrals to area hospitals, specialty physicians and other resources when appropriate.

To be eligible for participation in sports, all student-athletes must have a completed health record including an annual general physical on file in the NJIT Health Services Office. In addition, student-athletes must also be seen by the team physician or his associate for an orthopedic physical and this must also be on file in the Health Services Office. In the event of an athletics injury on or off campus, the athletics training staff directs the student to appropriate medical services. An orthopedist and his full staff are on contract to address sports medicine needs.

NJIT strives to maintain an environment that optimizes the health and safety of its students. It prohibits the use of illegal drugs and advocates for legal and responsible use of alcohol. Guidelines on the personal conduct and professional standards with regard alcohol and other drugs are printed in the NJIT Student Handbook in the Student Professional Conduct Code, and reiterated to student-athletes in the Student-Athlete Handbook, which is available on the NJIT website. In addition, NJIT adheres to the NCAA guidelines on athletics drug-testing. This program is under the direction of the NJIT team physician and the procedure is administered by the head athletic trainer.

Policies and procedures related to student-athlete health including information on NCAA catastrophic injury insurance, exceptional student-athlete disability insurance, medical expense coverage, and drug testing/NCAA banned-drug classes are located in the Student Athlete Handbook/Planner and the Department of Athletics Policy and Procedure Manual.

Policies Regarding Student-Athlete Safety

Travel Policy

Charter bus is the preferred mode of transportation for all teams traveling to away contests. Within a 75 mile radius, van travel is authorized if the size of the travel party is such that a charter bus is impractical. Generally speaking, travel parties exceeding 16 (and utilizing two vans) are expected to travel by a charter bus.

If vans are used, arrangements are made with physical plant staff and drivers must be certified through the University's Driver Safety Program. Van trips should not exceed 90 minutes (one way). All drivers must be 21 years old and have a valid driver's license. All drivers must fill out the proper Department of Physical Plant paperwork and turn it in to their sport administrator. In addition, if there is a chance of bad weather, travel plans are to be reviewed with relevant Athletics Department administrators and revised to ensure student-athlete safety.

Airline travel is the preferred mode of transportation when travel time via ground transportation would exceed six hours one way. Proposed air travel and arrangements for air travel are to be coordinated through the assistant athletic director for business, facilities, and event management.

Safety and Conduct While Traveling

At NJIT, coaches are responsible for the safety and conduct of the student-athletes and others in the travel party. In order to monitor this, Athletic Department administrators such as the director of athletics, the associate athletics director for student welfare & compliance/SWA, and the assistant athletics director/compliance periodically travel on overnight trips with various teams to observe and evaluate the coaching staff. In addition, students are asked to evaluate issues related to travel in the student evaluations completed at the end of the year.

NJIT has an extensive document regarding Team Travel Policies, which extends to student-athlete safety. The policies address numerous safety issues such as curfew; student-athletes remaining with the team party; student-athletes leaving the hotel, the prohibition of visitors in hotel rooms; policies for meeting with visitors in the hotel lobby; and the prohibition against visiting bars, night clubs and other "adult entertainment" establishments.

Safety Policy Regarding Practices and Use of Trainers

The current organizational structure of the athletic training staff includes three certified athletics trainers. In addition, the Athletics Department uses an outside company to bring in per diem trainers to aid in coverage for games, practices and events. The NJIT student-athlete planner (handbook) states that the primary objective of the athletics training staff is to provide the highest quality protection of the health and welfare of the student-athlete population. This is accomplished through risk management and prevention of athletics injury and through recognition, evaluation, first-aid, emergency care, management and rehabilitation of injuries. In addition to the athletics training

Equity and Student-Athlete Well-Being

staff, the Athletics Department also has an orthopedist and his full staff to aid and treat the students on a regular basis.

Process for Approval of Health and Safety Policies and Guidelines

The head athletics trainer writes and organizes the policies. The policy is reviewed and approved by the associate athletics director and the director of athletics. The policies/guidelines are communicated to student-athletes via an annual meeting held by the athletics training staff at the beginning of each academic year. Policies are evaluated annually, but can be amended at any time if deemed appropriate by the head athletics trainer and the administration. The policies are reviewed with the coaches at the beginning of the academic year during one of the initial staff meetings. In addition, the policies can be found in the Department of Athletics Policy and Procedures Manual and they are also available to view on the athletic department website

Deficiencies and Future Plan(s) Related to this Area

No deficiencies were identified. The Athletics Department will continue to monitor policies and practices to ensure the health and safety of student-athletes.

10. Describe the institution's written emergency medical plan for practices and games. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

The written emergency plans for practices and games are found in the emergency action plans included in the Department of Athletics Policy and Procedure Manual. As stated in the plans: In the event of an emergency involving a NJIT student-athlete during practice or competition in which an athletic trainer is at the scene, the athletics trainer (AT) will be in charge. A designee will act as the contact between emergency personnel and the AT (usually an assistant coach or team captain as appointed by the AT for practices; game administrators for events). The athletics trainer will be on site during all home events unless otherwise instructed by the athletics director. On days with multiple events occurring simultaneously, NJIT's athletics trainer will be located at the highest risk event. It may be necessary to hire per diem trainers during any overlapping days. Communication between all parties is maintained by two-way radio or phone.

All coaches for teams without an AT traveling with them must maintain current CPR certification and are encouraged to maintain current first aid certification. All teams will be provided with a first aid kit, which will include insurance forms, and emergency contact information for their AT. The athletic training staff contacts the host school and informs them that there will not be an AT traveling with the team. Specific procedures related to emergency procedures are found in the Department of Athletics Policy and Procedure Manual.

Emergency medical plans are written and organized by the head athletics trainer and then approved by the director of athletics and the associate athletics director for student-athlete welfare & compliance/SWA. Policies and guidelines are communicated to student-athletes via an annual meeting held by the athletics training staff with the student-athletes at the beginning of each academic year. They are also online for anyone to view on the athletics website — www.njithighlanders.com.

The emergency policies/guidelines are communicated to athletics department staff via an annual meeting, through email and other memos. Each year the staff is given all the policies and procedures for the department. The Emergency Action Plan can be found in the Department of Athletics Policy and Procedure Manual. The policies and procedures can also be viewed online.

The policies/guidelines are evaluated annually by the training staff, administration and coaches, but they can be amended at any time if the head athletic trainer or the administration feels it is in the best interest of student-athletes and/or staff.

Deficiencies and Future Plan(s) Related to This Area

No deficiencies were identified. The Athletics Department will continue to monitor emergency medical plan policies and practices.

Equity and Student-Athlete Well-Being

- 11.** Describe the institution's written emergency plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

As noted in Section 10, the head athletics trainer writes and organizes the policies and procedures, including NJIT's written emergency plan. This includes the plan for out-of-season workouts, strength training and skills sessions. The policy is then approved by the associate athletics director for student welfare & compliance/SWA and the director of athletics. Policies and guidelines are communicated to student-athletes via an annual meeting held by the athletics training staff with the student-athletes at the beginning of each academic year. Furthermore, they are communicated via e-mail and through memos. They are also available online for anyone to view on the athletics website — www.njithighlanders.com

The policies/guidelines are evaluated annually by the training staff, administration and coaches. They can be amended at any time if the head athletic trainer or the administration feels it is in the best interest of student-athletes and/or staff.

Out-of-season workouts/ Strength Training/ Skills Sessions

A member of the athletics training staff or coach is present for all scheduled workouts, strength training and skills sessions. Automated external defibrillators are located in the building. All coaches are trained to use these defibrillators and it is mandatory keep their certification up to date.

Generally, the responsibility of strength and conditioning falls under the duties of the athletics trainer and/or the head coach. Currently, there is no full-time strength and conditioning coach in this position. This is an area of significant concern for both the athletics trainers and the coaching staff.

Process by which these policies/guidelines are communicated to athletics department staff:

Policies/guidelines and procedures are made available to athletics department staff online at www.njithighlanders.com as well as in the Department of Athletics Policy and Procedures Manual. They are communicated to Athletics Department personnel via staff meetings, e-mail and other memos.

Process by which these policies/guidelines are communicated to student-athletes

Policies and guidelines are communicated to student-athletes via an annual meeting held by the Athletics Training Staff with the student-athletes at the beginning of each academic year or prior to their season. Furthermore, they are communicated via e-mail and through memos. They are also available online for anyone to view on the athletics website — www.njithighlanders.com

Process by which these policies/guidelines are periodically evaluated

The head athletics trainer periodically reviews and makes recommendations for appropriate changes to the policies and guidelines. As previously noted, changes are reviewed by the associate athletics director/SWA and the director of athletics. Their approval is required before the changes or policies are implemented.

Deficiencies and Future Plan(s) Related to This Area

Currently there are no full-time strength and conditioning staff. Adequate full-time strength and training staff should be hired. The new Athletics Oversight Committee should evaluate and review strength and training staffing and make recommendations as appropriate.

- 12.** Using the four program areas for student-athlete well-being issues please:
- a. Describe how the institution has ensured a complete study of each of the four areas;
 - b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes; and
 - c. Explain how the institution will address these topics in the future for the well-being of all student-athletes.

Equity and Student-Athlete Well-Being

1. Evaluation. Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to student-athlete welfare, including the evaluation of the effectiveness of mechanisms to ensure the health and safety of student-athletes.

a. Describe how the institution has ensured a complete study of each of the four areas.

A number of mechanisms exist at NJIT to periodically review and evaluate the athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to student-athlete well-being. As these mechanisms are described in section 4 of this self study, we simply list them here.

- The NJIT Department of Athletics strives to develop a student-based culture that encourages open, frequent, and cordial communication between student-athletes and the department staff.
- NJIT is developing a more formalized mechanism for coaches to provide feedback to Athletics Department administration.
- Student-athletes have the opportunity provide feedback on a monthly basis at Student-Athlete Advisory Committee (SAAC) meetings.
- Athletics Department administrators are readily available for impromptu discussions and face-to-face interviews with student-athletes.
- NJIT's Athletics Department surveys all of its student-athletes once a year providing an opportunity for feedback on how well goal and objectives are being achieved.
- The faculty athletics representative works to support a campus environment in which the athletics program is maintained as a vital component of the educational program and in which student-athletes constitute an integral part of the student body and bring feedback to the president and the director of athletics.
- Many professionals committed to student well-being support the wellness of its student-athletes, including professionals from the Dean of Students Office; the Center for Academic and Professional Enrichment (CAPE); the Office of International Students; the Counseling Center; the Educational Opportunity Program; Student Health Services; The Murray Center for Women in Technology; and Career Development Services.
- The program evaluation process was recently improved, with students evaluating each of the various team coaches individually, with the person/position being clarified for the student-athletes before filling out the survey. There is now better accuracy in obtaining assessments of each member of the coaching staff.
- Further improvements in process are being planned, as the survey format will migrate from scantron form to being online. Additional planned improvements including running the reports by gender and ethnicity, to ensure that satisfaction is similar across students, and that data collected regarding non-athletic components of student-athletes' experiences (e.g., financial aid), be provided to those departments for continuous improvement.

Furthermore, this self study process has led NJIT to investigate all aspects of student-athlete welfare in detail. Representatives of many university constituencies have taken part in the process and have been able to provide their input on issues of student-athlete welfare.

b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.

Data and documents demonstrating the institution's commitment to evaluating its policies and services with regard to student-athlete well-being can be found throughout this report, in particular a listing of efforts that demonstrate this commitment is found in the preceding paragraph (Evaluation part a.). Continuous efforts will be made to compile and review data to enhance the experience of student-athletes.

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

NJIT will continue to review processes, policies and services related to student-athlete well-being in accordance with its current procedure as described above. Specifically, the associate director of CAPE/athlete student advisor, coordinator for compliance and student-athlete services and head athletics trainer periodically review and make appropriate changes to the policies and guidelines. These changes are then reviewed by the associate athletics director for student-athlete welfare & compliance/SWA and the director

Equity and Student-Athlete Well-Being

of athletics. Their approval is required before the changes or policies are implemented. It is recommended that the policies/guidelines and practices related to student-athlete well being are reviewed at least annually and that allowance is made for more frequent updates as needed. Furthermore, information both formal and informal is sought from student-athletes (e.g. SAAC, surveys).

2. Organization and Structure. Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance student-athlete well-being.

a. Describe how the institution has ensured a complete study of each of the four areas.

Preparation of this self-study document has required NJIT to perform a complete study of its organization and structure with respect to student-athlete well-being. This effort has enabled NJIT to identify areas in which we need to strengthen our staffing and develop specific policies. Because the self-study process has involved personnel from numerous areas of the university, relationships among various branches of the university have been improved with respect to the athletics program. We encouraged broad-based participation in this study and the structure included the creation of subcommittees on gender issues, minority issues and student-athlete well-being who conducted interviews, corresponded via e-mail and reviewed all relevant documents to obtain information. Subcommittees reached out to numerous people at NJIT including coaches, faculty, staff, administration and student-athletes. Documents reviewed included the Athletics Training Manual, the EADA report, staff manuals, the student-athlete planner (handbook), the NJIT Student Handbook, The Compliance Handbook, the Department of Athletics Policy and Procedure Manual, etc.

b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.

The continuation of the committees formed for this self-study process will assist in ensuring the continuing enhancement of the organization and structure of support for student-athlete well-being. The formation of the newly formed Athletics Oversight Committee and the inclusion of a subcommittee on student-athlete well-being put in place an ongoing group to oversee and address issues related to equity and student well-being.

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

As our Division I program develops, it will be necessary to formalize a process by which the organization and structure of NJIT keeps up with these developments. An annual review of the structure will be led by the Department of Athletics and the newly formed Athletics Oversight Committee to ensure the department is organized in a way to most effectively serve student-athletes. Student-athlete surveys and exit interviews will be improved upon and continue to provide valuable information that will allow the institution to identify issues of concern in the student-athlete welfare area.

3. Participation in Governance and Decision-Making. Involvement of student-athletes in the governance and decision-making processes of the athletics department (including the student-athlete advisory committee).

a. Describe how the institution has ensured a complete study of each of the four areas.

The Student-athlete Well-being Subcommittee of the NJIT NCAA self-study committee completed a full study of student-athlete participation in governance and decision-making. The subcommittee collected information from relevant individuals in the Athletics Department through meetings and e-mail communications.

b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.

Equity and Student-Athlete Well-Being

Athletes are involved in the governance and decision-making process through the SAAC, exit interviews, annual evaluation forms and through ad-hoc meetings with athletic department administration through an open-door policy. Furthermore, every sport has an individual sport administrator who is a critical point person for coaches and student-athlete. Similar to academic departments and supporting services, the Athletics Department at NJIT has as its most important goal to serve the student-athletes and provide them with the emotional, academic and athletic support they need to insure success on and off the playing surface.

- c.** Explain how the institution will address these topics in the future for the well-being of all student-athletes.

NJIT strongly values the input of our student-athletes in the governance, decision-making and overall operation of the athletics program. We intend to continue and improve upon the processes detailed in part a. of this question in an effort to enhance the environment for our student-athletes.

- 4. Programs and Activities.** Establishment of programs that address the needs and issues affecting student-athletes.

- a.** Describe how the institution has ensured a complete study of each of the four areas.

The self-study subcommittee of student-athlete well-being studied all programs and activities available to student-athletes. These have been detailed extensively in sections 4 and 5 of the student-athlete well-being section of this document. Many of these services are available to the entire NJIT student body. Others, such as HASP (Highlander Academic Support Program) and occasional speakers and presentations on topics most relevant to student-athletes including nutrition, resume writing and interviewing tips, and alcohol awareness are tailored specifically for the unique needs of student-athletes. These programs provide evidence that a comprehensive view of the services, programs and activities available to student-athletes has been performed.

b. NJIT's commitment to programs and activities is evidenced through the detailed presentation in sections 4 and 5 of the student-athlete well-being section of this document as well as the paragraph in programs and activities section a.

- b.** Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.

NJIT's commitment to programs and activities is evidenced through the detailed presentation in sections 4 and 5 of the student-athlete well-being section of this document as well as the paragraph in programs and activities section a.

- c.** Explain how the institution will address these topics in the future for the well-being of all student-athletes.

Future programs and activities for student-athletes will be handled in two ways. As student-athletes participate in many programs available to the entire NJIT student body, such programs and activities will be enhanced through the mechanisms by which these programs and activities are created and revised. As to programs and activities unique to the athletics program, we will employ the annual program student-athlete evaluations and the monthly SAAC meetings. If the feedback from these sources indicates the need for further program creation or revision, we will so revise and create accordingly. In general, due to the fine work Institutional Research and Planning does in producing a summary analysis, we can easily see how happy student-athletes are here and where the issues of concern lie.

Evaluation

1. Does the institution provide evidence that the well-being of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis? **Currently Yes**

Equity and Student-Athlete Well-Being

2. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas? **Currently Yes**
3. Does the institution provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes? **Currently Yes**

Equity and Student-Athlete Well-Being

RACIAL OR ETHNIC COMPOSITION ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

	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
Senior Administrative Athletics Dept. Staff	F	0	0	0	0	0	0	0	0	0	0	0	0	5	5	5	0	0	0
Other Professional Athletics Dept. Staff	F	0	0	0	0	0	0	0	1	0	0	0	0	5	3	3	1	1	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Head Coaches	F	0	0	0	0	0	0	1	1	1	1	1	1	5	5	4	0	0	0
	P	0	0	0	0	0	0	0	0	0	1	1	1	2	2	4	0	0	0
Assistant Coaches	F	0	0	0	0	0	0	2	1	0	2	1	1	3	4	3	0	0	0
	P	0	0	0	0	0	0	2	0	0	2	0	0	5	3	3	0	0	0
Totals (for Athletics Dept. Personnel)	F	0	0	0	0	0	0	3	3	1	3	2	2	18	17	15	1	1	0
	P	0	0	0	0	0	0	2	0	0	3	1	1	7	5	7	0	0	0
Faculty-Based Athletics Board or Committee Members																			
Other Advisory or Policy-Making Group Members																			

Name of person completing this chart: Eugene Deess
 Title: Director of Institutional Planning & Research

Equity and Student-Athlete Well-Being

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	49	36	17	2654	2588	2506	771	775	855	1148	1042	890	2586	2502	2622	1080	1166	1168
Student-Athletes	1	0	0	9	14	7	18	18	19	22	24	20	88	84	70	21	23	22

Name of person completing this chart: Eugene Deess

Title: Director of Institutional Planning & Research

Equity and Student-Athlete Well-Being

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		0	0	0	0	0	0	2	2	3	2	1	1	13	18	13	0	0	0
Men's Basketball		0	0	0	0	0	0	4	8	6	1	1	0	1	1	1	1	1	1
Football		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Men's Track / Cross Country		0	0	0	3	3	0	0	0	0	0	0	1	2	1	2	1	1	0
Men's Other Sports and Mixed Sports		0	0	0	2	8	3	8	3	5	13	10	5	38	34	26	11	10	11
Women's Basketball		0	0	0	0	0	0	2	1	3	1	1	1	6	5	4	0	1	2
Women's Track / Cross Country		0	0	0	0	1	0	1	0	0	0	0	2	1	0	1	0	2	0
Women's Other Sports		1	0	0	4	2	4	1	4	2	5	11	10	27	25	23	8	8	8
Total		1	0	0	9	14	7	18	18	19	22	24	20	88	84	70	21	23	22

Name of person completing this chart: Eugene Deess

Title: Director of Institutional Planning & Research