NCAA Self-Study
Academic Integrity

Dartmouth College

DRAFT
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DARTMOUTH COLLEGE

NCAA Athletic Certification Program

**Academic Integrity**

**Subcommittee Membership**

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EXECUTIVE SUMMARY:
Academic Integrity

• The self-study questions addressed in this report relate to the status of recruited athletes with respect to academic matters, primarily in three contexts:
  • during the admissions process;
  • while they are students; and
  • at graduation.

• In all three areas, the main focus of interest is that student-athletes be considered an integral part of the student body. The data that the NCAA requires in this report is designed to test this principle. Dartmouth is fully compliant with the NCAA requirements for academic standards, support and scheduling.

• Admission to Dartmouth is determined through a highly selective and holistic process during which all applicants to the College are reviewed by three admissions officers before a decision is rendered. Admissions decisions on all students, including recruited athletes, are made solely by the Admissions Office, and the evaluation process is similar for athletes and non-athletes. There are no students admitted to Dartmouth by “special exception.” The role of the Athletics Department in the admission process is to identify student-athletes, to evaluate their potential to contribute to athletic teams, and to communicate with the Admissions Committee to ensure that the committee understands the potential contribution that each recruit might make to Dartmouth’s intercollegiate programs.

• Dartmouth does not offer athletic grants-in-aid. Financial assistance for all students is based solely on financial need.

• The Dean of the College, through his designee, is responsible for monitoring and certifying the continuing eligibility of student-athletes. Dartmouth has a structured, multi-stage review process for determining student-athletes’ continuing eligibility. Dartmouth’s course, degree and academic standing requirements are more stringent than those of the NCAA. A student making satisfactory progress by Dartmouth requirements would necessarily be meeting the NCAA standard. The faculty Committee on Standards oversees the system of institutional response to unsatisfactory progress for all undergraduates.

• There is little difference between the graduation rates of students who participate in intercollegiate sports and those who do not. Over 93% of all Dartmouth students graduate within six-years. For one of the three academic years included in this report, the six-year graduation rate for student-athletes exceeded the graduation rate of other students.

• Support for the academic work of all Dartmouth students is available through numerous offices, programs, and individuals. Academic support includes, but is certainly not limited to, the faculty advising system, the class Dean system, the Integrated Academic
Support Program, the Academic Skills Center, Composition Center, and various counseling offices. In addition to the academic support services offered to all Dartmouth students, there are some programs designed specifically to enhance the academic success of student-athletes.

• The faculty does not have a policy of excusing absences from academic responsibilities due to conflicts with athletic contests or practices. If a conflict exists, students are encouraged to discuss the issue with their professor. Any accommodation is completely at the discretion of the professor. Regular season athletic events may not be scheduled during reading period or during the final examination period.

• Despite the best of intentions by many faculty members and coaches, it is clear that there is tension between academic and athletic demands, and some student-athletes do not feel supported in this area. A recommendation of this committee is to develop a plan for alleviating some of the issues involved with the inevitable conflicts between academic and athletic obligations.
1. List all “corrective actions,” “conditions for certification” or “strategies for improvement” imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to academic integrity issues. In each case, provide: (a) the original “corrective action,” “condition,” or “strategy” imposed; (b) the action(s) taken by the institution and the date(s) of those action(s); and (c) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

The NCAA Review team made one recommendation in its first-cycle certification decision that related to academic integrity:

1. Identify any student-athletes who may be in groups with significantly lower graduation rates.

Dartmouth has identified subgroups of students and has identified student-athletes in these subgroups. The graduation rates of each of these groups, with one exception, are indistinguishable from the graduation rates of all students. This pattern and the one subgroup exception are addressed in question 7 of this report.

The NCAA Review team offered one suggestion:

1. Make participation in Dartmouth's Integrated Academic Support (IAS) program mandatory for student-athletes.

Dartmouth reviewed this suggestion and decided not to require student-athletes to participate in the IAS program. Admission to these courses is based on test scores or placement testing during Orientation. Most students, including student-athletes, do not need the two-term structure or additional tutoring these courses provide.

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

In 1999, Dartmouth implemented the NCAA's CHAMPS/Life Skills program as a co-curricular resource for student-athletes. The CHAMPS/Life Skills program is
designed to provide educational experience and services in order to develop well-balanced lifestyles for student-athletes; encourage growth in decision-making, planning and fulfillment of career and life goals; and enhance the quality of the student-athlete experience within the College setting.

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

The Faculty Athletic Advisor Program was established in 1999-2000. Its purpose is to create an informal relationship between a faculty member and an athletic team to support student-athletes as they balance academics and athletics.

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

Not applicable.
Operating Principle 2.1 Academic Standards

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

As described in Appendix A (Admission Process), admission to Dartmouth is determined through a highly selective and holistic process during which all applicants to the College are normally reviewed by three admissions officers before a decision is rendered. The Dean of Admissions is the ultimate decision-making authority regarding admissions decisions. Because the Dartmouth applicant pool is large and well-qualified, the Admissions Committee is able to choose among many highly qualified candidates for each place in the entering class and to consider a student’s potential contribution to the campus community at large when reviewing each application. As noted in Appendix A, careful attention is given not only to a candidate’s academic credentials but also to “intellectual qualities such as curiosity, passion for ideas, and dedication to learning” (Appendix A, p.1). In addition, the College seeks “evidence of interests beyond the academic” and demonstration of “important human qualities such as leadership, sensitivity, tolerance, compassion, integrity, motivation and sense of humor” (Appendix A, p. 1).

“All admissions decisions on recruited athletes are made solely by the Admissions Office, and the evaluation process is similar for athletes and non-athletes” (Appendix B, p.1). Given that admission to Dartmouth is highly competitive and that the Admissions Committee includes many academic and personal qualities in the review of a candidate’s credentials, it is not surprising that a student’s success in athletics is one of many factors considered. As outlined in Appendix B, the Athletic Department and the Admissions Office communicate on a number of levels in an effort to ensure that Admissions Committee understands the needs of our intercollegiate programs and the potential contribution that each recruit might make to those programs.

The athletic department determines a target number of desired admits for each sport (the target is revised on an annual basis), and the Admissions Office attempts to give special consideration to those recruited athletes within the target area. (see Appendix B, p. 1). The Admissions Office reviews each case on its individual merits, recognizing that those within the target group have the potential to contribute significantly to campus life through their participation in athletics. When the applications of recruited athletes are reviewed, one of the application readers is a designated sport liaison who will be able to put the candidate’s athletic talent into context for the other application readers and committee members (Appendix B, p. 1).
Communication between the Athletic Department and the Admissions Office is primarily conducted between coaches and individual sport liaisons and between designated departmental liaisons. One aspect of that interdepartmental communication is a description, provided by coaches to the Admissions Office, of each candidate’s past athletic success and potential future contribution to the intercollegiate program at the College.

2. **Compare the admissions profiles of student-athletes who received athletics grants-in-aid with the profiles of students in general by submitting the following information for the three most recent academic years:** average standardized test scores for freshman student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups listed in the NCAA Division I graduation rates disclosure form) and for all entering freshmen students (by gender and by racial or ethnic group). **[Note: Use Attachment No. 1 and the graduation-rates disclosure form methodology to compile these data.]**

Dartmouth College does not offer athletic grants-in-aid. Financial assistance for all students is based solely on financial need. Therefore, we have identified recruited student-athletes as the pool for this analysis.

Attachment A compares athletes and non-athletes based on standardized testing and the “Academic Index,” a standardized measure agreed upon by all Ivy League schools. The three components to the Academic Index are (1) the average of math and verbal scores from the SAT I or the equivalent conversion from the ACT composite score, (2) the average of three SAT II scores (used only if the SAT II average is higher than the SAT I average; if lower, the SAT I average is doubled), and (3) a converted rank score based on the secondary school rank or grade point average. Each component is scored within a range of 20 to 80, so total scores range from 60-240. For more detail, see *Admissions Process* Appendix A, page 6, “Academic Index.”

**Note regarding confidentiality:** The information provided in certain of the tables of Attachment A, specifically Part 1-B: Standardized Test Scores by Racial or Ethnic Group, is considered to be highly confidential. This information is shared only with other members of the Consortium on the Financing of Higher Education, which goes to great length to ensure the privacy of such material. A waiver was approved by the NCAA during the first round of certification to allow this material to be excluded from the Self-Study Report. It will be made available to the NCAA peer review team when it arrives on campus.

In those cases when a student was recruited for two sports, we counted that student once. An example of this is that in the class of 2000, one woman was recruited in the categories of track and field and “other sports” and was counted within track and field.

In reviewing the charts, it is apparent that there is very little difference (within one standard deviation) between those students who were recruited to compete in intercollegiate athletics and those students who were not. In those cases where there is a
3. Please describe the process by which students may be admitted if they do not meet the institution’s standard or normal entrance requirements and identify the agencies vested with this responsibility. This should include any second-level or subsequent review processes or appeals procedures which may be utilized when students are not automatically admitted because they do not meet the institution’s published entrance requirements.

As described in Appendix A (Admissions Process), admission to Dartmouth is highly competitive and determined by a thorough review of an applicant’s entire application. Because Dartmouth selects candidates from among already qualified applicants, we do not admit students who “do not meet the… normal entrance requirements” and there is no “subsequent review process” to admit students who have been denied entrance. All admitted students (including student athletes) are subjected to the same evaluation process and are admitted with the confidence that they are capable of graduation in four years and that they will contribute positively to the Dartmouth Community. Since there are no students admitted to Dartmouth “under special exception,” Attachment 2 is not applicable.

The Ivy League does have a recommended “minimum floor” for the Academic Index (AI) of each admitted and recruited student athlete. For the Class of 1999 (which was prior to the recentering of SAT 1 scores), the minimum floor was 161. For subsequent classes (after recentering), the minimum floor was adjusted to 169 to account for the changes in the scoring of the SAT 1. Decisions to admit recruited student athletes below the minimum must be justified to the other members of the League and must be based on relevant, compelling information which affected the Admissions Committee’s decision (and often which might have had an impact on the calculation of the AI). For the three years being studied, Dartmouth matriculated four students below the recommended minimum floor and none of those students were recruited athletes. All four of those students were members of the Class of 2000, with no student enrolling below 161 in the class of 1999 or below 169 in the class of 2001. Please note that even these four students were not admitted by “special exception;” they simply had an academic index lower than the agreed upon minimum for athletic recruiting.

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

A. Student-athletes wishing to transfer to Dartmouth College must submit a letter of release from their college or university signed by the Athletic Director or designee
indicating the institution’s permission for that student-athlete to contact a Dartmouth coach or athletics representative. The letter is received and documented by the Office of Compliance, specifically the Assistant to Intercollegiate Programs (currently Sherryta Freeman). Copies of the letter are then submitted to the coaches of the teams in which the student-athlete has expressed an interest. Once this has happened, contact between the coach and student-athlete is permitted. If the student-athlete plans to transfer to Dartmouth, the Assistant to Intercollegiate Programs will issue an information request form to the institution from which the student-athlete is transferring. The Compliance Officer at that institution must verify the student-athlete’s academic standing, financial aid information, participation records, eligibility information and disciplinary standing, submitting the form with copies of the student athlete’s file to the Dartmouth College Athletic Department. The Compliance Officer is also asked to certify that the institution from which the student-athlete is transferring is waiving the NCAA's transfer residency requirement if the student-athlete meets the criteria for such a waiver. The Assistant to Intercollegiate Programs duplicates the form and files, submits a copy to the Associate Director of Athletics for Compliance and Administration (currently M. Grace Calhoun) and places a copy in the student-athlete's compliance file folder.

B. If the student-athlete was in good academic standing at the institution from which he/she transferred, has met Dartmouth percentage of degree requirement standards, has eligibility remaining, and is not required to serve a residency requirement, the Associate Athletic Director for Compliance and Administration recommends to the Eligibility Certification Committee (ECC) that the student-athlete be eligible for intercollegiate competition at Dartmouth. The ECC is comprised of the Assistant Dean of the College and liaison to the Institutional Eligibility Officer (currently Mary Liscinsky), Athletics Information Systems Manager (currently Heidi Bushway), Athletics Academic Counselor (currently Rob Morrissey), Associate Athletic Director for Compliance and Administration, and Assistant to Intercollegiate Programs. Members of this group convene each September prior to the start of classes to certify all upper-class student-athletes and transfer student-athletes on continuing eligibility standards, including cumulative course credits, previous term credits and percentage of degree requirements, prior to the start of Dartmouth’s fall quarter. If the Eligibility Officer determines they are certified, a note is sent to the athletics department and is noted in each student’s file. (Note: The ECC began meeting prior to each quarter beginning with the 2003-04 academic year due to the NCAA’s new progress toward degree requirements necessitating quarterly certification of eligibility.)

C. In the event that a transfer student-athlete must serve a residency requirement, the student-athlete is flagged as not eligible for competition in the Athletic Department's student-athlete database (the NCAA's Compliance Assistant Internet or CAI).

D. From a credit review standpoint, all transfer students are handled exactly the same way. Students must send the Registrar’s Office:

all test scores such as SATs and APs;
all prior college transcripts;
all syllabi from the college courses they have taken elsewhere; all college catalogs from the colleges they have attended.

This process is explained in the 2003 Dartmouth College Bulletin Organization, Regulations and Courses, pages 111-112:

"Students who transfer to Dartmouth after one or more years elsewhere may not transfer further credits. This prohibition includes exchange terms and other transfer work."

"As indicated on pages 73-74, students who have spent one or more years at another institution before matriculation at Dartmouth are subject to various special academic regulations. The eighth of these relates to transfer credit to be granted when students begin their work at Dartmouth. The regulation reads: 'Course equivalencies are determined by the Registrar or his/her designate. In the event of a question regarding the equivalency or appropriateness of a course, the department involved will be consulted. Courses applied for major credit must be approved by the major department.'" The following are the procedures for the administration of this regulation. The basic principle is that credit is granted only in circumstances where it is granted for students who matriculated for the first time at Dartmouth. This rules out courses which are more elementary than those acceptable for credit (Pre-Calculus), or which do not meet Dartmouth's criteria for liberal arts credit (Bookkeeping, Computer Programming). Pre-matriculation credits given by the original institution are also evaluated according to Dartmouth standards. One exception to this general principle involves situations where certain departments or programs restrict the granting of transfer credit (for instance, only to majors) or place certain courses out of bounds for transfer credit (for instance, elementary language courses) - such credits will be granted, assuming the courses qualify otherwise, to matriculating transfer students.

"Transfer students are notified upon admission that they must submit course catalogs and syllabi for all work requested for transfer credit, and official transcripts and CEEB, CBAP, and other scores unless they are available from the Admissions Office. Students may propose credits for their various courses. The Registrar evaluates credits by the same criteria and procedures as used for presently enrolled students going away on transfer terms. This includes methods of conversion of quarter or semester hour courses into the Dartmouth course credit system, determination of distributive credit, language requirement completion, Non-Western credit, etc. Once a student has filed a major or minor, any courses in the major or minor field that have already been granted degree credit are submitted for approval for major or minor credit by the appropriate academic department.

If students submit the documentation needed six weeks before registration for their first term at Dartmouth, the decisions regarding credit may be complete when the student arrives. Appeals from the Registrar's decisions regarding
credit go to the chair of the department or program involved, and then, if required, to the Dean of the Faculty."

E. Dartmouth coaches are required to submit an Institutional Request List (IRL) to the Associate Director of Athletics for Compliance and Administration no later than the spring term of each year to include all recruits who are expected to matriculate at Dartmouth. Coaches are required to update these lists with the compliance staff as soon as changes are known, and the compliance staff provides updates on prospect certification statuses on a weekly basis throughout the spring and summer. The compliance staff actively works with coaches and prospects to address any issues delaying a final certification status from being issued. The NCAA Clearinghouse web site is monitored on a regular basis by the Assistant to Intercollegiate Programs, who also oversees the day to day issues regarding initial eligibility. M. Grace Calhoun, Associate Director of Athletics for Compliance and Administration, gives final approval in regard to initial eligibility.

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

Satisfactory Progress

The process for determining satisfactory progress begins in mid-August of each year, when Heidi Bushway, Systems/Office Manager within the Athletic Department, reviews the squad lists and identifies each student athlete by notation in the database.

Gail Wallin, Director of Information Services for the Dean of the College, then produces a report of student-athletes, which includes each student-athlete’s name, ID, class year, number of credits earned, number of credits that the student would need in order to be eligible for competition and the difference between the two. All courses that students take for credit are included in this count.

Using this report, Mary Liscinsky, Assistant Dean of the College, and M. Grace Calhoun, Associate Director of Athletics for Compliance, convene to review names on a case-by-case basis and ensure that students are eligible as per NCAA Bylaw 14.4.3.1 (completion of 24/36 hours or average of 12 per term). Due to its non-traditional calendar and use of course credits rather than credit hours, Dartmouth received an

1 Dartmouth has a year-round academic calendar which is divided into four terms of equal length. Undergraduates are required to be in residence during the fall, winter and spring terms of their first and senior years, as well as for the second summer term following matriculation (rare exceptions are made for senior terms and only for relevant academic pursuits). Dartmouth requires successful completion of 35 course credits for graduation, which are normally completed in 12 terms of enrollment out of the 15 available consecutive terms (including summer terms, which are considered to be consecutive terms) during a four year period. Enrollment patterns of three and five years are also permitted, where the 35 credits may be earned in as few as 10 consecutive terms or over a period that includes up to 19 consecutive terms. The normal course-load during the enrolled terms is three classes, although students are permitted up to three terms of only two courses, and up to three terms of enrollment in four courses. Each of these options is considered to be “full time enrollment.” Dartmouth does not offer “part-time enrollment” to matriculated undergraduates.
interpretation from the NCAA that one course credit is equivalent to four credit hours. This has allowed Dartmouth to utilize an alternative formula for cumulative course credits per term of enrollment to meet NCAA satisfactory progress requirements. Under this analysis, a student who has earned a minimum of six course credits for each three terms of enrollment and who is otherwise in good academic standing is considered to have made satisfactory progress. Additionally, because Dartmouth students are required to be enrolled for one summer term, we have been granted permission to count all of the credits that are earned during that approved summer term. If a student-athlete does not appear to be eligible, the group reviews the student-athletes record for any information which might indicate the need for a waiver.

In order to control for students who may be walk-ons, the Associate Director of Athletics for Compliance has shared explicitly with the coaches that all walk-ons must be reported to the Compliance Office prior to their engagement in any practice or intercollegiate competition. Once that has occurred, the students will complete required NCAA, Ivy, and Dartmouth paperwork and academic eligibility is investigated. First-year students are processed through the Clearinghouse and their first date of practice is noted in the Athletic Department’s compliance database in order to track their 45 day grace period. The names of upperclass students who walk on are shared with the Assistant Dean of the College, and she and the Associate Director of Athletics for Compliance review the appropriate academic records for eligibility purposes.

Certifying Officials
The Dean of the College Office is responsible for monitoring and certifying the continuing eligibility of student-athletes. James Larimore, Dean of the College, serves as the chief eligibility officer for the College, supported by Mary Liscinsky, Assistant Dean of the College and M. Grace Calhoun, Associate Director of Athletics for Compliance.

Other relevant information about continuing eligibility

*NCAA Bylaw 14.4.3.1—Completion of 24/36 hours or average of 12 hours per term.*

The NCAA has determined that two (2) course credits at Dartmouth are the equivalent of 12 hours per term at a semester-based institution. Further, as mentioned previously, students generally enroll in three of the four quarters each academic year. As such, the NCAA has determined that Dartmouth’s annual standard for completion of course credits is six (6) courses. The ECC meets each August to ensure that all student-athletes have met this NCAA annual standard for continuing eligibility prior to certifying student-athletes for athletics eligibility for the upcoming academic year.

*NCAA Bylaw 14.4.3.1.5—Hours earned acceptable for degree credit in designated programs of studies.*

Students at Dartmouth are required to meet the degree requirements delineated in the ORC with regard to residency, course credit, required courses, distributive requirements, and the designation and completion of a major. Normally, the degree requirements are
completed within 12 residence terms, although the Registrar can approve an enrollment pattern of up to 19 terms. As Dartmouth College offers only one undergraduate degree option (the AB degree), it is not possible for a student to enroll in or receive credit for courses outside the designated degree program.

_NCAA Bylaw 14.4.3.1.4—Designation of a degree program._

All students are required to declare a major and file with the Registrar a major card outlining a major program, including courses to be taken, with the written approval of the appropriate department(s), normally by the end of their fifth enrolled term, or in some cases, shortly after the beginning of the sixth term in residence. The Registrar will prohibit students from registering for a seventh term until the card is submitted and the major declared. The Registrar notifies students by letter that they will not be permitted to register unless a major is declared by the deadlines specified. (Appendix C.)

_NCAA Bylaw 14.4.3.2.2 25/50/75 (changed to 40/60/80)—Percentage of degree requirements._

Dartmouth course, degree, and academic standing requirements are more stringent than those of the NCAA. Dartmouth has a rigorous system of evaluating each student’s record at the end of each term (four times a year). Students who receive any grade below C- may be placed on risk, warning, or probation, or may be suspended or separated (expelled) for unsatisfactory academic performance. The faculty-voted guidelines for such actions are attached (Appendix D) and can be found in the _Student Handbook_. The Committee on Standards (COS), a faculty committee chaired by the Dean of the College (or designee) and consisting of faculty, administrators, and students, oversees this system of institutional response to unsatisfactory progress on the part of any undergraduate (Appendix E.) College policy and the academic requirements mandated for completion of the AB degree are such that a student making satisfactory progress by Dartmouth requirements would necessarily be making the 40/60/80% standard.

However, the College has recognized that relying on these standards may not account for the rare cases that could be problematic in terms of percentage of degree requirements. Therefore, the Assistant Dean of the College and the Associate Director of Athletics for Compliance and Administration annually review a computer printout which lists how many course credits each student-athlete has earned. This program is run in real time, meaning that any course credits earned by the student-athlete up to that moment are counted, while course credits that are still pending are not counted. Each student-athlete's course count is checked to make sure that students have at least six (6) course credits after the first year, 14 course credits after the second year; 21 course credits after the third year, and 28 after the fourth. This check ensures that student-athletes meet both annual course credit requirements (six after a year) and percentage of degree requirements (40% or 14 after the second year of enrollment, 60% or 21 after the third year of enrollment, and 80% or 28 after the fourth year of enrollment).

Students placed on academic probation by the COS may be prohibited, at the discretion of the COS, from intercollegiate athletic competition (as well as other co-curricular activities.)
Dartmouth does not utilize a minimum grade point average requirement for the AB degree. Instead, the rigorous standards applicable to all students, as described in Appendix D, are used to monitor academic performance and eligibility for the degree.

6. Please attach as an appendix the institution’s official NCAA graduation-rates report (institution’s two-page report) for the three most recent academic years for which this information is available.

   NCAA graduation-reports for 2001, 2002, and 2003 are attached as Appendix F. Because Dartmouth does not award athletic scholarships, our graduation rates are not recorded on these documents.

7. Review the graduation rates for student-athletes who received athletics grants-in-aid, various student-athlete subgroups and for student generally during the last three years, and comment on any trends or significant changes. Specifically, identify and explain deficiencies in graduation rates for any of the following when compared to the graduation rates of students generally: student-athletes generally, student-athlete sub-groups (i.e., ethnicity) within particular sport teams. If the graduation rate for student-athletes, or for any student-athlete sub-group, 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 sub-group) rate; and (2) the trends over the three reporting periods in these rate differences.

   Due in great part to the fact that Dartmouth admits only student-athletes whose academic profiles are comparable to the general student population, there is little difference between the graduation rates of students who participate in intercollegiate sports and those who do not. As this data indicates, more than 93% of all Dartmouth students graduate within the six-year period considered by the NCAA. For the class that matriculated in the fall of 1997, the six-year graduation rate for student-athletes actually exceeded the graduation rate of other students.

   Statistics on graduation rates by all students and for athletes generally are attached below:
### Graduation Rates by Gender

**Classes of 1999-2001**

<table>
<thead>
<tr>
<th>Class of Entered</th>
<th>Student Type</th>
<th>Number Students</th>
<th>Graduated in 6 years</th>
<th>Number Athletes</th>
<th>Athletes 6-Yr Grad</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999 Fall 1995</td>
<td>All</td>
<td>1043</td>
<td>94.15%</td>
<td>177</td>
<td>93.79%</td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td>523</td>
<td>94.65%</td>
<td>74</td>
<td>95.95%</td>
</tr>
<tr>
<td></td>
<td>Men</td>
<td>520</td>
<td>93.65%</td>
<td>103</td>
<td>92.23%</td>
</tr>
<tr>
<td>2000 Fall 1996</td>
<td>All</td>
<td>1091</td>
<td>94.50%</td>
<td>171</td>
<td>93.57%</td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td>517</td>
<td>94.97%</td>
<td>69</td>
<td>94.20%</td>
</tr>
<tr>
<td></td>
<td>Men</td>
<td>574</td>
<td>94.08%</td>
<td>102</td>
<td>93.14%</td>
</tr>
<tr>
<td>2001 Fall 1997</td>
<td>All</td>
<td>1089</td>
<td>94.86%</td>
<td>185</td>
<td>96.22%</td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td>531</td>
<td>96.42%</td>
<td>81</td>
<td>97.53%</td>
</tr>
<tr>
<td></td>
<td>Men</td>
<td>558</td>
<td>93.37%</td>
<td>104</td>
<td>94.23%</td>
</tr>
</tbody>
</table>

Differences in graduation rates for athletes by subgroup are insignificant, except for the graduation rate of students who are on the football team. Even though the number of football players who did not graduate each year is small (three or four per year), the sub-committee analyzed this difference. Statistics on graduation rates by various subgroups will be made available to the NCAA peer review team when it arrives on campus.

To determine the significance of the lower-than-average graduation rate of the football team, the sub-committee, in consultation with Dean of Upperclass Students Sylvia Langford, reviewed the record of each football player who did not graduate. During the three year period included in this study (1999-2001), there were eleven football players who did not graduate within six years. One of those players graduated in seven years. One withdrew for medical reasons. One was separated by the College (an involuntary withdrawal) for conduct unrelated to academics. Eight of the players resigned. (Note: Resignation is defined as a student decision to withdraw.) Four of these resignations were during or just following one term of enrollment, and in no case were they related to poor academic performance. Not one of these eleven players left Dartmouth due to academic sanctions. All had acceptable grades and were making acceptable progress toward graduation.

After analysis of this data and the records of individual students, we are confident that the student-athletes on the football team who did not graduate left Dartmouth for reasons other than for poor academic performance, and their resignations do not indicate need for a plan for additional academic support.

8. **Please attach 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.

Dartmouth College does not make exceptions to academic standards and policies for student-athletes based on their athletic participation. They also do not receive preferential treatment in administrative functions, such as the housing assignment process.

The College does make an exception in the enrollment pattern requirements for three-term athletes. Dartmouth’s enrollment policy requires students to be in residence for three terms of the first year, three terms of the fourth year, and the summer following the second year. However, if a student participates in varsity athletics in the fall, winter, and spring terms of every year, the student may request and will receive a waiver of the summer term requirement.

**Operating Principle 2.2 Academic Support**

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

Support for the academic work of all Dartmouth students is available through numerous offices, programs, and individuals at the College. Members of the Faculty serve as first-year and/or major advisors. The Deans within the Upperclass Deans Office and the First-Year Deans Office meet with students on a variety of issues including academic advising and support. Dartmouth also provides an Integrated Academic Support Program which provides additional support for first-year students who may encounter some difficulty in adjusting to a rigorous college curriculum.

All students may seek the services of the Academic Skills Center which includes individual counseling, study skills workshops, learning style assessments, study strategy improvement courses, and an Academic Enrichment Library of self-help resources. This office also oversees the NCAA laptop computer checkout program, specifically for student-athletes. The Center provides a tutor clearinghouse that matches students with tutors for individualized instruction at no or nominal cost. If students learn better in a group environment, the Center coordinates study-groups for most entry-level courses. The Center also coordinates services for students with learning, physical, or psychiatric disabilities. The Director of the Academic Skills Center teaches a fall term course titled *Learning at Dartmouth*. This course is for first-year students who seek additional support for their academic success and serves as an extended orientation to the challenges and opportunities of college academics.

The College offers the benefits of the Composition Center to all students. The Composition Center is a free service predicated on the goals of helping students become better writers by developing more effective strategies for generating, organizing, and expressing their ideas. Resources of the Center include a Peer Tutoring Program and a Writing Assistance Program, as well as online information.
In addition to the academic support services offered to all Dartmouth students, there are some programs that are targeted at enhancing the academic focus of our student athletes. Robert Morrissey serves as the CHAMPS/Life Skills coordinator. In this position, Morrissey reports to the Associate Director of Athletics for Compliance and Administration. Morrissey also holds an academic counselor position within the Academic Skills Center. In his academic counselor role, he reports to the director of the Academic Skills Center. Morrissey works in close collaboration with the class dean system (mentioned above) so he is able to coordinate a strong support system for any student in need.

By serving as a bridge between the Athletic Department and the Academic Skills Center, Morrissey is able to strategize about proactive intervention before any student-athletes encounter serious difficulties. As the academic counselor for student-athletes, he meets with each varsity team during the fall term to give an overview of the Academic Skills Center has as well as describing how he can be a resource for student-athletes. On many occasions, coaches ask Morrissey to meet separately with their first-year student-athletes to give an academic overview of the curriculum and general education requirements along with offering advice on course selection. On a daily basis, he concentrates his time advising student-athletes on learning strategies, study skills and time management.

Dartmouth also provides academic support specifically for student-athletes through the Faculty Athletic Advisor Program, which was established in 1999. The goal of the initiative is to create an informal relationship between a faculty member and an athletic team to support student-athletes as they balance academics and athletics. In the first year of the program, three teams established relationships with faculty members who served as informal advisors for the team. In each instance, the faculty members were approached by student-athletes who had developed relationships with them through coursework or common interest. There are currently 26 faculty advisors, all of whom shape their role according to their interests and availability, and through consultation with the head coaches and captains.

The Organizational Chart showing how Dartmouth is organized to provide academic support services for student-athletes is attached as Appendix G.

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

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

   As noted above, Robert Morrissey has a dual appointment as the CHAMPS/Life Skills coordinator within athletics and as an academic
counselor within the Academic Skills Center. Morrissey also coordinates the Faculty Athletic Advisor program in which 26 teams have formal connections with faculty members. As the coordinator, he works with advisors and coaches to best serve the student-athletes with questions that arise pertaining to the academic and athletic commitments.

As the CHAMPS/Life Skills Coordinator, Morrissey advises the Student-Athlete Advisory Committee, overseas many of the department’s community service projects, and implements student-athlete development programs. The goal of these programs is to support the development of a well-balanced lifestyle for Dartmouth student-athletes, encouraging emotional well-being, personal growth and decision-making skills, all of which factor into a positive academic experience. Teams’ exposure to the Coordinator comes through his attendance at games and practices and through travel with teams; the student-athletes are also exposed, by the Coordinator, to various grants, awards, conferences and internships.

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

With the exception of the CHAMPS/Life Skills program, the NCAA Laptop Computer Checkout program, and the Faculty Athletic Advisor Program, all academic support services at Dartmouth are available to the entire College community.

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

Information about the academic support services is listed in the Dartmouth College Bulletin: Organization, Regulations, and Courses (ORC); The Student Handbook; The Student-Athlete Handbook; the First-Year book; and the Academic Skills Center Web site <http://www.dartmouth.edu/~acskills/>. All students receive an Academic Skills Center informational brochure in their on-campus mailbox each fall. At the beginning of each term, coaches receive brochures from the Academic Skills Counselor, and throughout the academic year the academic counselor disseminates information electronically to coaches and captains. Information sessions about the Academic Skills Center are presented to all first-year students at orientation and to student-athletes during the fall term in conjunction with NCAA eligibility meetings.

A concerted effort is made to orient first-year student-athletes to the academic and cultural challenges that student-athletes face. This past fall, the student-athlete advisory committee (SAAC) organized a dinner for all first-year student-athletes. Several campus administrators spoke, including
the Dean of First-Year students, two faculty members and two athletic administrators. Upperclass student-athletes facilitated table discussions covering issues pertaining to student-athlete welfare.

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

All of the support services listed in Self-Study Item 2a have administrative oversight through either offices of the Dean of the College, Dean of Faculty or the Director of the Academic Skills Center. While there is strong collaboration between units, none of the personnel providing the support services report through the intercollegiate athletic department. This separation from the athletic department makes this position quite different than those found in most colleges and universities and there is virtually no potential for it to lose its focus as a broad-based academic support program. However, the Senior Associate Dean of the College (who reports to the Dean of the College who also serves as the FAR) conducts a performance review for the Director of the Academic Skills Center annually. One component of this very thorough review focuses on the work of the Academic Counselor and the services available to student-athletes.

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

The Academic Counselor submits term and end of year reports to the Director of the Academic Skills Center. These reports are also reviewed by the Senior Associate Dean of the College.

Operating Principle 2.3 Scheduling

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

Dartmouth’s policies concerning the relationship between scheduling of academic competitions and practices and the academic schedule are described in the attached statement from Organization, Regulations, and Courses (ORC), a publication of the College’s Office of the Registrar (Appendix H). The College is also governed by the policies of the Ivy League (also Appendix H) which focus on minimizing conflicts between academic and athletic obligations.

At Dartmouth, students’ academic obligations have priority. There are no automatically excused absences from academic responsibilities due to conflicts with athletic contests, and it is also made clear to student-athletes that athletic practices are never an acceptable excuse for missing a class. If a conflict exists, students are
encouraged to approach their professor in person to discuss the issue and determine if any middle ground is possible. This is completely at the discretion of the professor. The Office of the Registrar attempts to help athletes who request to adjust their schedules around athletic practices if a class has multiple sections, if there is no conflict with the student's other classes, and if there is space available. While the scheduling of post-season competition is not under the control of the College, regular season athletic events may not be scheduled during reading period or during the final examination period.

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

The College does not have a formal procedure for monitoring student class absences. As for any student, the student-athlete must work out arrangements for missed class time with their professor. Student-athletes are made aware through Organization, Regulations, and Courses, The Student Handbook, The Student-Athlete Handbook/Planner and their coaches that the College does not automatically excuse students for athletic events, and that each faculty member has the discretion to excuse or not excuse the student for missing class.

The Ivy League has policies that attempt to minimize missed class time, and Dartmouth supports and adheres to those policies. Examples of such policies include limits on the amount of overnight travel allowed to Ivy contests, restrictions on when a team may depart campus for a contest, and a prohibition against most competition during exams and reading periods. In addition to these policies, many coaches minimize missed class time by scheduling out-of-the-region competitions during pre-season or college vacation periods, and adjusting travel times to accommodate students classes and/or exams.

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

While the College has no formal means of monitoring missed class time for student-athletes (or any other students who have significant co-curricular commitments) the Faculty Committee on Athletics has been following this issue since the Committee’s inception in 1996. There have been general discussions about actual and perceived scheduling conflicts between afternoon classes and practices sessions, road trip departure times, and post-season competition schedules (which are determined outside the College’s control.) Faculty members differ in their opinions about the extent to which scheduling conflicts are problematic. There have been instances in the past few years in which faculty have expressed concern that students are missing classes, or in some cases not signing up for certain classes, because of athletic obligations. At the same time, some students have expressed concern that certain classes have been offered only during class periods which directly conflict with team practices, and that this has made it impossible to for them enroll in that class without encountering significant scheduling conflicts.
When such conflicts come to light, the Director of Athletics and the Dean of the College (or a designee) have addressed those issues through conversations with the faculty, student-athlete, and in some cases, the coach. The Faculty Committee on Athletics approved and endorsed a team faculty advisor program in order to provide an additional resource in alleviating classroom and athletic conflicts. In any case, the faculty member has final authority over whether an absence is excused or not.

In order to understand the coaches’ perception of the academic conflicts, the following questions were asked of all coaches:

1. How many contests do you have each season that are contested on a weekday (Monday-Friday)? What is the general time that you leave for these contests?
2. Were there any academic conflicts that took place while competing on campus (i.e., students missing exams for a competition, etc.)? If so, do you have any estimate of how many? Please provide any other information that might be helpful in our explanation.

Every head coach responded to these questions. One of the most important findings of the survey was that the coaches indicated that they are quite cognizant of the pressures that their student-athletes face and make every attempt to keep missed class time to a minimum. Whenever possible, coaches schedule out-of-the-region competitions during pre-season or college vacation periods. If an individual on a team has an academic commitment which conflicts with an athletic contest, it is not unusual for the student-athlete with the conflict to remain on campus or to join the team later, once the academic commitment has been completed. Coaches have, on occasion, received permission from a faculty member to proctor tests while off-campus for a contest. Coaches indicate that they stress the importance with their student-athletes of letting faculty members know of conflicts ahead of time so that a positive resolution can be made. Some coaches noted that they strategize with their team faculty advisor about how to approach conflicts with faculty members.

The Dartmouth College academic year extends into early June (later than most schools), so events scheduled for late May (such as track and field regional championships), which occur after the academic year has ended at most schools, cause conflicts for Dartmouth students who are entering into finals at that time. The coaches noted that there are occasional academic conflicts when contests take place on campus, and they encourage students to contact their faculty members in advance to see if the conflicts can be minimized. Several coaches said that if the faculty member is unable to make accommodations, the student will miss the contest, not the exam or class period. Several coaches reported that many faculty members are more than willing to be flexible, if given advance notice by the student-athlete.

Despite the best of intentions and actions by faculty members and coaches, it is clear that there has been tension between academic and athletic demands. The Subcommittee on Academic Integrity believes that the Director of Athletics, the Dean of the College,
and the Chair of the Faculty Committee on Athletics should consult with the Ivy Office to see if any strategies among our peers have been effective in reducing this conflict.

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

   As noted above, the missed class policy is stated in *Organization, Regulations, and Courses; The Student Handbook and The Student-Athlete Handbook/Planner*. First-year students receive a copy of the ORC and *The Student Handbook* upon their entrance to the College, and upperclass students may obtain hard copies of these documents at a number of locations on campus. Both documents are also on the Dartmouth Web site <http://www.dartmouth.edu/> Every student-athlete receives *The Student-Athlete Handbook*. Additionally, at each team's initial eligibility meeting, a member of the athletics administration explains Dartmouth's policy on missed classes to the student-athletes and emphasizes that it is the student-athlete's responsibility to make arrangement when there is a conflict between academics and athletics.

   In the past, the Athletic Director has sent a letter to all student-athletes reminding them of their academic obligations and suggesting possible ways to approach a professor if there is an academic/athletic conflict. With the change in leadership in the summer of 2002, this letter was not sent in the fall of 2002 or 2003. Athletic Director Josie Harper is consulting with faculty about the best possible way to communicate this information to student-athletes and faculty, and will determine whether to reinstate this letter.
ACADEMIC INTEGRITY
PLAN FOR IMPROVEMENT

DRAFT

The Subcommittee on Academic Integrity has reviewed admission criteria, test statistics, the Academic Index statistics, and graduation rates and has recognized that Dartmouth does an excellent job recruiting and admitting student-athletes who reflect the same high academic and personal achievements as the overall student population.

The Subcommittee has identified one reporting area and one support area in which improvement could be made. These areas and their corresponding improvement plans are as follows:

1. Dartmouth should have a written plan for the annual generation and review of graduation rates for student-athletes. While our graduation rates are consistently high, the College would benefit from having an annual review of graduation rates and academic performance by sports team and by student-athlete subgroups. The Subcommittee recommends that the Dean of the College and the Registrar consult and appoint the appropriate staff members to complete this charge.

2. The Athletic Department should develop a two-part plan for alleviating some of the issues that have arisen regarding academic and athletic conflicts. While the subcommittee acknowledges that there is no easy solution for these issues, it feels that every effort should be made to find solutions and at the very least, ensure that the situation does not become worse. The first part would be a communication plan for sharing athletic schedules and pressures, both on a broad-based and an individual level, with the community. Examples of elements that might be included would be sending seasonal athletic schedules or Web links to the faculty, letters from the Athletic Director to students reminding them that their academic pursuits are their top priority, and regular presentations on this topic to the Faculty Committee on Athletics.

The second part of the plan would be annual strategy sessions on possibilities for lessening the tension between student athletic and academic pursuits with representatives from the faculty, the athletic staff and the Dean of the College Office. The Director of Athletics, the Dean of the College and the chair of the Faculty Committee on Athletics should consult about how to best proceed with this plan.