

**1999-2000
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: 1895
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time equivalency (FTE) basis]: 9673
6. Number of Faculty [using a full-time equivalency (FTE) basis]: 578
7. Highest level of academic degree offered: Ed.S.
8. Institution's governing entity: Board of Trustees
9. a. Regional accreditation agency: North Central Association of Colleges and Schools
9. b. Date of most recent regional accreditation self-study: August 1994
9. c. Current accreditation status: Accredited

Athletics Information

1. Subdivision status of athletics program (Academic Year): I-AAA
2. Conference affiliation(s) or independent status (Academic Year 2001):

Baseball	Ohio Valley Conference
Football	Ohio Valley Conference
Men's Basketball	Ohio Valley Conference
Men's Cross Country	Ohio Valley Conference
Men's Golf	Ohio Valley Conference
Men's Soccer	Missouri Valley Conference
Men's Swimming	Independent
Men's Tennis	Ohio Valley Conference
Men's Track, Indoor	Ohio Valley Conference
Men's Track, Outdoor	Ohio Valley Conference
Men's Wrestling	Independent
Softball	Ohio Valley Conference
Women's Basketball	Ohio Valley Conference
Women's Cross Country	Ohio Valley Conference
Women's Golf	Ohio Valley Conference

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Women's Rugby	Independent
Women's Soccer	Ohio Valley Conference
Women's Swimming	Independent
Women's Tennis	Ohio Valley Conference
Women's Track, Indoor	Ohio Valley Conference
Women's Track, Outdoor	Ohio Valley Conference
Women's Volleyball	Ohio Valley Conference

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.

None

5. Other significant events (with dates) in the history of intercollegiate athletics program:

- . Agreement with Office of Civil Rights (See Appendix 4-1)
- . Enhancement of Stadium Complex (FA 99)
- . Plan for Fund-Raising (SP 97)
- . Affiliation with the Ohio Valley Conference (1996)
- . Additional Women's Sports - Golf & Soccer (FA 95), Rugby (SP 99)

Previous Certification Self-Study

4. Actions taken by the NCAA Committee on Athletics Certification regarding the institution's interim report (if applicable):

N/A

5. All actions the institution has completed or progress it has made related to "strategies for improvement" (if any) identified by the NCAA Committee on Athletics Certification in its first-cycle certification-status decision that have not been previously satisfied and approved. [Note: Please do not report on the implementation of gender-issues and minority-issues plans, as they are covered elsewhere in the report.] Specifically, include for each: (a) the first-cycle "strategy," (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.

Strategies for Improvement

In addition, the committee considered recommendations of the institution and the peer-review team and determined that the institution shall be required to more effectively define and delineate the role of individuals (e.g., president, faculty athletics representative) and constituent groups (e.g., intercollegiate athletics board, student-athlete advisory council) outside athletics to increase awareness of and participation in NCAA, conference and institutional legislative and governance matters.

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The institution shall be required to develop and submit a plan to address these matters for review by the Committee on Athletics Certification as soon as practicable but not later than September 30, 1996.

A plan was submitted in response to this Strategy for Improvement prior to September 30, 1996. The spirit and intent of the plan has continued to be central to the administration of the Department of Athletics.

6. All other actions the institution has completed or progress it has made regarding plans for improvement/recommendations developed by the institution during its most recent regular and interim (if applicable) self-studies. [Note: Please do not report on the implementation of gender-issues and minority-issues plans, as they are covered elsewhere in the report.] Specifically, include for each: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion.

NCAA SUGGESTIONS

In addition, the (NCAA) committee has included in this document the following suggestions, some of which are gleaned from the peer-review team's report, and the committee wishes to call these to the institution's attention for its consideration:

1. Consider periodic review, revision, and distribution of an organizational chart for intercollegiate athletics, including its relation to the institution's organizational structure.

The organization chart for intercollegiate athletics has been updated twice since the first cycle. The current chart is found in Appendix 1-9. Revised charts are made available to the Vice President for Student Affairs, direct reports to the Director of Athletics, the intercollegiate Athletic Board, and the athletics staff.

2. Consider increased involvement by the athletics director and the faculty athletics representative in the governance and operation of the student-athlete advisory council.

Currently, the Student-Athlete Advisory Board SAAB is facilitated by the Director of Compliance, who is charged with keeping the Director of Athletics informed regarding its governance and operation. The meeting times are published in the Student-Athlete Handbook (Appendix 1-3) and the Director and the Faculty Athletics Representative (FAR) have a standing invitation to attend. They, along with the Senior Associate Athletics Director attend as possible. In addition the SAAB is a subset of the Intercollegiate Athletic Board, which is headed by the FAR. Consequently, the FAR receives reports from the SAAB and is kept informed in this manner.

3. Consider the establishment and implementation of a formal rules-education program.

A systematic approach has been implemented with regard to rules-education. There are required staff meetings every month, one for staff and one for head coaches, during which the Director of Compliance conducts a segment on rules-education. Special meetings with assistant coaches are conducted.

On-going education is carried out through timely e-mails to staff and regular presentations to the Student-Athlete Advisory Board and the Intercollegiate Athletic Board. Currently, the emphasis is on bringing coaches and other staff up to speed regarding the NCAA on-line database.

4. Consider means for regular review of student-athletes' continuing academic progress by an authority outside athletics.

Such reviews take place in the Office of Academic Records as they verify eligibility. (See Appendices 2-5 and 2-6). Student-athlete progress is also monitored by professors and University academic advisors and mid-term warning letters are issued when appropriate (See Appendix 2-11). Furthermore, the Intercollegiate Athletic Board, which comprises non-athletics-related individuals, receives reports from the Director of Academic Services for Student-Athletes at every meeting.

5. Consider development of means to effectively articulate and address student-athletes concerns; in order to demonstrate the institution's commitment to student-athlete welfare.

An Exit Interview process (Appendix 4-14) has been implemented, as have student evaluations of coaches. In addition, a formal grievance process has been developed and was presented to the SAAB, IAB, and athletics staff in the fall of 2000.

EASTERN'S PLANS FOR IMPROVEMENT
GOVERNANCE & COMMITMENT TO RULES COMPLIANCE

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Rules Compliance and Accountability:

.. .establishing the opportunity for the Associate Director of Athletics/Compliance Coordinator to meet with the University President once a semester/year...

The compliance coordinator is encouraged to meet with the President or Vice President for Student Affairs at least once a year. More importantly, the current organizational structure of the intercollegiate athletics program allows the compliance officer to meet with the President whenever she/he deems it appropriate.

... attendance at rules education seminars be required for all coaches and administrators, rather than optional.

All administrators and coaches are required to attend monthly rules-education meetings or seminars. They are encouraged to attend additional events that are held routinely throughout the year. Furthermore, all administrators and coaches receive via e-mail frequent updates regarding rules-education matters.

ACADEMIC INTEGRITY

Admission and Graduation:

The Admission Review Committee

Since the last NCAA review, the University raised the published admissions requirements and established an Admissions Review Committee to allow consideration of freshmen who do not meet the published admission criteria but have academic credentials that indicate the potential for success. This Committee utilizes internal academic guidelines to determine which students are admitted under this policy.

The Committee includes the Director of Admissions (permanent Chair with vote) and one faculty member elected by each college. Members are elected for staggered two-year terms. Elected members may not serve more than two consecutive terms. The Admissions Review Committee will evaluate each applicant's academic record, extracurricular record, and evidence of special ability to contribute to the University's mission.

The first two classes to entered the University under this admissions process did so in 1998 and 1999. The current average GPA of the 1998 class is 2.49; for those students who matriculated in fall of 1999 the average GPA is 2.47.

Academic Support:

The addition of a second full-time person is desired but an initial investment in two graduate assistants would be acceptable for the short term.

At the time of the 1995 review, Compliance Officer and Athletics Academic Advisor were combined in a single position. Subsequently the position has been split and there is now a full-time Director of Compliance and a full-time Director of Academic Services for Student-Athletes. In addition, there is a graduate assistant position assigned to advising.

...a student-athlete computer room...

There are no computer laboratories assigned exclusively to student-athletes. However the University has continued to increase the availability of computers for the entire student body.

... and conducting more seminars to prepare student-athletes for media interviews, dealing with stress, increased visibility and its consequences (dealing with fanatics), etc.,

... need for additional drug and alcohol awareness seminars (Currently the Athletics Department has one annual meeting)...

The academic support services available to students in general are also available to student-athletes. An additional service available to student-athletes is academic practice. The Department of Athletics attempts, with limited staff, to offer a wide range of seminars that would prepare student-athletes for media interviews, teach them techniques for dealing with stress, and provide drug and alcohol awareness programs. Other programs have included eating disorders, violence, money management, rape, roommate relations, death, sports psychology, and time management. A productive route has been for coaches to locate and invite experts to present in areas that are beneficial and timely for their team. Efforts have also been made to increase communication with the units on campus that provide services beneficial to student-athletes, such as the University Counseling Center.

Student-athlete career days could be established. . .

The Director of Academic Services for Athletes is in the process of planning a program to provide career information to student-athletes. The plan includes working with Career Services to provide a job fair, mock interviews, and information on how to register for the services available.

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Scheduling:

Class absences and excuses are a matter that must be addressed.

The Council on Academic Affairs and the University have adopted a policy regarding class absences. This policy authorizes faculty to grant make-up privileges to students with a verified absence. The Catalog has the following statement regarding class absences:

"Instructors will grant make-up privileges to students for properly verified absences due to illness, emergency, or participation in an official University activity; and such absences will not militate against students in classes in which attendance is used directly in determining final grades." (page 43 - 1999/2000 Undergraduate Catalog)

The Intercollegiate Athletic Board endorsed a missed class time ratio which has been implemented within the Department of Athletics. The departmental missed class policy is found in Appendix 2-13.

COMMITMENT TO EQUITY

Student-athlete welfare:

One question that must be considered is whether student-athletes have special needs that are not addressed by these services (for students in general).

Two activities have been initiated to address this concern. First is the Student-athlete Exit Interview (Appendix 4-14). The second is the formal evaluation of coaches by their athletes.

...enhance the welfare of the student-athletes by addressing potential problems and concerns specific to them.

The Students F.I.R.S.T. program (Students Focused, Independent, and Responsible to Succeed Together) responds to special needs that athletes may have. The Director of Academic Services for Student-Athletes gives a packet of information about this program to the student-athletes. In general, the packet includes the goals for Students F.I.R.S.T.

Goal number 2 is especially relevant—to address the student-athlete as a whole person, not just a student or athlete through four vital commitments: academic, personal development, community and career services. Through this program student-athletes are required to meet weekly with the Director of Academic Services for Student-Athletes; meet with tutors and academic centers (reading, writing, math, and learning); attend all classes; attend mandatory NCAA CHAMPS/Lifeskills programs; and report grades. To be released from the contract, a student-athlete must maintain a 2.3 grade point average each semester.

7. Changes in key senior-level positions, institutional or athletics program, (if any) since the institution's previous certification self-study:

- . New University President
- . New University Provost
- . New Director of Athletics
- . Associate Athletics Director and Senior Women's Administrator promoted to Senior Associate Athletics Director
- . New Associate Athletics Director
- . New Director of Compliance
- . New Director of Academic Services for Student-Athletes
- . New Assistant Athletics Director for Development

8. 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:

- . Three women's sports - soccer, golf, and rugby - have been added.
- . The general admission policies have been tightened and two review processes for applicants not meeting this policy were established.
- . The development of a plan and the addition of an Assistant Director for Development position have enhanced fundraising efforts.
- . O'Brien Stadium has been renovated and the space available to the Department of Athletics has been enhanced as a result.
- . The University moved to new conference and reduced the number of sports competing outside the main conference affiliation.

Introduction to Self-Study Report

Certification Self-Study Information

1. Steering Committee Chair: not in database
2. Report coordinator/editor of self-study report: not on database
3. Describe the extent of broad-based participation of campus constituencies in the self-study. (Also, attach a copy of the institution's written plan for conducting 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 selfstudy report after it was drafted.

In November 1999, 40 individuals were appointed by the President to the NCAA Certification Self-Study team. These members represent the broad spectrum of University and interested external constituencies. This group, led by a steering committee, was broken into four subcommittees, each charged with investigating a specific area of the intercollegiate athletics program as defined in the self-study instrument.

The subcommittees met regularly during the winter and spring, interviewing many people and otherwise gathering information from appropriate sources. During the summer the steering committee reviewed and made revisions to the first draft of the self-study report.

In October 2000, the revised draft was made available to the entire campus community and other interested parties for review and comments. The draft was posted on the University website, and hardcopies were placed on reserve in the University library, Department of Athletics, and the office of the chair of the steering committee (Enrollment Management office).

Notice regarding the availability of the draft report was made through the University Newsletter. In addition, the following groups were contacted directly, in writing — Board of Trustees, President's Council, Council of Deans, Council of Chairs, Council of Academic Affairs, Panther Club Executive Committee, Intercollegiate Athletic Board, Student Senate, Faculty Senate, Staff Senate, and the Commissioner of the Ohio Valley Conference. Specific comments and endorsement, where appropriate, were requested from these constituencies.

Governance and Commitment to Rules Compliance

Operating Principle

1.1 Mission of the Athletics Program and the Institution

Self-Study Items

1. Please provide mission statements of the institution and athletics program and indicate the date of their last revision.

EIU Mission Statement: "Eastern Illinois University offers superior yet accessible undergraduate and graduate education. Students learn the methods and outcomes of free inquiry in the arts, sciences, humanities and professions guided by a faculty known for its commitment to teaching, research/creative activity, and service. The University community strives to create an educational and cultural environment in which students refine their abilities to reason and to communicate clearly so as to become responsible citizens in a diverse world." (See Appendix 1-1.)

The University mission statement was last revised and approved in 1994.

Athletics Program Mission Statement: "The Department of Athletics is committed to providing a competitive, culturally diverse, gender-equitable sports program which operates within the rules and regulations of the University, the Conference, and the National Collegiate Athletic Association. The department strives to recruit academically sound, physically adept student-athletes who have the desire and motivation to graduate and to become responsible citizens. University spirit and community pride will be developed through a successful athletics program." (See Appendix 1-2.)

The athletics program mission statement was revised in 1994 in accordance with guidelines established in the University mission statement.

2. Explain how the mission of the athletics program relates to that of the institution as a whole.

Providing a sound educational and cultural environment is at the core of the University and Department of Athletics mission statements. The Department of Athletics' mission statement expands on the University's mission to foster an "educational and cultural environment," noting its specific commitment to provide "a competitive, culturally-diverse, gender-equitable sports program." Furthermore, it reinforces the University's mission to develop "responsible citizens in a diverse world" by focusing on recruiting "student-athletes who have the desire and motivation to graduate and to become responsible citizens."

3. Describe how and to whom the athletics program's mission statement is circulated.

The Department of Athletics' mission statement is available to the public through the EIU website and, consequently, is accessible twenty-four hours a day, seven days a week to current student-athletes and parents, as well as to prospective student-athletes, alumni, and the general public. In addition, the Department of Athletics has developed an "Intercollegiate Athletic Program Philosophy" that is tied directly to its mission statement and that is printed on the back cover of the Student-Athlete Handbook. The Handbook is distributed to student-athletes, coaches, and Department of Athletics staff, as well as to University staff and faculty (Appendix 1-3).

4. Describe briefly, using specific examples, how the athletics program's mission and goals are or are not supported by the actual practices of the athletics program.

Overall, the athletics program meets or exceeds the performance of the University as a whole in the areas of cultural diversity, grade point average, and graduation rates. Offering eleven sports for men and an equal number for women, the athletics program is committed to gender equity and to meeting the needs of the University population. Team travel, meals, lodging, and quality of equipment are equitable for men and women. The athletics program provides a full-time academic advisor for all student-athletes. This individual monitors the academic progress of student-athletes through regular meetings with them. The athletics program makes life skills programming available on topics such as alcohol/drug abuse, gambling, and employment opportunities after graduation. Student-athletes routinely sponsor and volunteer to participate in community projects. The Department of Athletics recently donated \$2,000 to the University's Gateway Program, an academic program that includes non-student-athletes. All student-athletes are represented by the Student-Athlete Advisory Board whose elected officers are also voting members of

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the Intercollegiate Athletic Board. While conducting themselves as responsible citizens on the campus and in the community, EIU student-athletes continue to compete at the top of the Ohio Valley Conference.

Evaluation

1. Does the institution demonstrate that the mission and goals of the athletics program relate clearly to the mission and goals of the institution? **Currently Yes**
2. Does the institution demonstrate that the mission and goals of the athletics program support the educational objectives, academic progress and general welfare of student-athletes? **Currently Yes**
3. Does the institution demonstrate that the mission and goals of the athletics program support equitable opportunity for all students and staff, including women? **Currently Yes**
4. Does the institution demonstrate that the mission and goals of the athletics program support equitable opportunity for all students and staff who are minorities? **Currently Yes**
5. Does the institution demonstrate that the mission and goals of the athletics program embrace the Association's principles of sportsmanship and ethical conduct? **Currently Yes**
6. Does the institution demonstrate that the mission and goals of the athletics program are widely circulated among the institution's internal and external constituencies? **Currently Yes**
7. Does the institution demonstrate that the actual practices of the institution's athletics program are consistent with the athletics program mission and goals? **Currently Yes**

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Operating Principle

1.2 Institutional Control, Presidential Authority and Shared Responsibilities

Self-Study Items

1. Based upon the institution's experience in the last three years, list the decisions related to intercollegiate athletics in which the institution's governing board or individual board members have been significantly involved (if any).

In the past three years, the Eastern Illinois University Board of Trustees (BOT) has played a significant role in the decision-making process regarding intercollegiate athletics. The BOT has been instrumental in decisions relating to the design and construction of facilities and in formulating policies and regulations. In addition, the members of the BOT have authorized approval of:

- . equipment purchases
- . a multi-year contract option for coaches and administrators
- . additional student fees to support intercollegiate athletics
- . the naming, renovation, and design of facilities for intercollegiate athletics
- . an insurance provider for student-athletes

2. Based upon the institution's experience in the last three years, list the decisions related to intercollegiate athletics in which the institution's chief executive officer has been significantly involved.

As chief executive officer of the University, the President has primary responsibility for oversight of the intercollegiate athletics program, and, therefore, in the last three years, the President has been involved in major decisions related to intercollegiate athletics.

A summary of these actions includes:

- . oversight of all personnel matters related to the hiring or dismissal of coaches
- . review of and submission to BOT of proposals to increase student fees to support intercollegiate athletics
- . review and approval of the NCAA Compliance Affirmation
- . oversight on implementation of the settlement agreement with the Office of Civil Rights
- . review and approval of the NCAA Graduation Rates Report

3. Describe the process by which the institution makes major decisions regarding intercollegiate athletics. In so doing, describe the role and authority of the institution's governing board, the chief executive officer, 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 this process. Please provide the composition of the athletics board or committee (including titles and positions).

As of January 1996, the process by which Eastern Illinois University makes major decisions regarding intercollegiate athletics became the responsibility of its seven-member Board of Trustees (BOT). (Prior to January 1996, when EIU completed its first certification cycle, the University operated under the regional Board of Governors Universities.) As policy makers for EIU, the Board of Trustees is assisted in its deliberations by the guidance, advice, and recommendations of the President and other official University constituencies.

As stated in the University's Bylaws, Governing Policies, and Board Regulations, the BOT believes that an "intercollegiate athletics program is an important and worthwhile activity" and "can make a significant contribution to the quality of campus and student life" (Appendix 1-4). While the Bylaws, Governing Policies, and Board Regulations affirms that the President maintains "primary responsibility" for the intercollegiate athletics program, the BOT requires that the President seek Board approval on issues that significantly affect the intercollegiate athletics program, on proposals to increase student athletic fees, and on state appropriations used to support intercollegiate athletics.

Within the framework of the general policies determined by the BOT, the President is responsible to the BOT for the execution of the board policies and for the management and direction of all University operations. Therefore, the

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President has ultimate responsibility for the conduct of the athletics program, approves all personnel contracts and outside income opportunities for coaches, and reviews any major changes in the athletics program. The President has purchasing authority up to \$99,999. Purchases over that amount must be approved by the BOT. The President is also the University's primary representative to the Ohio Valley Conference.

As the accompanying organizational flowchart indicates, the President receives information related to the athletics program from three distinct sources: the Vice President for Student Affairs, the Faculty Athletics Representative, and the Intercollegiate Athletic Board (Appendix 1-5).

The Vice President for Student Affairs (VPSA) is the individual charged with day-to-day oversight of intercollegiate athletics and regularly meets with the President to discuss matters relating to the athletics program. The VPSA receives recommendations from the Director of Athletics regarding personnel, budget, and program direction, and has purchasing authority up to \$49,999. Purchases over that amount must be approved by the President.

The Director of Athletics is charged with management of the Department of Athletics, including, but not limited to budget, personnel, facilities, planning, compliance, academic services, program direction, promotions/marketing, and fund raising. Any major decisions to be considered are filtered through the Director of Athletics who, in turn, consults with appropriate members of the Department of Athletics, the Faculty Athletics Representative (FAR), the Intercollegiate Athletic Board, and, when appropriate, members of the Panther Club Executive Board. The Director of Athletics consults with the VPSA for further review or approval of all significant matters.

The Faculty Athletics Representative reports directly to the President and represents faculty in regard to all intercollegiate athletics issues. The FAR regularly consults with the VPSA, the Director of Athletics, and the Director of Compliance, and advises the President on matters related to the athletics program. The FAR participates in NCAA and conference activities and is the chair of the Intercollegiate Athletic Board. The FAR completes an annual report for the Faculty Senate, copies of which are given to the President, VPSA, Director of Athletics, and to all members of the Intercollegiate Athletic Board.

The Intercollegiate Athletic Board (IAB), an advisory board comprising six faculty members and four students, meets at least three times each semester. Faculty members are appointed by the Faculty Senate for three-year terms. Two students are appointed by the Student Senate for one-year terms; the remaining two students are from the Student-athlete Advisory Board. Department of Athletics administrators and personnel are ex-officio members. The IAB provides faculty and student constituencies with an opportunity for input on athletics program policies and procedures, as well as for oversight of intercollegiate athletics. The Board's official charge is to "serve as an advisory board for Eastern Illinois University's participation in intercollegiate athletics in accordance with NCAA regulations, the conference and federal law." Governing policies and membership rosters for the IAB are attached as Appendix 1-6.

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.)

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 chief executive officer is assigned ultimate responsibility and authority for the operation and personnel of the athletics program? **Currently Yes**

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3. Does the institution demonstrate that appropriate campus constituencies have the opportunity, under the purview of the chief executive officer, 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**

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Operating Principle

1.3 Rules Compliance

Self-Study Items

1. 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.

Eastern Illinois University has two organizations that support the athletics program: the EIU Panther Club, which serves as the primary booster group; and the EI Club, which serves principally as a support group. Both organizations seek to promote, stimulate, and enhance the educational and athletic pursuits of EIU.

The Panther Club comprises approximately 1400 members and serves to broaden the scope of fund raising for and promotion of EIU athletics programs. A quarterly newsletter, which includes NCAA compliance and rule information, is distributed to all members. The management of the organization and its affairs is entrusted to the Panther Club's Board of Directors. In addition to local community representation on the Board of Directors, four members of the Department of Athletics (the Director of Athletics, Assistant Director of Athletics Development, and two others to be appointed by the Director of Athletics) serve on the Board. A six-member Executive Committee oversees the Board and directs its activities; two of the six members are Department of Athletics representatives (the Assistant Athletics Director for Development and one member appointed by the Director of Athletics). The Executive Committee convenes at the request of the Panther Club president or the Director of Athletics. The Department of Athletics' administrative secretary serves as Panther Club secretary and keeps donation records. All money collected by the Panther Club is deposited in regular University Foundation accounts by the Athletics Business Manager. Any transfer of funds into Department of Athletics accounts requires the signatures of the Director of Athletics and the Vice President for Student Affairs (See Appendix 1-7, Panther Club Bylaws and Membership).

The EI Club is comprised of athletics staff members and approximately 320 former letter winners. The EI Club meets twice a year and nominates members to the EIU Athletic Hall of Fame. All money that the EI Club raises (primarily annual dues) is deposited in University Foundation accounts and is used to help purchase letter jackets. Appendix 1-8 provides the EI Club's bylaws and membership list

2. Identify, using an organizational or flow chart, 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 CEO 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 (if any), coaches, and other key individuals inside and outside athletics (e.g., administrator monitoring permissible recruiting activities, registrar, financial aid officer, admissions director, internal auditor) who are responsible for documenting and monitoring compliance with NCAA rules.

The President has designated the Director of Athletics as the person ultimately responsible for compliance with NCAA rules. The accompanying organizational chart (Appendix 1-9) shows the reporting lines for all major staff positions within the Department of Athletics. The following description outlines each position's responsibilities for documenting and monitoring NCAA rules in respect to the following categories:

1. Recruitment of Prospective Student-Athletes

Coaches identify and communicate with prospective student-athletes (PSAs), adhering to all NCAA regulations. Coaches are responsible for logging all telephone communications, evaluations, and contacts (see Appendix 1-10). All recruiting logs are subject to review by the Director of Compliance at any time and must be kept in coaches' offices.

Coaches are responsible for entering all required data for PSAs on the NCAA Clearinghouse Web site via the Institutional Request Form at <http://actrs8.actorg/irl>.

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After identifying PSAs for campus visits, coaches submit a "Permission to Recruit/Official Visit/National Letter of Intent (PR/OV/NLI)" form (Appendix 1-11) to the Director of Compliance. If Clearinghouse data is unavailable, transcripts and test scores must be submitted with this form. After receiving approval, coaches may initiate visit itineraries.

After all official campus visits, coaches must submit the proper expense analysis form to the Athletics Business Manager with student host form, mileage reimbursement form, PSAs itinerary, and on-campus recruiting form. Each sport supervisor must approve expenses before reimbursement is disbursed.

When a coach decides to offer a scholarship, the approved PR/OV/NLI form is completed with scholarship information and taken to the Senior Associate Athletic Director (SAAD). After the SAAD confirms that funds are available, the paperwork is completed and sent to the Financial Aid Office by the SAAD's secretary. The signed National Letter of Intent and scholarship paperwork are returned to the athletics office, copies of which are sent to the head coach, Financial Aid Office, and the conference office.

Coaches should use the Clearinghouse Web site to monitor the status of incoming student-athletes and to verify transcript analysis.

2. Sport Rosters and Squad Lists

Head coaches must submit initial team rosters to the Director of Compliance by May 15 for the coming academic year. Coaches should continue to update team rosters over the summer as changes occur. The Director of Compliance forwards copies of team rosters to the Records Office to begin eligibility checks.

The Director of Compliance enters the following information for each student-athlete (with input from the coaches) on the Compliance Assistant Program: name, social security number, date of birth, gender, ethnicity, recruited status, Clearinghouse qualification status, core GPA, ACT and/or SAT test score, date of first full-time college attendance, date of first EIU attendance, sport(s), years of financial aid awarded, seasons of competition used (in each sport), transfer status, residence requirement, international student-athlete paperwork completed, full time enrollment status, Drug Testing Consent and Student-athlete Statement forms signed, eligibility status, academic standing, year of studies, amount and types of all financial aid awarded (including non-athletic aid), individual full grant amounts, and cost of attendance.

The Director of Compliance generates NCAA mandated squad lists at the start of practice and on the first day of competition, and updates squad lists during the academic year as financial aid and roster changes are made.

3. Annual Eligibility Certification

In consultation with the Director of Compliance, the Records Office reviews the status of all student-athletes listed on sport rosters. Priority is given to sports with the earliest competition dates.

The Records Office certifies all eligible student-athletes and sends official eligibility lists to the Ohio Valley Conference for all sports (except men's soccer, which goes to the Missouri Valley Conference). Official eligibility lists are reviewed and signed by the Faculty Athletics Representative, the Records Office, and the Director of Athletics. One week prior to the first competition, official eligibility lists are sent to the appropriate conference office and are updated throughout the season with supplemental forms.

4. Mid-Year Certification

The records of student-athletes who were not eligible at the start of the fall semester are checked again in December after first term grades are posted. The names of student-athletes who regain eligibility are submitted to the appropriate conference office via supplemental eligibility forms.

5. End of Academic Year Eligibility Check

The Director of Compliance and Records Office begin eligibility checks immediately upon receipt of spring semester grades for all continuing student-athletes. Students' records are reviewed to determine that they:

- (a) Are in good academic standing and making satisfactory progress
- (b) Have successfully completed a minimum of 18 hours during the fall and spring terms
- (c) Have successfully completed a minimum of 24 degree credits for each year of university attendance
- (d) Have a declared major on file with the Records Office by the start of the fifth semester of enrollment
- (e) Have met the appropriate percentage (25%, 50%, or 75%) of degree requirements
- (f) Have met the appropriate minimum GPA requirement.

A list of continuing student-athletes who need additional credits during the summer term to maintain eligibility is given to each head coach and to the SAAD.

The Director of Compliance prepares individual forms for each student-athlete, detailing the criteria necessary to maintain or regain eligibility (see Appendices 1-12 and 1-13). It is the responsibility of each head coach to contact

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these student-athletes and apprise them of their status. Student-athletes needing improved GPAs must take summer coursework at EIU. Student-athletes needing additional credit hours must have non-EIU courses approved by the Records Office in order to guarantee that the hours will count toward eligibility certification.

The Director of Compliance forwards copies of all eligibility information to the Director of Academic Services and to the SAAD. Head coaches submit names of recommended student-athletes for summer financial aid to the SAAD. The SAAD reviews and makes recommendations for summer school financial aid after analyzing available funds.

6. Financial Aid

The Director of Athletics recommends overall scholarship budgets and the allocation of scholarship funds for each sport, which are approved by the Intercollegiate Athletic Board. The Financial Aid Office determines the value of a full grant-in-aid (tuition, fees, room and board) and the cost of attendance.

Each head coach submits a list of the recommended amount and type of athletic aid for each returning student-athlete to the SAAD by May 15. Any aid reductions or cancellations must be supported with written statements. The SAAD's secretary prepares scholarship renewals and secures the proper signatures. The renewals are forwarded to the Financial Aid Office, which is responsible for mailing them prior to July 1.

The Financial Aid Office sends a letter outlining the appeal procedures and deadlines, via certified mail, with all scholarship reductions, non-renewals and cancellations.

7. Transfer Eligibility

A coach must submit the name and current institution of any potential transfer student-athlete to the Director of Compliance. A permission-to-contact form is sent to the current institution. Coaches are not allowed any contact with the PSA until permission has been granted by the current or previous institution.

Once approval has been granted, coaches may submit a transfer transcript to the Director of Compliance for a preliminary evaluation by the Records Office. However, a complete and official transcript audit cannot take place until the Records Office receives an official transcript. After a transfer student-athlete commits to attending EIU, the coach should notify the Director of Compliance to send a transfer release form to the previous institution.

8. Playing and Practice Seasons

In August, all head coaches receive the "Playing and Practice Season Document" which must be completed and returned to the Director of Compliance prior to the start of practice or classes, whichever occurs first. This form may be updated in writing throughout the academic year as needed.

Throughout the season, coaches must log all countable athletically related activities, including practice and competition (Appendix 1-14), which student-athletes must verify. These logs must be available for review by the Director of Compliance at any time and should be kept in the head coach's office.

9. Coaching Staff Verification

All head coaches must submit the "Coaching Staff Form" for verification to the Director of Compliance by August 1. This form may be updated as needed. The Director of Compliance provides a list of approved coaches to the Equipment Room, Training Room, and Athletics Business Office.

The Director of Compliance establishes the NCAA Coaching Certification test dates in conjunction with the NCAA Faculty Athletics Representative. The Director of Compliance conducts NCAA rules review sessions prior to each test date. The Faculty Athletics Representative administers, scores, and submits results to the Director of Compliance, the Director of Athletics, and the conference.

The Director of Athletics requires a more stringent standard for passing than the NCAA requires. In order to be reimbursed for recruiting expenses, coaches must meet the EIU standard.

10. Monitoring Sport Camps and Clinics

The Associate Athletic Director is responsible for monitoring all sport camps and clinics. Procedures are reviewed annually with the Director of Compliance.

11. Rules Education

Disseminating NCAA rules-education material is the responsibility of the Director of Athletics, the Senior Associate and Associate Athletic Directors, the Director of Compliance, and the Director of Academic Services.

Through monthly meetings, the Director of Compliance conducts on-going rules-education training with all staff members. Recent rule changes and reminders are sent to all staff through e-mail.

The Director of Compliance submits an educational column to every issue of On the Prowl, the quarterly Panther Club newsletter, distributed to all club members.

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3. Describe the procedures by which the institution processes alleged or self-discovered violations of NCAA rules.

The Department of Athletics works under the principle that all individuals employed by or associated with Eastern Illinois University athletics must have a commitment to adhere to NCAA, OVC, MVC, and University rules, and are required to report any violations of these rules to the proper individual or office (see Appendices 1-15 and 1-16).

The procedures that are in place for processing secondary and major violations of NCAA rules are as follows:

Procedures

. If a coach or administrator learns of a possible violation of rules, he/she must report the incident to the Director of Compliance, Senior Associate Athletics Director, Director of Athletics, or Faculty Athletics Representative. The coach or administrator must submit a written report with a detailed description of the incident.

. The Senior Associate Director of Athletics will notify all individuals involved with the violation and an investigation will determine the rule(s) violated and the severity of the infractions.

. The Director of Athletics, the Senior Associate Athletics Director, Director of Compliance, Faculty Athletics Representative will conduct the preliminary investigation. The avc Commissioner is also notified at this time.

. The Director of Athletics may take appropriate personnel action or remove a student-athlete from further participation with his/her varsity team.

. If the violation affects the eligibility of a current, prospective, or enrolled student-athlete, and the institution is requesting restoration, the case should be forwarded to the NCAA Enforcement and Student-Athlete Reinstatement Committee.

. If no violation is found, a report will be prepared and filed in the office of the Director of Athletics.

. If the violation is secondary, the Director of Compliance will prepare a self-report and send it to the Faculty Athletics Representative, Director of Athletics, Senior Associate Athletics Director, Conference Office, Vice President of Student Affairs, and if appropriate, coach of the sport. The Conference Office reviews the report, makes recommendations, and forwards the report to the NCAA as recommended.

. If the violation is a result of an action by an institutional staff member from outside the Department of Athletics (e.g., Registrar, Admission, Financial Aid), the Director of Compliance, in consultation with the Director of Athletics and/or President, will confer with the institutional staff member's immediate supervisor to determine the institution's plan of action.

. If the violation is a result of an action by the Director of Compliance, the Director of Athletics, in consultation with the Vice President for Student Affairs, will determine the institution's plan of action.

. If the violation is a result of an action by the Director of Athletics, the Director of Compliance will consult with the Faculty Athletics Representative who will consult with the President.

. If the violation is a major violation, the Faculty Athletics Representative, in consultation with the Director of Athletics, will report the matter to the President and involve the University's General Counsel. An internal review investigation will be conducted.

. If the violation is the result of an action by a member outside the University, the Director of Athletics will conduct an investigation and determine the appropriate action.

. Once all pertinent information is reviewed by the NCAA enforcement staff, a recommendation regarding the case is generated and forwarded to a designated member of the NCAA Committee on Infractions, who reviews the information and the NCAA enforcement staff's recommendation regarding the case.

. The NCAA Committee on Infractions renders a decision, which is communicated in writing to Eastern Illinois University.

. If sanctions are imposed, the University has an opportunity to appeal the decision. In consultation with the President, the Director of Athletics will determine University personnel responsible for formulating a response.

. If the institution is requested to appear before the NCAA Committee on Infractions, the President will determine who will represent the University.

. Coaches or administrators shall not speak with the media about possible rule violations, except to refer all questions to the Director of Athletics.

Governance and Commitment to Rules Compliance

Procedures for Violations Suspected By Other Institutions

. If a staff member suspects an alleged violation occurred at another institution, the staff should discuss the situation with the Director of Compliance.

. The Director of Compliance will discuss the alleged violation with the Director of Athletics or Senior Associate Athletics Director. The Director of Athletics will determine whether his/her counterpart at the institution and its conference office should to be contacted and informed of the alleged violation.

. The Director of Athletics will determine if the alleged violation should be reported to the NCAA.

4. Describe the institution's rules-education efforts for student-athletes, athletics department staff members, other institutional staff members and representatives of the institution's athletics interests.

The Director of Compliance meets with all student-athletes at an initial pre-season meeting held for each team. Each student-athlete is given an EIU Student-Athlete Handbook and the Director of Compliance explains all the sections pertaining to eligibility, financial aid, NCAA rules and regulations, the NCAA Special Assistance Fund, playing and practice limitations, hazing and gambling prohibitions, extra benefits, and academic eligibility areas.

The Director of Academic Services reviews regularly the academic services provided by the University and by the Department of Athletics.

All Department of Athletics staff members attend monthly meetings where compliance issues are discussed. In addition, the Director of Compliance e-mails weekly notices on pertinent NCAA legislative issues to Department of Athletics administrators, coaches, and staff. The quarterly Panther Club newsletter contains a compliance section where information is printed on rules-education issues for boosters.

5. Describe the procedures used by the institution to monitor student-athlete employment in compliance with NCAA legislation.

The Financial Aid Management System identifies student-athletes with a specific code. When student employment authorizations are received in the Office of Student Employment, each one is checked against this code. The student-athlete's earnings are monitored by a financial aid advisor for the duration of employment. When the student-athlete reaches or exceeds his/her full grant-in-aid amount, the Director of Compliance is notified. If the student-athlete has exceeded his/her full grant-in-aid amount by employment earnings, the Director of Compliance contacts the student-athlete to seek reimbursement for the excess.

Any student-athlete securing off-campus employment is required to complete an employment form in the Director of Compliance's office. The student-athlete must indicate wages earned (verified by the employer) and is required to turn in check stubs on a monthly basis.

6. Describe, using specific examples, how the institution ensures that rules compliance is a central element in personnel matters. Also, please provide the following items for individuals inside and outside the athletics department who are involved in rules-compliance activities: (a) job descriptions, (b) contracts or letters of appointment, (c) personnel evaluation criteria and, (d) philosophy statements and other applicable sections of policy manuals.

Rules compliance is an on-going effort in the Department of Athletics. When recruiting and selecting candidates for administrative or coaching positions, the Department makes thorough background checks to determine whether candidates have previous NCAA violations or sanctions. The annual contract for all coaching staff members contains a provision that states that "employment may be suspended or terminated if a coach is in violation of NCAA regulations." The Department of Athletics provides guidelines for rules compliance through staff meetings, and enforces its policy through spot checks at practices and periodic review of coaches' paperwork. The Department of Athletics also sponsors activities to promote rules-education. Annual evaluation of staff and coaches includes compliance with NCAA rules. Samples of job descriptions, contracts, and personnel evaluation forms are provided in Appendix 1-17.

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7. Please provide step-by-step written policies and procedures that assign specific responsibilities pertaining to the area of rules compliance in critical and sensitive areas, including, but not limited to, eligibility certification, investigation and self-reporting of rules violations, monitoring financial aid and monitoring recruiting (if not included elsewhere in the report).

Please refer to Self-Study items two and three above, where the institution's written policies and procedures that assign specific responsibilities in the area of rules compliance-including the investigation and self-reporting of rules violations-are delineated.

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.
- Documentation related to periodic evaluation of the institution's rules-compliance program by some authority outside of athletics.
- 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).
- Organizational charts of the institution and athletics department.

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 chief executive officer 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 three years, its rules-compliance program is the subject of evaluation by an authority outside of the athletics department? **Currently Yes**

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Operating Principle

2.1 Academic Standards

Self-Study Items

1. Describe the process by which student-athletes are admitted to your institution, and compare it to the process for admitting students generally. 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.

All students, including student-athletes, go through the same admission processes. The Council on Academic Affairs (CAA) establishes admissions criteria and undergraduate curricula. CAA is composed of elected faculty representatives and three students. According to the bylaws of the CAA, any individual or group may make a proposal to the Council for its review and/or action. Because of this, the Department of Athletics has the same opportunity to request curriculum and admission changes as any other department at the University and must follow the same published rules, regulations, and procedures. Student-athletes can be admitted through:

- a) Regular Admission-The student must meet the published admission policy for class rank, test scores, or previous college performance.
- b) Gateway Program- This is an alternative program that has specific published academic guidelines for admission. The Gateway Committee chooses from the applicant pool because it is a limited enrollment program. This program is for freshmen only.
- c) Review Committee- This special admission category is for freshmen who do not meet the regular admission policy but have strong academic credentials. A committee reviews the applications and determines who is admitted under this category according to internal academic guidelines.
- d) Presidential Admits-This special admission category is for those students who are not accepted under any of the above categories, yet have special circumstances that warrant consideration. The number of students admitted through this program is limited to a maximum of 1% of the previous year's freshman class.

The Department of Athletics is not represented on any of the above committees. The Review Committee includes a representative from the College of Education and Professional Studies, which includes the Physical Education Department, but that committee member is not necessarily from the Physical Education Department.

2. Please provide the NCAA Division I Graduation-Rates supplemental form for the three most recent academic years. Compare and explain any differences between the admissions profiles of student-athletes who received athletics grants-in-aid with the profiles of students in general.

Appendix 2-1 illustrates standardized test scores by gender for student-athletes and students generally. In 1997, there were no differences between male student-athletes and male students generally, while female student-athletes obtained slightly higher test scores than female students generally. In 1998, male student-athletes obtained slightly lower scores than male students generally, while female student-athletes again scored slightly higher than female students generally. In 1999, male student-athletes scored slightly lower than male students generally, while there were no differences between female student-athletes and female students generally. In all instances, male and female student-athletes exceeded the national average for college aspirants.

Appendix 2-2 illustrates standardized test scores by race/ethnicity for student-athletes and students generally. In 1997, 1998, and 1999, Black student-athletes obtained slightly higher scores than Black students generally. In 1997 and 1999, Hispanic student-athletes scored slightly lower than Hispanic students generally, but in 1998 there were no differences between Hispanic student-athletes and Hispanic students generally. In 1997 and 1999, White student-athletes scored slightly higher than White students generally, while in 1998 White student-athletes scored slightly lower than White students generally.

Appendix 2-3 illustrates GPA and standardized test scores by sport group. Highest mean standardized test scores and GPAs were typically obtained by Men's Other Sports and Mixed Sports and Women's Other Sports categories.

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Football and Men's Basketball generally obtained the lowest mean standardized test scores and GPAs. From 1997 to 1999, Men's Basketball mean standardized test scores increased, while Football mean standardized test scores declined.

Within the University there were no apparent differences between the admissions profiles of student-athletes who received athletics grants-in-aid and profiles of students in general. In all sport groups, standardized test scores were at or above the national average for college aspirants.

- 3. Compare and explain any differences between the percentage of freshman student-athletes receiving athletics aid who were admitted by special exception to the institution's standard or normal entrance requirements and the percentage of freshman students generally who were so admitted by providing these 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. [Note: Use Attachment No. 1 to compile these data.]**

The Special-Admissions Information attachment illustrates the percentage of entering freshman admitted through special exception for all students, student-athletes on athletics aid, and by sport group. Inspection of this table shows that student-athletes were admitted to the university via special admissions at rates ranging from 5% to 11 % higher than the general student population. Football appeared to be the sport most likely to have students admitted through special admissions, although the type of EIU special admission most frequently used is not indicated.

This information is provided in Appendix 2-4.

- 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 the individual(s) with final authority for certifying initial eligibility, and their title(s).**

A description of the sequential actions taken by Eastern's certifying staff, (located in the Records Office) to certify transfer student-athletes' initial eligibility follows:

1. The Director of Compliance provides a list of all transfer student-athletes and their social security numbers to the Records Office. This list is delineated by sport.
2. Certifying staff check admission status of each transfer student-athlete. There are times when the Admissions Office must wait on transcripts and/or ACT/SAT scores to admit the transfer student-athlete.
3. Once the student-athlete is admitted to Eastern, his/her transcripts are evaluated by the certifying staff to determine acceptable degree credit, transfer grade point average, and degree earned (if one is required). All information is recorded on a form and kept in the student's sport file located in the Records Office. (See Appendix 2-5).
4. Form 48-C is completed for each student-athlete to determine whether the student-athlete was a qualifier, non-qualifier, or partial qualifier out of high school. Since the inception of the web status reports, the Director of Compliance and/or certifying staff can check the daily status of the student-athletes. Prior to fall semester 2000, a final certification status was provided on the web, while a copy of the report was printed and filed in a binder (by sport) and kept in the Records Office. Effective fall semester 2000, the Records Office discontinued retaining copies of the printed reports. The NCAA web archives will be utilized any time a student-athlete's record needs to be checked.
5. Once the above steps are completed, a record is created on each student-athlete and kept in a database in the Records Office.
6. Prior to fall semester 2000, the academic load for each student-athlete was checked to determine full-time enrollment (12 semester hours). An athletic code was placed in the on-line Student Master File. Any class dropped by a student-athlete that put the class load below 12 semester hours was recorded on the daily transaction report. This report was given directly to the certifying staff. If a change in status occurred (e.g., the student dropped below full-time), the Director of Compliance was notified immediately. Effective fall semester 2000, student-athletes are blocked from dropping any classes.

Any concerns regarding the application of NCAA rules in respect to transfer student-athletes are resolved through the following process:

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1. Research of the particular case
2. Consultation with Records Office
3. Consultation with Conference representative
4. Consultation with NCAA Office

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 individual(s) with final authority for certifying continuing eligibility.

At Eastern Illinois University, Sue Harvey, Director of Academic Records, is responsible for certifying student-athletes' continuing eligibility. The following steps are required to carry out this responsibility:

1. The Director of Academic Records, the Director of Compliance, the Director of Academic Services for Athletes, and the Records Office certifying staff receive copies of the condensed grade report for every student-athlete. The reports are separated by sport.
2. In consultation with the Director of Compliance and the Director of Academic Services for Athletes, the Records Office certifying staff review each student-athlete's condensed grade report. The Records Office certifying staff determines if all requirements (i.e., satisfactory progress, satisfactory grade point average, and fulfillment of percentage of degree requirements) have been met for continued eligibility. The Director of Academic Records makes the final determination when questions arise. These meetings occur at the conclusion of each grading period.
3. Once a certification decision is made for each student-athlete, the Records Office certifying staff update the athletics database for each student-athlete to reflect the changes in his/her academic progress and/or change in status. A report is then generated and kept on file in the Records Office. The Director of Compliance also receives a copy of this report. (See Appendix 2-6.)

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

The NCAA graduation rates are provided in Appendix 2-7.

7. Review the graduation rates for student-athletes who received athletics grants-in-aid, various student-athlete subgroups and for students generally during the last three years, and comment on any trends or significant changes.

When comparing graduation rates of student-athletes to those of the general student body for the freshman cohorts of 1991, 1992 and 1993, it is obvious that the general student-body graduated at higher rates, with the largest difference being between female student-athletes and female students in general. Female students in general graduated at a rate over 10% higher than female athletes in two of the three cohort years. This is a change from our previous cycle when athletes graduated at a higher rate than students in general in two of three cohort years, and female student-athletes achieved the highest graduation rates of all of the freshman cohort groups. During the three freshman cohort years 1991, 1992 and 1993, the only group to decline in graduation rates as compared to the previous cycle was that of female student-athletes. All other groups saw increases in their graduation rates. In terms of time to graduation, data on athletes was only available for cohort year of 1991. Student-athletes, like all students, generally graduated in five years. There are no significant changes or trends.

TIME IN YEARS TO GRADUATION*

Graduation Year	All Students	Student-Athletes
1997	4.65	4.70
1998	4.63	NA**
1999	4.63	NA**

*All data taken from NCAA Graduation Disclosure Forms

**This statistic was removed from the NCAA Graduation Disclosure Form.

All three cohorts had an exhausted eligibility rate of 88 percent.

Due to difficulty filling the Academic Advisor for athletics position, student-athletes were without an advisor in

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1998-99. Eastern has since hired a replacement for that position as well as hiring a graduate assistant to aid in advising student-athletes.

GRADUATION RATES

Entering Year Grad. Year All Students All Athletes

90-91 1997 .690 .630

91-92 1998 .700 .610

92-93 1999 .660 .600

GRADUATION RATES BY GENDER

MALES

Graduation Year Athletes Students in General

1997 .630 .590

1998 .560 .670

1999 .610 .610

FEMALES

Graduation Year Athletes Students in General

1997 .640 .760

1998 .680 .720

1999 .560 .690

GRADUATION RATES BY SPORT

The graduation rates by sport are provided in Appendix 2-8.

When comparing graduation rates of the eight sports categories for the freshman cohorts of 1991, 1992 and 1993, it is obvious that for the majority of the sports categories (5 out of 8) the graduation rates have remained steady during the three-year period since the last NCAA report. The sports categories that have seen a change in the cohort graduation rate over the past three years are football, baseball, and men's other. Both baseball and men's other have shown declines in graduation rates over the last three years, while football has steadily increased over the same time period.

GRADUATION RATES BY PREDOMINANT ETHNIC BACKGROUND

The graduation rates by predominant ethnic background are shown in Appendix 2-9.

When comparing graduation rates of student-athletes with those from the student body for the freshman cohorts of 1991, 1992, 1993 by predominant ethnic background, in all cases the student-athletes had a lower graduation rate than students in general. In addition, the greatest disparity in graduation rate occurred in the black ethnic group, where students in general graduated at a rate over 5% higher than athletes for two of the three years of the cycle.

8. Describe the specific goal(s) that your institution has set for graduation of students generally and for graduation of student-athletes.

As part of a comprehensive strategic planning process from the previous administration, a six-year graduation rate goal of 70% for each academic cohort was established. Eastern Illinois University's President, Dr. Carol Surles, began her presidential duties in March 1999. At the time of this study there has been no reported change in that policy. This goal is for all students.

9. 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.

The Academic Regulations and Requirements section of the 1999-2000 Undergraduate Catalog is found in Appendix 2-10.

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

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- Graduation-rates survey form (GRS-1) for the three most recent years for which this information is available.
- A copy of the institution's most recent catalog.
- 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 institution's 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).

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 NCAAs 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**

Academic Integrity

Operating Principle

2.2 Academic Support

Self-Study Items

1. Describe the academic support system available to student-athletes. Include: (a) the specific academic support services (e.g., academic advising services related to choice of majors for student-athletes, tutoring, post-eligibility programs, study skills) offered; (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 periodic review and approval by academic authorities outside athletics of these services; and (e) any means of analyzing, explaining and addressing special academic needs (e.g., missed class time) of student-athletes, if any are identified.

The Center for Academic Support and Achievement (CASA, formerly called University Studies) serves two major purposes. First, it is the academic home of all students who (1) have 30 or fewer hours; (2) have not yet been accepted into a major program of study offered by one of the degree granting colleges of the University; (3) are undecided about the major field in which they wish to pursue a degree. Second, CASA is the organizational unit that offers many of the academic support services available to students. In addition to academic advising, CASA provides assistance to students in selecting an appropriate major, makes referrals for students who need or wish to use tutorial assistance, offers a Learning Assistance Laboratory, and coordinates the University Foundations (formerly Freshman Seminar) program.

One of the centers that falls under CASA is the Academic Advising and Learning Assistance Center. This center is staffed by full-time professional advisors/counselors. The Center serves all freshman, native, and transfer students who are undecided about a major, and all students working toward acceptance in University programs with special admission criteria. All students are advised by staff in the Center until they declare a major and are accepted into an academic department. In addition to course selection, students also are supplied with information about graduation requirements, opportunities for various majors, and interpretation of campus academic policies and procedures.

There are three major skill development support centers on campus: the Writing Center, the Reading Center, and the Mathematics Diagnostic Center. Each of these areas is housed in and budgeted through an academic department and directed by full-time tenure-track faculty. Many academic departments, including the Honors Programs, provide tutoring on regular basis. Study skills workshops are offered to all students by faculty and staff. Occupational/vocational information and counseling are available to all students through the Counseling Center and Career Services.

All students in the University who earn less than a C for 1000- and 2000- level courses are notified at midterm and encouraged to talk with faculty. At the end of each semester, students on academic warning or probation are sent a letter which explains what those terms stipulate and what grade improvement is required if the student is to continue at the University (See Appendix 2-11). The letter also recommends that the student see an academic advisor. If a student is dismissed for academic failure, a letter is sent to explain what this stipulates and to describe the process to request re-admission. The support services and retention efforts described above are in place for all University students.

Additional assistance is available for students with disabilities through the Office of Disability Services. Eastern's Catalog states that the purpose of this office is to provide students with disabilities an equivalent opportunity for a quality education.

In addition to services provided by the Academic Advising and Learning Assistance Center and the Office of Disability Services, an Academic Advisor for Athletes position was established in 1991 to provide an academic support program for student-athletes. In 1999, this position was re-named Director of Academic Services for Athletes. Responsibilities include:

1. Perform academic needs assessment of student-athletes prior to each academic semester to identify high-risk students;
2. Conduct study tables, study skills workshops, and coordinate a tutoring program for student-athletes;
3. Provide academic counseling and support systems and monitor the progress of all student-athletes throughout the academic year and the summer session;
4. Assist student-athletes during the registration process and coordinate classes with practice and competition

Academic Integrity

- schedules, monitoring the adding and dropping of courses and summer school requests;
5. Act as liaison between the faculty and student-athletes regarding travel schedules;
 6. Work closely with the Registrar, the Director of Compliance/Student Services for Athletes, and the Faculty Athletic Representative regarding academic status of student-athletes;
 7. Attend NCAA Regional seminars when necessary and compile and maintain records necessary to comply with NCAA regulations;
 8. Monitor the academic progress of student-athletes, provide and coordinate counseling and guidance services;
 9. Provide appropriate reports reviewing the academic status of each student-athlete;
 10. Develop academic assistance procedures for student-athletes which include, but are not limited to, tutorial assistance, academic advisement, pre-registration, and registration;
 11. Assist and coordinate incoming freshmen and transfer student-athletes with pre-registration for classes;
 12. Supervise study hall programs and organize appropriate academic/attendance reports;
 13. Coordinate any remedial and tutorial services offered in study hall;
 14. Organize a mid-semester and end-of-semester grade report for all sports;
 15. Advise and counsel student-athletes on course and major selection, University policy, and student services;
 16. Coordinate placement registration and career counseling services with the Career Services Office;
 17. Provide all head coaches with detailed grade reports;
 18. Make attendance/progress reports for distribution to all coaches;
 19. Help maintain all class schedules and monitor missed class time;
 20. Recommend summer school schedules for student-athletes required to enroll to maintain academic eligibility;
 21. Supervise and evaluate graduate assistants serving as academic counselors;
 22. Assist the coaching staff in the recruiting of prospective student-athletes during on-campus visitations;
 23. Serve as one of the liaisons between the department and the faculty, as well as the Academic Advising and Learning Assistance Center, Financial Aid, and other University student services offices;
 24. Attend athletic events when requested or feasible;
 25. Perform special projects as assigned by the Director of Athletics in conjunction with the Offices of Admissions and/or the Academic Advising and Learning Assistance center;
 26. Inform student-athletes on academic and eligibility matters;
 27. Provide student-athletes with educational workshops, seminars, and/or conferences in conjunction with the NCAA/CHAMPS Lifeskills Program.

The Director of Academic Services for Athletes (DASA) provides similar information and services for student-athletes that staff in the Academic Advising and Learning Assistance Center provides for students in general. Like all students, the student-athletes are also assigned an advisor of record either through the Advisement Center or in the student's academic major. However, the DASA provides services that might otherwise not be available to student-athletes because of time conflicts with practice schedules, competition calendars, and travel time.

Any student-athlete receiving a D or F grade is brought to the attention of the DASA. A coach may encourage any student-athlete, regardless of year or GPA, to attend academic practice.

Academic practice time for all student-athletes is from 7:30 p.m. to 9:30 p.m. Monday through Wednesday.

2. 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).

This information is available in Appendix 2-12.

3. Please review and comment on the student-athlete degree program information from the institution's completed NCAA Graduation-Rates supplemental forms for the three most recent academic years, which indicates the number of student-athletes who received athletics aid (or those who were recruited if your institution does not award athletics aid) and graduated within six years, by the school, college or department from which student-athletes received baccalaureate degrees.

Review of the student-athlete degree program information from the institution's completed NCAA Graduation-Rates supplemental forms for the three most recent academic years (1997, 1998, and 1999) and their freshman cohorts (1990, 1991, 1992) indicates that, for the 1990 and 1991 cohorts, teacher education programs granted the largest number of degrees to student-athletes. The 1990 and 1991 cohort years also show that the Business Management and Administrative Services programs granted the next highest number of degrees. In 1990, the Social Science/

Academic Integrity

History programs and the Business Management! Administrative Services graduated the same number. However, in cohort 1992, Business Management! Administrative Services graduated the most student-athletes, followed by Biological/ Life Sciences.

Evaluation

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

Academic Integrity

Operating Principle

2.3 Scheduling

Self-Study Items

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

It is the responsibility of the head coaches to schedule competition dates, with approval by Associate Director(s) of Athletics acting as supervisors of the specific sport. However, as all universities are not on the same academic calendar, it is impossible to avoid all class conflict. The university attendance policy allows any students participating in university sanctioned events, including intercollegiate athletic competitions, to make up work that is missed.

Another factor that impacts scheduling is the geographical location of institutions within a conference. Student-athletes are given priority status for scheduling courses so that they may select dates and times of classes that minimize conflict with practice and competition dates. Students are informed of their responsibilities through the Student-Athlete Handbook. Coaches provide faculty with written notification of a student's participation in a sports activity.

The matter of scheduled competition during examination time is addressed by the Director of Athletics who works closely with the conference office to coordinate all conference schedules to minimize any competition during this period.

The Missed Class Policy is provided in Appendix 2-13.

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

The Intercollegiate Athletic Board (IAB) monitors the amount of class time that athletes could potentially miss due to competition. The Student-Athlete Experience subcommittee of the Intercollegiate Athletic Board is charged with gathering the data to calculate missed class time per semester for each sport. The Senior Associate Director of Athletics secures missed class time information from coaches prior to the beginning of the semester of competition and forwards data to the chairperson of the Student-Athlete Experience subcommittee. Missed class time is typically reviewed for Fall semester at the September meeting of the IAB with a report made by the chairperson of the IAB Student-Athlete Experience subcommittee. Missed class time is typically examined for Spring semester at the February meeting of the IAB with a report made by the chairperson of the IAB Student-athlete Experience subcommittee.

If a problem is identified in some sport, the IAB discusses the situation with the Director of Athletics as soon as possible and the Director of Athletics will provide a plan to correct the situation. If that plan is acceptable to the IAB, the plan and the reaction should be included in the IAB minutes submitted to Faculty Senate.

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

The Missed Class Time Reports since 1996 indicate none of the EIU Intercollegiate Sports have exceeded the 15% total missed class time threshold, the criterion for further investigation of potential problems.

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

- All student-athlete eligibility files (including, when appropriate, final high-school transcripts, Forms 48-H and Forms 48-C, verification of standardized test scores, NCAA student-athlete statements, institutional transcripts, and transfer documentation).
- Information from exit interviews of student-athletes.
- Policies and procedures for the department of intercollegiate athletics (if available).

Academic Integrity

Evaluation

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

Academic Integrity

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
No written policy to address missed class time.	Department of Athletics has established a written policy consistent with the Provisions of Constitution 3.2.4.12 to minimize student athletes' conflicts with class time and/or final examination periods due to participation in Intercollegiate Athletics.	Intercollegiate Athletic Board review	AD	By FY 2001

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	
		Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students
Average Standardized Test Score	Academic Year								
	1998-1999	90	687	88	49	89	1029	89	28
	1997-1998	89	667	83	38	88	990	90	21
	1996-1997	87	718	87	29	85	1040	88	33

Name of person completing this chart: Cindy Tozer

Title: Records Analyst

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	1998-1999		93	14	75	108	85	30	90	1528	94	36	
	1997-1998	79	3	84	11	69	104	80	29	90	1470	88	40
	1996-1997	95	2	77	8	68	103	73	30	88	1567	73	48
		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	1998-1999					78	14	84	3	92	59	71	1
	1997-1998			92	1	74	11	80	2	89	45		
	1996-1997			100	1	74	10	72	1	90	50		

Name of person completing this chart: Cindy Tozer

Title: Records Analyst

Academic Integrity

FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART II: GPA and Test Scores, by Sport Group

		Sport Group															
		Football		Men's Basketball		Baseball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/Cross Country		Women's Other Sports	
Academic Year		Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core Course GPA	1998-1999	2.75	14	2.91	4	3.31	10	3.25	5	2.88	16	3.76	4	3	9	3.15	14
	1997-1998	2.81	20	2.58	1	3.03	3	3.1	6	3.13	8	3.07	4	3.23	7	3.64	10
	1996-1997	2.82	12	2.69	2	3.03	5	2.73	3	3.16	7	2.86	2	3.32	8	3.25	23
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	1998-1999	79	14	86	4	95	10	93	5	93	16	91	4	89	9	88	15
	1997-1998	81	20	75	1	82	3	90	6	87	8	81	4	88	7	96	10
	1996-1997	85	12	68	2	85	5	86	3	98	7	83	2	87	8	88	23

Name of person completing this chart: Cindy Tozer

Title: Records Analyst

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	1997-1998	7%	12%	1%	2%	7%	1%	1%	0%	1%	3%
	1996-1997	5%	16%	0%	1%	1%	2%	0%	1%	0%	0%
	1995-1996	5%	10%	0%	2%	2%	0%	0%	0%	2%	0%

Name of person completing this chart: Cindy Tozer

Title: Records Analyst

Fiscal Integrity

Operating Principle

3.1 Financial Practices

Self-Study Items

1. Prepare a list of all revenue sources for intercollegiate athletics that are under the clear accounting and financial control of the institution. Also, prepare a list of all other sources (i.e., those not under the accounting and financial control of the institution) generating revenue on behalf of the institution's intercollegiate athletics program, including outside foundations.

Revenues under the financial control of EIU:

Ticket Sales/Program Revenue

Ticket Sales/Program Revenue includes admission fees to various athletics competitions-football, men's basketball, women's basketball, men's track, and wrestling-and revenues from special event programs, such as IHSA Boys and Girls State Track Meets and IHSA Supersectional Basketball Tournament, program sales for football, men's basketball, women's basketball, and program sales for special events.

Guarantees and Entry Fees

A guarantee is part of a contractual agreement between two schools to play a specified game on a specified date at a specified location. The guarantee is usually paid to the visiting team by the home team. Entry fees are special fees to enter a team or individual in special events, such as Men/Women EIU Pepsi Invitational Track Meet, men's tennis, women's tennis, golf, etc.

Student Fees

These fees are paid by the student body to support intercollegiate athletics, grant-in-aid athletics scholarships, student insurance, and athletics facilities.

Gifts and In-Kind Contributions

This category includes monetary and non-monetary contributions given to the University's Foundation (Panther Club) to support intercollegiate athletics and transferred to University Business Office for expenditures.

Investment Income

This is income earned on investments is transferred from the University's Foundation to the University Business Office for expenditures.

NCAA Receipts

NCAA receipts are distributions given to the University for sports sponsorship, grant-in-aid distributions, and travel reimbursements.

Miscellaneous Income

Various special events (Harlem Globetrotters, golf outings, fund-raising auctions, Panther Pack memberships, lost equipment items) also produce income.

Advertising Income

This category represents fees for advertisements in programs and corporate sponsorships.

Collegiate Licensing

This is income derived from a percentage of sales from any item that uses the EIU registered trademark.

State Appropriation

State revenues are appropriated to the University and allocated to support intercollegiate athletics.

Revenues Not Under the Control of the Institution

None.

2. Describe the step-by-step process for budget development and approval, and highlight any areas that may differ from the institution's standard or normal budgeting procedures. Prepare a separate description for those sources of revenue under the institution's direct control and another for revenue sources not under the institution's direct control.

Fiscal Integrity

The Department of Athletics has no sources of revenue that are not under the University's direct control.

The budget process for all departments at Eastern Illinois University is directed by the University's Budget Office (see Appendix 3-1, Internal Governing Policy 99). Each year, the Budget Office distributes instructions describing the process to be used in preparing departmental budget requests.

Within the Department of Athletics, the Director and Associate Directors of Athletics meet with the various coaches to determine the needs for their particular areas of responsibility. Increases in income that will be ongoing (e.g., a student fee increase) allow the sports budgets to be adjusted appropriately.

The first step in the Department of Athletics' budget process is to project estimated revenue. Expenses of the various areas are then estimated using the projected income base. These estimated revenue and expense projections are then reviewed by the Director of Athletics and, if necessary, modified before being incorporated into the Department of Athletics' budget. The budget is then submitted to the Intercollegiate Athletic Board (see Appendix 3-2, Internal Governing Policy 84). Following review by the Intercollegiate Athletic Board, the Director of Athletics submits the budget to the Vice President for Student Affairs and President for final review and approval.

The budget approval process for student awards in athletics is the same as for other University departments. Each spring, the Director of Financial Aid advises the President as to estimated funds to be available for grant-in-aid awards. The President informs the Director of Financial Aid as to how those funds are to be distributed. The Financial Aid Office notifies each department of its allocation and monitors all spending of grant-in-aid awards.

3. Describe the process used in selecting the independent auditor for the institution's external financial audit for intercollegiate athletics, including any methods used to ensure the independent nature of the auditor. Also describe relevant corrective actions planned or implemented from the three most recent external audits.

Statutorily, the audit of Eastern Illinois University must be conducted by the Illinois Auditor General's Office. The Auditor General contracts with independent CPA firms which, acting as Special Assistants, conduct the University's audit on behalf of the General Auditor. The University has no involvement in the selection of independent auditors.

For the NCAA audit of the Department of Athletics, the University solicits bids from local CPA firms. The contract for the audit is awarded to the lowest, qualified bidder. The University ensures the independent nature of the auditor by observing and monitoring the CPA firm awarded the audit and relying on the firm's professional obligation not to undertake audits that are not independent.

The FY 99, FY 98, and FY 97 university external audits did not reveal any corrective action to be performed by the Department of Athletics. Copies of the FY 97-99 NCAA audits are included in Appendix 3-3.

4. Describe the ways in which your institution approves expenditures for intercollegiate athletics, including a description of different procedures based on various sources of funding (e.g., state funds vs. restricted/foundation funds).

Funding in the Department of Athletics is managed internally and requires the same approval and expenditure guidelines as required for other University funds. (See Appendices 3-1, 3-4, and the Fiscal Agent Handbook, Sections 5, 7, and 18.)

All expenses regardless of funding sources are submitted through the Athletics Business Office. All NCAA, Eastern Illinois University, Board of Trustees, and State of Illinois laws, rules, and regulations are followed. Purchases, payments, and reimbursements are processed through the University accounting system.

Procedures for various sources of funding are detailed below:

a) Appropriated Funds includes money for personnel services only. All University payroll is under contract and is approved by the Director of Athletics, the Vice President for Student Affairs, and the President. The Department of Athletics follows University hiring policies and procedures.

b) Local Funds are used for commodities, travel, equipment, personnel services, etc. Requests to purchase items are submitted to the Athletics Business Office by coaches, administrators, and staff. Departmental Purchase Orders (DPO), Requisitions and Request for Payments are completed and approved by the appropriate fiscal agent.

Fiscal Integrity

If the cost is over \$10,000, the requisition must be approved by the Director of Athletics and the Vice President for Student Affairs. Once approved, the required paperwork is sent to either the University Business Office (no bids or quotes required) or the University Purchasing Office (bids or quotes are required). Effective Fall 1999, Departmental Purchase Orders and Requisitions are sent electronically to the University's Financial Record System (FRS).

c) Foundation Funds are transferred to either 1) athletic local accounts where the procedures are the same as in (b) above for expenditures; or 2) the Panther Club Expenditure Account. All fund raising expenses are charged to the Foundation Account. This account follows the same procedures as in (b) above. The only exception is for the purchase of alcoholic beverages and flowers when prior approval is obtained from the President.

5. Please provide copies of the management letters (or executive or management summaries) of the institution's three most recent external (those used to satisfy the annual independent financial audit requirement in Constitution 6.2.3.1) and internal (if any) financial audits for intercollegiate athletics.

Management letters for FY 97-99 are included in Appendix 3-5.

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

- Copies of the institution's three most recent external (per Constitution 6.2.3.1) and internal (if any) financial audits for intercollegiate athletics.
- Copies of all athletics staff members' most recently completed and signed statements related to the reporting and approval of athletically related income and benefits from sources outside the institution, per NCAA Bylaw 11.2.2.

Evaluation

1. Does the institution demonstrate that all funds raised for and expended on athletics are subject to institutionally defined practices of documentation, review and oversight? **Currently Yes**
2. Does the institution demonstrate that all expenditures from any source for athletics are approved by the institution? **Currently Yes**
3. Does the institution demonstrate that budget and audit procedures for athletics are consistent with those followed by the institution generally and with the provisions of NCAA Constitution 6.2? **Currently Yes**
4. Does the institution demonstrate that its annual budget for athletics is approved by the institutions chief executive officer or designee from outside the athletics department? **Currently Yes**
5. Does the institution demonstrate that an annual financial audit is performed by a qualified auditor who is not a staff member of the institution and who is selected by the chief executive officer or designee from outside the athletics department? **Currently Yes**

Fiscal Integrity

Operating Principle

3.2 Fiscal Management and Stability

Self-Study Items

1. Explain the institution's philosophy with respect to the funding of the athletics program.

Funding for the University's intercollegiate athletics program comes primarily from three sources: institutional funds, student fees, and external revenue. Institutional funds provide the majority of salaries through appropriated dollars. Student fees fund operational costs and scholarships. External revenue includes, but is not limited to, gifts, guarantees, ticket sales, corporate sponsorships, concessions, and NCAA revenue. These various types of income reflect the University's philosophy of shared responsibility for funding.

2. Using the institution's established budgetary format, prepare a list of both projected and actual athletics revenues (by source) and expenditures (by budget category) for the three most recently completed fiscal years. In doing so, make sure that all athletics administrative costs are included. Provide any revenues and expenditures on a sport-by-sport basis. Prepare a separate list for revenues under the institution's direct control and another for revenues not under the institution's direct control.

This information is provided in Appendix 3-6. There is no separate list for revenues not under the institution's direct control.

3. Describe the institutional procedures that are in place to address any deficit in the intercollegiate athletics budget incurred during any fiscal year(s).

As a normal course of action, the Department of Athletics carefully projects income and expenses to avoid any deficit. If a deficit occurs, the Department of Athletics receives notification from the University Business Office. The Director of Athletics would attempt to reallocate funds or gain approval from the Vice President for Student Affairs and the President to correct the deficit in alternative ways (transferring funds from the departmental reserve fund, transferring funds from the Foundation, seeking an increase in student fees or borrowing from the following year's budget).

4. Outline the sources, uses and amounts of subsidization of the intercollegiate athletics program from nonathletics department and/or noninstitutional sources.

There are no accounts outside the control of the University. All funds used in the intercollegiate athletics program are administered according to the guidelines and budget controls of the State of Illinois, and the Board of Trustees for Eastern Illinois University. The Department of Athletics funds are managed internally and follow the same guidelines as all other University funds.

5. Identify the sources, uses and amounts of athletics department surplus and/or reserve funds.

External revenue is the only source of funds that could result in a surplus and/or reserve. The Director of Athletics, who reports to the Vice President for Student Affairs, is responsible for any surplus and/or reserve funds in the budget of the Department of Athletics. Surplus or reserve funds are monies not used in the previous year's budget by the Department of Athletics. Such funds are put into a contingency account and may be used for expenditures as allowed by the University. Some uses for these funds include, but are not limited to, scholarships, team travel expenses, and capital projects.

Surplus funds in FY 99 totaled \$417,367; FY 98 totaled \$121,658; and FY 97 totaled \$17,092. There were no surplus funds in FY 96.

6. Describe how the university will accommodate future financing needs of the intercollegiate athletics program or plans to respond to changing conditions based upon the institution's future financing projections.

Fiscal Integrity

Through the University's strategic planning process the Department of Athletics identifies financing needs. Future revenue projections will be accommodated through the continuation of existing programs with specific emphasis placed on the expansion of supporting programs (e.g., special events, Booster Club memberships and sponsorship agreements).

7. After reviewing the institution's Equity in Athletics Disclosure Act survey forms for the three most recent years for which the information is available, comment on the institution's provision of full and stable opportunities to student-athletes. In particular, provide comment, sport-by-sport, on per diem, transportation, equipment, percentage of sport budget that has to be obtained via fundraising and other applicable comparisons. Analyze, explain and address (if necessary, through specific plans for improvement) any significant discrepancies.

The Equity in Athletics Disclosure Act survey forms for FY 99, FY 98, and FY 97 (Appendix 3-7) provide data that shows full and stable opportunities for student-athletes. In particular, since 1995, three varsity sports for women have been added: soccer, rugby, and golf. The University has requested the NCAA to declare women's rugby as an emerging intercollegiate sport in hopes of gaining more interest in the sport among women.

Student-athletes may request the elevation of a sport to the intercollegiate level by following procedures as outlined by the Department of Athletics. These procedures are available to students both on the Department's web site and on posters throughout Lantz Gymnasium. Athletic interest from either gender is monitored at open house programs, collected from sport participation data from Illinois high schools, and surveys of incoming freshmen regarding interest and abilities. In addition, the Department of Athletics reviews data on "emerging sports" in mid-western colleges and universities

Appendix 3-8 summarizes data from the Equity in Athletics Disclosure Act, listing the number of participants by gender for each varsity team. FY 99 Athletics Participation for men was 60.1 % and women 39.9%; FY 98 Athletics Participation for men was 58.3% and women 41.7%; and FY 97 Athletics Participation for men was 58.3% and women 41.7%.

Appendix 3-9 summarizes data from the Equity in Athletics Disclosure Act, listing the total operating expense for each men's and women's sport including transportation, lodging and meals, officials, uniforms and equipment for both home and away contests. Some sport expenses vary from year to year. For example, while women's basketball was \$43,266 in FY 97, it increased to \$64,287 in FY 98, and decreased to \$55,363 in FY 99. This can also be seen in women's soccer, women's softball, women's tennis, and men's and women's track and field, cross-country. Changes in travel-related expenses (due, for example, to the number of home games and distance to away games) is the major reason for the variance in operating expenses from one year to another. In FY 99, 58.9% of all operating expenditures supported men's sports, while 41.1 % went to women's sports; in FY 98 54.8% went to men's sports and 45.2% to women's; and in FY 97 59.4% went to men's sports and 40.6% to women's.

The Department of Athletics allocates the total operating budgets to men's and women's teams at approximately the same proportion as their respective percentage of participation numbers. The Department enforces minimal per diem totals and a transportation policy. To monitor team travel, sport supervisors review expense analysis forms submitted by coaches.

Coaches are given flexibility to allocate budgeted funds to meet their sports' needs within state and university guidelines. For example, one coach may use a higher percentage for recruiting because he or she recruits more out-of-state student-athletes than another coach.

In general, all athletic revenue, including fund raising receipts, is pooled and then distributed through the expenditure budget as shown in the Institution's Equity in Athletics Disclosure Act Operating Expenses Summary (Appendix 3-9). As part of the plan to ensure continuing proportional allocation of funds, coaches are required to prepare a two-year plan for identifying operational needs. All annual fundraising plans submitted by the head coach are analyzed by the athletic administration. Fundraising plans require approval for the amount of funds to be raised, fund raising activities, and designated use of funds. Both men's and women's sports participate in fundraising activities to supplement operational budgets. The majority of fundraising requested is related to special trips that an individual team may be planning. The Department of Athletics can opt to increase a travel budget in a given year to accommodate special trips or equipment needs.

8. Please provide a copy of the institution's completed forms attesting to compliance with the Division I membership requirements related to minimum financial aid awards (i.e., Part II of the NCAA Sports Sponsorship Report, Form No. 98-7) for the three most recent academic years.

Fiscal Integrity

Appendix 3-10 includes Division I membership requirements: minimum financial aid awards for FY 00, FY 99, FY 98, FY 97, and FY 96.

Evaluation

1. Does the institution provide evidence that the management and fiscal practices of the institution assure the financial stability necessary for providing all student-athletes with relatively full and stable opportunities for athletics participation? **Currently Yes**

Fiscal Integrity

Operating Principle

3.3 Established Fiscal Policies and Procedures

Self-Study Items

1. Describe the policies and standard operating procedures that help to ensure that all expenditures for athletics are handled in accordance with NCAA, conference and institutional rules.

Policies and procedures for athletics expenditures are followed as outlined in the NCAA Operating Manual and in Eastern Illinois University's Board of Trustees Internal Governing Policies. All expenditures for athletics are processed through the Athletics Business Manager and then through the University Business Office. There are no accounts outside the control of the University. Foundation monies are transferred into local accounts designated to the Department of Athletics and the same procedures previously explained are followed. All expenditures for recruiting are reviewed first by the Athletics Business Manager to confirm that the expenditures meet University and NCAA regulations and then by the Senior Associate Director of Athletics and Associate Director who returns the expenditures to the Athletics Business Manager. The Manager then sends these to the University Business Office for processing.

2. Describe or provide a copy of the university's policies and standard operating procedures for ensuring that prospects do not receive recruiting inducements and enrolled student-athletes do not receive extra benefits contrary to NCAA, conference and institutional rules, including (a) identification of person(s) responsible for these areas, (b) means of monitoring compliance with these rules and, (c) means of ensuring that only institutional or athletics department funds are expended in these areas.

The Department of Athletics' recruitment policies are contained in the NCAA Compliance Program Responsibilities of the Eastern Illinois University Staff Athletics Handbook (Appendix 3-11) and the Student-Athlete Handbook (Appendix 1-3). These policies state that all NCAA rules must be adhered to in recruiting and require coaches to attend periodic staff and/or conference rules education seminars.

The Department of Athletics has no sources of revenue that are not under the University's direct control. This ensures that only institutional funds are expended for recruiting activities. In addition, the Staff Athletics Handbook states that, while Boosters are an important part of the athletics program in terms of support, they cannot be involved in the recruitment of prospective student-athletes.

The Director of Compliance approves all official student-athlete visits according to the NCAA Bylaws regarding recruiting. A reimbursement report with attached receipts for on-campus recruiting in athletics is filed with the Athletics Business Manager and is signed by the head coach and the Associate/Assistant Director of Athletics who supervises that sport. There are no accounts outside the control of the University used for recruiting student-athletes. Department of Athletics funds are managed internally and follow the same guidelines as other University funds.

Samples of the Student Host Instructions for Official Visit and Student Host Expense Reports are found in Appendix 3-12.

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

- Monitoring records or other documentation for the most recent year, related to impermissible recruiting inducements and prohibited extra benefits (e.g., official visit records, off-campus recruiting records, team travel forms, records related to distribution of meal money, entertainment expenses, equipment).

Fiscal Integrity

Evaluation

1. Does the institution demonstrate that it has in place fiscal policies and standard operating procedures to ensure that prospective student-athletes are not provided with impermissible recruiting inducements? **Currently Yes**
2. Does the institution demonstrate that it has in place fiscal policies and standard operating procedures to ensure that enrolled student-athletes are not provided with benefits that are expressly prohibited by NCAA legislation? **Currently Yes**
3. Does the institution demonstrate that it has in place fiscal policies and standard operating procedures to ensure that all expenditures for athletics are handled consistently in accordance with NCAA, conference and institutional rules? **Currently Yes**

Equity, Welfare and Sportsmanship

Operating Principle

4.1 Gender Issues

Self-Study Items

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

The Office of Civil Rights and Diversity reports directly to the President of the University. This Office has four main functions:

- . Monitor and facilitate the employment of faculty and staff to ensure that the University follows the appropriate selection procedures and takes active measures to generate a diverse, highly qualified pool of applicants;
- . Investigate cases of discrimination and sexual harassment involving employees and/or students;
- . Train employees and students in avoiding discrimination and creating a civil, collegial environment; and
- . Train administrators and faculty on personnel issues and facilitate other professional development opportunities.

In addition, the Office monitors the University's agreement with the OCR. (See Appendix 4-1).

The Office of Civil Rights and Diversity's webpage (which is accessible from the University's homepage) outlines the Office's vision, programs, policies and regulations, and complaint procedures. Information about the Office is also included in the University Catalog.

2. For the three most recent academic years for which the information is available, provide a copy of the institution's completed Equity in Athletics Disclosure Act survey form and worksheets. Analyze, explain and address (if necessary, through specific plans for improvement) discrepancies in the data between male and female student-athletes. Comment on any trends or significant changes.

The institution's completed Equity in Athletics Disclosure Act survey forms and worksheets for the most recent academic years are found in Appendix 3-7. Attempting to determine trends with only three data points is not only statistically questionable, but it is also virtually impossible when the instrument for collecting the data changed during the three-year time period. However, for the most part, there appear to be few significant changes in the data between male and female student-athletes. The total sports operating budget during the time period is proportional to the number of student-athletes by gender. The most significant change during the time period was the addition of women's rugby as an intercollegiate sport during the 1998-99 academic year. Prior to that time it had been a club sport. This created an approximately 3D-person increase in the total number of participants on women's intercollegiate sports teams.

An analysis of the data on a table-by-table basis indicates the following:

- . Cover page. Between the 1996-97 and 1997-98 academic years there was an overall decrease in the total number of undergraduates at the university, resulting in a decrease in both male and female students. The percentages of male and female undergraduates during the three-year period have been relatively stable. It should be noted that the University actively works to keep its total enrollment under 10,000 students.

- . Table 1. There was a major change in the reporting format from the 1998 report to the 1999 report. The 1998-99 academic year was the first for which there was an unduplicated count for student-athletes. With the exceptions of track and cross-country, no women participated in more than one intercollegiate sport. The duplicated count of women athletes clearly reflects the addition of women's rugby. However, at the same time there was an increase in the total number of male participants; most of this increase was due to an increase of participation in football and track/cross country.

- . Table 2. This table also reflects a major change in the reporting format from the 1998 report to the 1999 report. The 1999 report added columns for full- and part-time university employees and/or volunteers (part-time only). The data for head coaches of men's teams is virtually unchanged over the 3-year period except the later reporting form indicates that those male head coaches of men's teams that had been part-time coaches in the past were probably

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full-time university employees. The total number of head coaches, disregarding full- or part-time status, for both men's and women's sports has remained consistent over the three years with the exception of the addition of a head coach for women's rugby.

. Table 3. This table's reporting format was changed in the same way as that of Table 2. There was an increase of 1 in the number of assistant coaches of men's teams with full-time coaching duties during the 1998-99 academic year. The total number of assistant coaches for men's and women's teams has remained consistent; however, men's sports do have more assistant coaches than do women's sports.

. Table 4. The reporting format for this table was also changed, with the addition of per capita expense amounts for men's and women's teams. During the 1997-98 academic year there was a large increase in operating expenses for both men's and women's teams as well as an increase in the percentage of the total for women's teams. The percentages for men's and women's sports were fairly similar during the 1996-97 and 1998-99 academic years. Further, those percentages are very similar to the percentages of male and female student-athletes. The per capita expenses are slightly greater for women than for men.

. Table 5. The amount spent for recruiting athletes for women's teams has steadily decreased over the three-year period. The amount spent for men's teams increased in 1997-98 and decreased in 1998-99 to an amount even less than during 1996-97. The percentage expended to recruit athletes for women's teams is much less when compared to the percentage of women athletes.

. Table 6. This data indicates little change (except for those caused by increases in the dollar cost of grants-in-aid) over the three-year period. It was noted on both the 1998 and 1999 reports that expenditures for scholarships for female student/athletes were lower than the actual allocation. The difference was based on non-discriminating factors that include coaches not awarding all of the monies available to their program; athletic monies being replaced by need-based state funding; and student-athlete attrition. Allocations for 1997-98 were projected at 42 percent.

. Table 7. There was a large increase in the total revenue for both men's and women's teams in 1998-99. The percentages remained consistent over the three-year period.

. Table 8. There was a change in the reporting format for the 1998 report with the addition of dollars per coaching position and total number of positions. There are no significant trends in the data; however, the salaries of head coaches of men's teams are higher in both dollars per FTE and dollars per coaching position.

. Table 9. This reporting format was also changed for the 1998 report in the same way as Table 8. Also added were head counts of coaches and total FTE for noncoaching personnel. Over the three-year period the average salaries of assistant coaches per FTE have decreased for both men's and women's teams. The salaries of assistant coaches of men's teams are higher in both dollars per FTE and dollars per coaching position. From the 1998 to 1999 report there was one additional head coach for women's sports, two additional assistant coaches for men's teams, and two additional assistant coaches for women's teams.

. Table 10. This reporting format was changed for the 1999 report, with the addition of columns for expenses exclusive of debt service and capital expenditures; however, the addition of these columns was irrelevant for this institution because all of the expenses were exclusive of debt service and capital expenditures. The 1998 report asked for total institution revenues and expenses.

3. Report on the institution's implementation of its plan to address gender-equity issues from its previous certification self-study. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) action(s) not taken or not completed, and (e) explanation (s) for partial completion.

The original plan is in Appendix 4-2. A goal-by-goal evaluation of the implementation of that plan follows:

1. Financial assistance. The Department of Athletics has increased scholarships proportionally on a yearly basis since 1996. Coaches have opportunities to approach the athletics administration if out-of-state monies are not adequate.

2. Equivalent benefits/interest assessment. This had to be monitored as a part of the OCR agreement. The following have been implemented:

. During this time sports budgets were increased overall.

. A new locker room was built for women student-athletes in 1998.

. A travel policy was implemented in 1998 requiring any trip of more than four hours one-way be on a bus. Athletics

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has been monitoring the percentage of opportunities to be on planes, bus, and vans since 1996. All coaches submit schedules for bids for travel but can make choices for the type of transportation.

- . Athletics has monitored housing opportunities for sports teams while traveling since 1996.
- . Beginning in 1998, student-athletes receive a per diem of not less than \$15 for meals.
- . Opportunities for coaches to recruit out-of-state have increased proportionately.
- . The Sports Information Department was reorganized in 1997 to improve equivalent publicity and media coverage for sports teams.
- . The clerical staff was reorganized in 1997 to provide equivalent support services for the teams.

Under the OCR agreement, the Department of Athletics and the Office of Civil Rights and Diversity conducted a survey to assess the athletics interests of freshman students at the University in 1996. A copy of the survey form is in Appendix 4-3. This survey is updated periodically. In addition, the Senior Associate Athletics Director monitors interests of prospective students at the Open Houses (Appendix 4-4). Guidelines for Proposing Intercollegiate Sports (Appendix 4-5) are posted throughout the Lantz Building and on the Department's homepage.

3. Equivalent equipment/supplies. Allocation of funds has increased proportionally every year since 1996. The Department monitors equipment budgets through the coaches' submissions of their plans.

4. Scheduling. All sports have the opportunity to maximize their schedules by being given an equal opportunity to make special trips. The scheduling of practice times in the field house has become more equitable.

5. Travel and per diem. As mentioned previously, the Department of Athletics has implemented a policy for trips greater than four hours, effective 1997. At the same time the sport budgets were increased to allow more opportunities for travel by bus than vans. The per diem has been set at no less than \$15.00 per day for all team members. Student exit interviews provide evidence that the per diem and transportation have improved over this time period.

Eastern Illinois University 2000 NCAA Self-Study Report ERRATA
Equity, Welfare, and Sportsmanship Section, Page 54 (1/25/01).

2. Equivalent benefits/interest assessment. This had to be monitored as a part of the OCR agreement. The following have been implemented:

- . During this time sports budgets were increased overall.
- . (DELETE) A new locker room was built for women student-athletes in 1998.
- . (ADD) An existing locker room for women student-athletes was renovated in 1998.

6. Coaching contracts. Since 1995, the Department of Athletics has implemented a plan to move coaching contracts to twelve months. New positions are advertised as such.

7. Locker rooms, competition, and practice facilities. The Department of Athletics developed a plan so that teams would have access to equivalent facilities. This was initiated in 1998-99. Some facilities are shared with Physical Education.

8. Equivalent holiday housing and dining. In 1995 the Department made available space more equitable.

9. Publications and support. The policy outlined in the response to self-study item #4 under Operating Principle 4.1 was implemented in 1997. Sports Information was restructured in 1997, and more staff positions were added. There is an ongoing effort to seek equitable radio and television coverage for teams.

10. Office space and clerical support. Equitable office space was effectively implemented with the completion of the stadium renovation in 1999. Equitable clerical staffing levels are available for all sports, although it is minimal. The chart included as Appendix 4-6 provides detail on clerical support. It will need to be revised again with the move to the stadium offices.

11. Support services. These services have been provided on an ongoing basis. The response to self-study item #4 under Operating Principle 4.1 provides details on many of these support services, such as tutors and medical and training facilities. As of the 1999-00 academic year the Department hired a head trainer.

12. Recruiting resources. All teams have the opportunity to use the courtesy cars. Although the policy has been to have one car for women's teams and one for men's teams, the practice has been that the cars have been used on a first-come, first-served basis. Coaches are responsible for their own budgets and have the opportunity to allocate what they think is necessary for recruiting.

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4. Please provide a written, stand-alone institutional plan for addressing gender equity for the future in the intercollegiate athletics program. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables.

The plan for addressing gender equity for the future is included as Appendix 4-7.

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

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

. Athletics Scholarships. As part of the ongoing plan, scholarships continue to increase yearly. The allocation of scholarships to male and female student-athletes is 60%/40%, respectively. There is a variance when athletes quit or don't show or when the coach doesn't use his/her full allocation.

. Accommodation of Interests and Abilities. The Department continuously collects data in three areas. Freshmen are surveyed on a regular basis about their interests and abilities. The survey instrument includes questions about sports played in high school, sports students believe the Institution should have, and their interest in competing in intercollegiate athletics (Appendix 4-3). In addition, high school students attending the University open houses are queried about their specific intercollegiate sports interests. The Department of Athletics' representative at these open houses is usually the Senior Associate Athletics Director, who keeps a log of these queries (Appendix 4-4). Guidelines for Proposing Intercollegiate Sports (Appendix 4-5) are posted in the Lantz Building. An abbreviated version is on the Department's web page at www.eiu.edu/~sprinfo/statements.

. Equipment and Supplies. Athletics uniforms and most of the items of equipment are stored in the Equipment Room, located in the Lantz building, with the exception of those for football. Football's equipment and uniforms are stored in the stadium. Individual coaches store some equipment in sheds located near their practice and game fields. The replacement of uniforms and equipment is dictated by budgetary constraints, and responsibility falls on the coaches in consultation with the Facilities Supervisor. Football helmets and protective equipment in baseball and softball are tested and replaced or reconditioned when necessary.

Uniforms are issued and washed through an individual numbering system. All items of clothing have a number; each player checks out the clothing and checks it back in after practices and games. This individual labeling prevents lost equipment and undue damage. All players in a sport are given equipment and clothing of equal value.

. Scheduling of Games and Practice Time. Each coach is responsible for scheduling games and practice times. Coaches who share practice facilities work out their practice schedules in an equitable manner. This is monitored through the exit interviews with student-athletes.

. Travel and Per Diem Allowance. Each head coach completed a questionnaire regarding the team's travel, per-diem and lodging. Each sport receives a specified amount of money to budget. This money is to be used to cover all the expenses of that sport (including travel, per-diem, lodging, equipment, recruitment, phone, etc.) during the fiscal year.

Factors used to arrange transportation include: (1) size of the athletic team; (2) distance traveled; and (3) cost. The University competes in the Ohio Valley Conference for all sports except men's soccer (which competes in the Missouri Valley Conference) and men's and women's swimming and wrestling (which are independent). Road trips range from 2-3 hours travel time to 8 hours.

Football, men's and women's basketball, volleyball and softball regularly travel by bus to their away contests, while the other sports generally travel by van, although they have the option to travel by van or bus. Because several sports (men's and women's cross-country, track, swimming, tennis, golf) share coaches and often compete against the same teams, they share travel expenses. During the 1999-00 season the only teams to travel by plane were football to play the University of Hawaii and softball to play Arizona State University.

Coaches determine whether their teams arrive the day before or stay after the contest. Lodging is required if the team arrives the day before the athletic contest or stays after. Factors used to determine lodging needs include: (1)

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conference tournament, (2) multiple contests per road trip, (3) starting time, (4) distance traveled, and (5) availability of practice facilities at opponent's site. Very few teams stay overnight after an athletic contest. Considerations for overnight stay following an athletic contest include distance, cost, and weather.

Cost is the biggest factor in determining specific lodging with the exception of football. The availability of meeting rooms and the ability to provide meals in-house contribute to the football decision. Football and men's and women's basketball sleep two people per room, while the remaining sports use a rollaway or sleep four-to-a-room except during conference tournament play when they sleep two-to-a-room.

Per diem for each student-athlete must be at least \$15. When football travels, members bring sack lunches or stop for meals. Fresh fruit is provided on the bus. The Friday night meal is catered at the motel. The pre-game meal is chicken, fruit and pasta salad, bread and beverage at a negotiated cost of \$10. Breakfast is provided only if it is a night contest. The post-game meal is fast food delivered to the bus and eaten prior to departure.

Men's basketball prefers to eat at a buffet type restaurant. The women's basketball team prefers to eat at a sit down restaurant. Breakfast for both teams is usually the free meal provided by the motel. Post-game meals are usually fast food. Either team's preferences or coaches' preferences determine budget allocations for food.

. Tutors. Tutors are provided to any student-athlete upon request. Student-athletes are made aware of this service at orientation meetings during which the Director of Academic Services describes and discusses the regulations and services available through that office. In addition, the information is available in the Student-Athlete Handbook. Student-athletes have access to tutors in general subject areas, such as math, science, and English during the Academic Practice Time. Student-athletes may also request a tutor in a specific subject area from the Director of Academic Services for Athletes.

. Coaches. Interviews were conducted with head coaches of women's basketball, women's track and field, and men's basketball regarding general staffing, benefits, professional training, duties, working conditions, and compensation.

- Women's Basketball. Staffing includes four coaching positions-one head coach, two full-time assistant coaches, and one full-time graduate assistant. In addition, an administrative assistant position is available. The coaching staff is equivalent to the maximum staffing allowed by NCAA Rules and Regulations. The training and professional qualifications for the position include basketball experience/background, Master's degree preferred, and 2-3 years of professional experience preferred. The rate of compensation and benefits are adequate but below competitive market value. Contractual terms are on an annual basis. Terms and conditions of contract renewal include compliance with NCAA Rules and Regulations and win/loss record. Although the University benefits package is good, there are no "perks," e.g., University vehicle, memberships, etc. The head coach duties are 10% teaching and 90% coaching. Teaching responsibilities include two fall courses and one summer weekend course. The coaching duties are 40% recruitment, 40% coaching, and 20% pre/post season.

The budget is adequate to maintain operations. The coaching staff has two offices, one for the head coach and one shared by the two assistant coaches and graduate assistant. The team shares gymnasium space with Physical Education, men's basketball, and women's volleyball, which is a program deterrent. There is private dressing room space but no bathrooms in the locker room. Men's and women's basketball share a department staff secretary. Administrative support is very good, and communication is timely.

- Men's Basketball. Staffing includes four coaching positions-one head coach, two full-time assistant coaches, and one part-time coach. There are no graduate assistants. The coaching staff is equivalent to the maximum staffing allowed by NCAA Rules and Regulations. The training and professional qualifications for the position include basketball experience/background at the collegiate level, coaching experience preferred. The assistant coach positions are considered entry level in Division I. The rate of compensation and benefits were regarded as low-below the competitive market value. Contracts are renewed annually, as opposed to the typical multi-year contracts at other universities. Terms and conditions of contract renewal include compliance with NCAA Rules and Regulations, win/loss record, fund raising, and summer camps. The University benefits package is good; the head coach has the use of a dealer-provided vehicle. The job duties for the head coach are 87.5% coaching and 12.5% teaching. The two full-time assistant coaches have the same percentages as the head coach. The part-time coach is a full-time instructor in the Physical Education Department. Responsibilities include recruiting, coaching, public relations, fundraising and camp administration.

Assistant coaches' duties are 50% recruitment, 40% coaching, and 10% public relations, fundraising, and summer camps.

The budget is adequate to maintain operations. The head coach has his own office; the two assistant coaches share a single office. The men's basketball team shares gymnasium space with Physical Education, women's basketball,

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and women's volleyball. There is limited access to the gymnasium because of the demand. They have private dressing room space in the locker room, but there are no bathrooms and inadequate ventilation. Men's and women's basketball share a staff secretary. Administrative support was evaluated as very good.

- Women's Track and Field. Staffing includes three coaching positions: one head coach, one assistant coach (part-time for both men's and women's track), and one graduate assistant. This is consistent with other institutions in the OVC. Additional staffing needs have been addressed in the Strategic Plan. Training and professional qualifications for coaches include experience and background in track/field events. Emphasis is placed on personnel with strong background in field events. Compensation and benefits are competitive. The team competes in both fall and spring seasons.

Coaches are given the fiscal responsibility for their budgets. Progress has been made toward full scholarship funding. Travel has improved from vans to buses. The head coach has a single office. The graduate assistant shares an office with another graduate assistant. Rugby, softball, women's soccer, and women's track/field share a locker room with a designated row of lockers for track and field athletes. Women's track/field, men's/women's golf, baseball, and men's/women's tennis share one departmental staff secretary. Administrative support has been very good; communication is timely.

. Locker Rooms, Practice, and Competitive Facilities. Locker rooms are available in two buildings: O'Brien Stadium and Lantz. The O'Brien locker room is for the football team only; there are no visiting team locker facilities in the stadium. Visitors must dress in the Lantz visitors' locker room. In Lantz men's and women's basketball have separate locker rooms. There is a locker room for women's swimming beneath the pool. All other sports share the varsity locker room when in season. The visitors' locker room consists of secured rooms inside the varsity locker room. The locker room facilities are adequate, but definitely not plush. There is no women's locker room or private restroom in O'Brien Stadium. Women who go to the Stadium training room for treatment must use the public restroom to change.

Practice and competitive facilities are discussed on a sport-by-sport basis:

- Baseball. Monier Field is both practice and game field. The field is not lighted. It is a sub-par facility for a Division I school; however, it is under renovation.
- Basketball. Both men's and women's basketball practice and compete in Lantz Gymnasium. The Student Recreation Center is used as an additional practice facility.
- Cross Country. Both men's and women's cross country practice and compete on the Panther Trail.
- Football. Football competes in O'Brien Stadium; there is a separate practice field.
- Golf. Both men's and women's golf use local four courses for practice and competition. There is no on-campus practice facility except the Lantz field house.
- Soccer. Both men's and women's soccer compete on Lakeside Field. New bleachers have recently been added. Men's and women's teams each have their own designated practice fields. Although the competition field is adequate, the practice fields are not.
- Softball. Softball practices and competes on Williams Field. Although lighted, the field is sub-par for a Division I school.
- Swimming/Diving. Both men's and women's swimming/diving teams practice and compete in the Lantz Natatorium. It is a sub-par facility for a Division I school.
- Tennis. Both men's and women's tennis practice and compete on the same courts, which they share with Physical Education. These courts were built during the last five years.
- Indoor/Outdoor Track. Both men's and women's teams practice and compete indoors in the Lantz field house and outdoors on the O'Brien Stadium track. The outdoor track has been renovated, but there are problems with it. The field house is below par for a Division I school.
- Rugby. The women's rugby team practices and competes on a field they share with Physical Education. There is no water available on the field; it is below par.
- Volleyball. The women's volleyball team practices and competes in Lantz Gymnasium. The Student Recreation Center is an additional practice facility.
- Wrestling. The wrestling team has a practice room in the Lantz building, which is also where the team competes. The wrestling practice room is outdated; the mats are old and there is no padding on the walls.

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Overall, the practice and competitive facilities need improvement. Facilities maintenance is shared with the University. Athletics needs additional maintenance equipment and personnel.

The five-year plan for the Athletics Department is to improve and renovate all practice and competition facilities. Facilities improvement projects include renovating the outdoor track; obtaining new bleachers for the east end of O'Brien Stadium, new dividers in the field house, and irrigation systems for Williams Field and Monier Field; resurfacing the indoor track in the field house; and replacing the wooden bleachers in the balconies of Lantz Gymnasium.

. Medical and Training Facilities and Services. The University employs four NATA Certified and State of Illinois Licensed Athletic Trainers. In addition, the Athletics Training Department has three NATA Certified Graduate Assistants and approximately 28-30 students from the University's accredited Athletic Training program.

The sport assignments for the staff athletics trainers are:

Stadium

Rob Doyle - Men's Soccer, Basketball, Men's/Women's Track, Men's/Women's Cross Country, Rugby, Cheer Team, and Men's/Women's Tennis

Mark Bonnstetter - Football and Baseball, Supervises all athletics training

Lantz

Cheryl Birkhead - Women's Soccer, Wrestling, Men's & Women's Swimming, Rugby and Softball

Ellen Epping - Volleyball, Women's Basketball, Golf

Athletic Training Facilities

Lantz Athletic Training Room

Sports

Volleyball

Men's & Women's Swimming

Wrestling

Women's Soccer

Women's Basketball (100%)

Men's Basketball (50% Lantz, 50% Stadium)

Golf

Softball

Stadium Athletic Training Room Sports

Football

Men's & Women's Cross Country

Men's & Women's Track

Men's Soccer

Cheer Team

Baseball

Rugby

The stadium athletic training room opens at 7:00 a.m. The Lantz athletic training room opens at 12:30 p.m. All athletes needing rehabilitation or treatment are scheduled for care in the morning at the stadium athletic training room, unless specifically told to report to the Lantz athletic training room. Weekend hours are dependent upon athletic contests and scheduled treatment times.

The stadium athletic training facility has a medical examination room, an X-ray view box, locked medicine cabinet, examination table, counter space, and a door for privacy. Both athletic training rooms have comparable therapeutic modalities and rehabilitation equipment.

Student-athletes have equal access to a variety of physicians and services:

1. Student health service (physicians, labs, X-ray)

2. Team Physician - Dr. Larson is the team physician. He regularly attends contact football practices, home/away football games as well as all home men's and women's basketball games. During practices or home athletic contests, athletes from other sports still have access to him. Dr. Larson is also on call when the University Health Services is closed.

3. Orthopedic Surgeons - An orthopedic clinic is held three times per week in the medical examination room at the football stadium. The University Health Services physicians refer athletes to the orthopedic clinic, staff athletic trainers, or Dr. Larson.

4. Dentist - A local dentist provides custom made mouth guards for athletes in contact sports.

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Both athletics training rooms have equal emergency equipment (e.g., splints stretchers. The athletics training department uses three golf carts to carry athletics training equipment and water to the practice and game fields. Two of the golf carts are modified for use with a stretcher. Radios for emergency communications with the practice field and the athletic training room.

All athletic training supplies are ordered by the head athletic trainer and are shared by all athletic teams. Both training facilities have weight rooms and automatic defibrillators.

. Housing and Dining Facilities and Services. University Housing and Dining Services offers on-campus student housing in a variety of room configurations. Dining Services offers "to go" meals/snacks, pre-game meals and specialty meals upon request.

On-campus housing is available to all registered students in residence hall and apartment-style housing units. The University has a Freshman Rule that requires all first-year students to live in university-operated housing. Some coaches strongly recommend that their athletes reside on campus. At present, the University is able to provide on-campus housing accommodations during any times that athletic commitments require student-athletes to be on campus for sanctioned activities.

University Dining Services operates the residence hall dining centers as well as several concepts located in the University Union. Catering services are available in several locations throughout the campus. Dining facilities are available to faculty, staff, and students, as well as to the Charleston community. All students have equal access to services offered through University Housing and Dining Services. All students with active meal plans have equal access to the dining centers during published operating hours. The Department of Athletics is eligible for sack meals when travel takes student-athletes off campus for University-sponsored activities and events.

In general, the relationship between the housing and dining staff and the coaching staff is positive. The Housing and Dining Services staff is committed to addressing the needs of the Department of Athletics. Generally, coaches provide assistance by addressing inappropriate behavior and/or violations of University housing policies.

Information regarding housing and dining services is sent to all newly admitted students. Students may also access information available through the University Housing and Dining Services web site at www.eiu.edu/~housing/. In addition, students are provided with tours of on-campus housing during campus visits.

. Publicity. The Assistant Athletics Director for Sports Information and Marketing is responsible for sports information; the Assistant for Promotions and Marketing is responsible for marketing and promotions. In addition, there is an Assistant Sports Information Director and a clerical staff member in this office. The four split the event coverage among the sports. Specific coverage is outlined in the chart below:

See hard copy for chart, page 63.

The staff provides information to the public through press releases, media guides, event programs, and a web page. Weekly news releases are provided promoting football, men's and women's basketball, and women's volleyball. News releases for particular contests are also released. Individual student-athlete information is sent to hometown press on a periodic basis.

Media guides are provided for each sport. Quantity, size, and number of pages are based on budgetary consideration, but men's and women's teams of the same sport receive equal quality and number of pages. The media guides for men's and women's basketball have 32 pages with photos and statistics; media guides for baseball and softball have 16 pages with photos and statistics; and for men's and women's track, information is contained in the same guide in a flip-side design.

Event programs are published for all sports. Quantity, size, and number of pages are based on budget and anticipated attendance. The programs are available to all spectators.

The Department of Athletics' web page is located at www.eiu.edu/~sprtinfo/. The web page lists all sports including schedules and team rosters. Team statistics are updated as time and personnel allow. Game information is also posted based on timeliness. Staff, events, ticket information, traditions, and available camps are all listed on the web page.

. Support Services. The Department of Athletics has four secretaries whose general administrative responsibilities are outlined in the table. Most of these individuals have additional responsibilities as well. See hard copy, page 64, for chart.

Appendix 4-6 outlines all of the clerical responsibilities within the Athletics Department. Whenever there are equivalent sports for men and women, they share the same secretary.

Equity, Welfare and Sportsmanship

. Recruitment of Student-Athletes. Individual coaches may determine what percentage of their budget will be used to recruit student-athletes.

6. Describe the current policy, organization and resource allocation related to student-athlete or athletics support services (e.g., sports information, marketing and promotions, sports medicine, strength and conditioning, training room services, sports equipment, travel and per diem, facilities) for both male and female student-athletes. [Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to the italicized portions of this self-study item.]

Current policy and organization is provided in the response to question 5.

In regard to resource allocation, each sport receives a budget to be used to cover all the expenses of that sport (including travel, per-diem, lodging, equipment, recruitment, phone, etc.) during the fiscal year. Coaches do not have to pay for officials or media guides from their budgets.

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

- The institution's gender-issues plan from the previous certification self-study.
- Documentation assessing the institution's goals and actions regarding Title IX (if applicable).

Evaluation

1. Has the institution implemented its approved gender-equity plan from the previous self-study? **Currently Yes**
2. Has the institution provided an explanation from appropriate institutional authorities if its gender-equity plan was modified or not fully carried out? **Currently No**
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, Welfare and Sportsmanship

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
Equitable scholarships and recruitment opportunities.	Ensure that EIU continues to award scholarships to women and men athletes at roughly the same proportion as their respective rates of participation in Eastern athletics, and continues to provide equitable opportunities for recruitment.	Monitor coaching staff usage of scholarship allocation by data analysis and staff interviews.	Senior associate AD	Fall 2000 and ongoing
		Continue commitment to fully fund scholarships for all women's sports.	AD	Ongoing
		Continue commitment to fully fund scholarships for all men's sports consistent with proportion of participation.	AD	Ongoing
Accommodation of Interests and Abilities.	Ensure that EIU continues to fully and effectively accommodate the interests and abilities of the underrepresented gender in athletics.	Continue data collection on interest at Admissions Open House events.	Senior associate AD	Ongoing
		Collect Illinois high school varsity and club participation data and compare previously collected data.	Senior associate AD and AD	Spring 2002, spring 2004
		Review emerging sports in conference.	Senior associate AD and AD	Spring 2001, 2003 and 2005
		Review emerging sports in Midwestern colleges and universities.	Senior associate AD and AD	Spring 2001, 2003 and 2005
		Survey incoming freshmen regarding interests and abilities using the form previously submitted to the U.S. Office of Civil Rights.	Eastern Office of Civil Rights and senior associate AD	Fall 2001, 2003 and 2005
Budget Proportionality.	Ensure that the total operating budgets (equipment and supplies, travel and per diem allowance, housing and dining facilities, and services) continues to be allocated to the men's and the women's teams at roughly the same proportion as their respective percentage of unduplicated participation numbers.	Require each team to prepare and update two-year plan for replacement of equipment.	AD, senior associate AD and coaching staff	Ongoing

Equity, Welfare and Sportsmanship

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Require each team to identify special needs in the annual planning process.	Ad and coaching staff	Ongoing
		Review annually the adequacy of the per diem allowance through student exit interviews and evaluation forms of program and coaching staff.	AD, senior associate AD and coaching staff	Ongoing
		Continue to monitor travel and ledging expenditures.	AD and senior associate AD	Ongoing
		Analyze annual fundraising plans submitted by each team for increasing operating budgets in the context of gender equity and other issues.	AD and sport supervisors	Ongoing
Tutoring.	Ensure that the availability and quality of tutoring is equitable.	Analyze "academic practice" time.	Director of academic services for student-athletes	Fall 2000 and ongoing
C o a c h i n g Personnel.	Ensure that the availability, compensation and quality of coaching continue to be equitable and nondiscriminatory.	Analyze numbers of head coaches, assistant head coaches and graduate students and the assignment of coaching duties annually to ensure that the configuration of coaching staff provides equal opportunities for female and male athletes to receive coaching.	AD, senior associate AD and coaching staff	Ongoing
		Expand head women's rugby coach position to full time, 12-month appointment.	AD	FY 2002
		Document efforts to secure additional courtesy cars for women's and men's head coaches.	Assistant AD for development	FY 2001 and ongoing
Practice and Competition Facilities.	Ensure that the quality, availability and exclusivity of locker rooms and practice and competitive facilities continues to be equitable.	Continue to analyze data collected from coaches and student-athletes regarding facilities during exit interviews and program and coaching evaluations.	AD, senior associate AD and coaching staff	Ongoing
		Continue to explore with university administration the location of softball and rugby fields and the installation of sprinkler systems.	AD	University annual planning process

Equity, Welfare and Sportsmanship

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
Medical and training facilities.	Ensure that medical and training facilities and services continue to be equitable.	Continue to monitor through interviews with trainers, coaches and student-athletes the treatment of all student athletic injuries to ensure that male and female athletes receive timely and appropriate treatment by physicians.	Sport supervisors, trainers	Ongoing
Publicity.	Ensure that the availability and quality of publicity continues to be equitable.	Fill vacant assistant director of marketing/promotions position.	AD	AY 2002
		Continue and document discussions with music department about scheduling the pep band to perform at more women's games.	Assistant director for sports information and marketing	AY 2000-01 and ongoing
		Document ongoing attempts by university to secure greater radio coverage for all sports.	Assistant director for sports information and marketing	AY 2000-01 and ongoing
Awareness of discrimination and harassment policies.	Ensure that athletics employees and students continue to be aware of the university's policies regarding gender discrimination and sexual harassment.	Continue to require each year's newly employed coaches and staff to attend the university's training on sexual harassment and gender discrimination.	Eastern Office of Civil Rights and AD	Ongoing each academic year
		Continue to post prominently the university's policies on discrimination and harassment in the Lantz and McAfee buildings.	Eastern's Office of Civil Rights	Each fall semester
		Distribute copies of the university's policies on sexual harassment and discrimination to athletics employees and student-athletes.	Eastern's Office of Civil Rights	Each fall semester

Equity, Welfare and Sportsmanship

Operating Principle

4.2 Minority Issues

Self-Study Items

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

The Director for Minority Affairs is a staff position within Academic Affairs. The Office of Minority Affairs coordinates the minority programs and deals with problems and concerns of a diverse student body. The Office monitors campus climate and acts as general ombudsman for minority students. Staff members also provide information on campus life, social activities, academics, scholarships, and internships.

The Office of Minority Affairs oversees four programs intended to enhance the attainment and success of minority students. These are the Gateway Program, the TRIO Program, the Peer Helper Program, and the Minority Internship Program. The Gateway Program is a provisional admissions program designed to meet the needs of underrepresented students with the potential to do college work, but who do not meet regular admissions requirements. TRIO is a series of programs that were established by Congress to help low-income Americans to enter college and graduate. The purpose of the TRIO program is two-fold: (1) to increase college retention and graduation rates for eligible students; and (2) to foster an institutional climate supportive of the success of low-income and first generation college students and/or college students with disabilities. Any first generation, low-income student and/or student with disabilities is eligible to apply. Although under the auspices of Minority Affairs, it is open to all students who are eligible. The Peer Helper Program matches incoming minority students with trained junior, senior, or graduate students with similar majors, hometowns, high schools, and/or special interests and hobbies. The Minority Internship Program is available to undergraduate and graduate minority students with GPAs of 3.25 or better with strong writing and research skills. Students from all disciplines are eligible, but they should have interest in pursuing public service or policy-making careers.

There are no specific organizations within the Department of Athletics for minority student-athletes; however, there are organizations and activities on campus. They include National Pan-Hellenic Council, Latino fraternities and sororities, Black Student Union, Latin American Student Organization, Human Potential Committee (a subcommittee of the University Board), Minority Teacher Education Association, Unity Gospel Choir, African-American Studies Association, Indigo, and Illusions.

During the employment process the Office of Civil Rights and Diversity gathers information on the minority-status and gender of applicants to be interviewed. The Department of Athletics holds exit interviews with departing employees to monitor the climate.

2. For the three most recent academic years, provide the racial or ethnic composition for full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level); other full- and part-time professional (i.e., non-clerical) athletics department staff members (such as trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department); full- and part-time head coaches; full- and part-time assistant coaches (including graduate assistant, volunteer and restricted-earnings coaches); faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members, and other advisory or policy-making group (e.g., governing board for athletics, student athlete advisory committee) members (if any). [Note: Use Attachment No. 2 to compile the data requested in this self-study item and Self-Study Item Nos. 3 and 4. Much of the information can be gleaned from existing NCAA reports.]

This information is provided in Appendix 4-8.

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3. For the three most recent academic years, provide the racial or ethnic composition for student-athletes who received athletics aid and for students generally.

The racial or ethnic composition for student-athletes who received athletics aid and for students generally is in Appendix 4-9. The information came from the Institution's completed NCAA Division I graduation-rates disclosure forms.

4. For the three most recent academic years, provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the graduation-rates disclosure form. Also, for those sports not at the varsity level for three years, indicate the year in which the sport was recognized by the institution as a varsity sport.

The racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups is in Appendix 4-10. This information came from the Institution's completed NCAA Division I graduation-rates disclosure forms.

5. Report on the institution's implementation of its plan to address minority issues from its previous certification self-study. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of action(s), (d) action(s) not taken or not completed, and (e) explanation(s) for partial completion.

The minority plan from the previous certification self-study is in Appendix 4-11. A goal-by-goal report of the institution's implementation of that plan follows:

1. Exit interviews. During the 1997-98 academic year, IAB suggested that the Department of Athletics incorporate specific questions regarding minority needs in the senior exit interview. Where applicable, students are asked if their needs as minority student-athletes were identified and met. They are also asked to indicate areas in which their needs had not been met and why. Additional comments are encouraged.

2. Survey of minority student-athletes. As indicated above, special needs of minority student-athletes are identified in the exit interviews. In addition, the Senior Associate Athletics Director meets and talks with selected student-athletes one-on-one in an informal setting. This practice has been in place since 1995-96 and becomes a written policy in the new minority issues plan.

3. Awareness of assistance. During the affidavit of NCAA eligibility sessions, students are informed of resources available to address minority concerns. Attempts are made to ensure that one of the presenters during these sessions is African-American.

4. Life Skills Program. The Life Skills program (1995-97) was initially assigned to a coach. In 1997-98 The Director of Academic Services for Athletes was assigned the program and specifically addresses diversity needs.

5. Intercollegiate Athletics Board (minority member). The Intercollegiate Athletics Board Bylaws (revised April 1998) require the appointment of a minority faculty member to the IAB by the President for a three-year term as a voting member.

6. Advisory board. The need for an advisory board, headed by a minority member of the Department of Athletics, was studied during the 1997-98 academic year. It was determined that it would be more practical to use the extensive programs and facilities of the Office of Minority Affairs.

6. Please provide a written, stand-alone institutional plan for addressing minority opportunities for the future in the intercollegiate athletics program. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables.

The institutional plan for minority opportunities is in Appendix 4-12.

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

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

. Institutional and Athletics Department Commitment. Both the University's and the Department of Athletics' mission statements emphasize a commitment to cultural diversity. Goal #8 in the minority issues plan addresses the ongoing assessment of minority student-athletes and their needs.

. Evaluation. Evaluation of the athletics program's responsiveness to minority needs is ongoing with exit and informal interviews with minority student-athletes. In the plan, the informal interviews with minority student-athletes become written policy (goal #8). Data regarding the racial and ethnic composition of student-athletes will be compiled annually (goal #12) to examine trends in minority participation on sports teams and in support groups.

. Organization and Structure. As indicated in the response to Self-Study item #1 in this section, the Office of Minority Affairs monitors minority issues on campus as does the Office of Civil Rights. Goal #1 indicates the Department of Athletics' commitment to achieve greater ethnic and gender diversity within the Department. The Senior Associate Athletics Director is responsible for minority issues in athletics.

. Enrollment. Goal #7 addresses both enrollment and retention of minority student-athletes with a plan to increase awareness of financial aid opportunities for minority student-athletes. Athletics consistently outperforms the Institution as a whole in its proportion of minorities within the population.

. Comparison of Populations. According to Goal #6 in the Minority Plan, the Senior Associate Athletics Director and the Director of Civil Rights will review data regarding the racial/ethnic composition of Department of Athletics personnel to examine trends and to compare with other University departments and with NCAA's demographic study. In addition, data regarding racial and ethnic composition of student-athletes and support groups will be gathered and studied (Goal #12). These activities are to be ongoing.

. Graduation Rates. The examination of graduation rates for all student-athletes, is a part of the analysis covered in Goal #12 of the Minority Plan.

. Participation in Governance and Decision-Making. A goal in the Minority Plan is to appoint a member of the athletics administration to the Minority Affairs Advisory Council (Goal #4) to ensure a continued sensitivity to the interrelationships between the Department of Athletics and the Office of Minority Affairs. Intercollegiate Athletics Board membership will be monitored for gender, ethnic, and minority representation (Goal #11).

. Employment Opportunities. The Minority Plan addresses employment opportunities for both staff and student-athletes. The importance of addressing this issue is further evidenced by its placement as the first two goals within the plan-to achieve greater ethnic and gender diversity of the Department of Athletics staff and to review salaries to ensure that salaries for minority personnel are competitive. The Department also plans to increase student-athletes' participation with Career Services and their attendance at job fairs (Goal #10). The potential for creating practicum opportunities for minority student-athletes interested in athletics administration careers will be examined (Goal #13).

. Programs and Activities. Several of the goals in the Minority Plan address programs and activities for minority student-athletes-seminars, workshops, and programs for staff on diversity issues (Goal #3); involvement with the Minority Affairs Advisory Council (Goal #4); education and professional development in the area of diversity and multi-cultural affairs (Goal #5); continuation of current services for student-athletes (Goal #9); career development for student-athletes (Goal #10); current campus programs intended to improve minority students' experiences (Goal #11); and practicum opportunities (Goal #13).

Evaluation

1. Has the institution implemented its approved minority-opportunities plan from the previous self-study? **Currently Yes**
2. Has the institution provided an explanation from appropriate institutional authorities if its minority-opportunities plan was modified or not carried out fully? **Currently No**

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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**
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, Welfare and Sportsmanship

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Diversity.	Continue to ensure that Eastern's athletics staff reflects the diversity of comparable athletics programs.	Continue to increase efforts to expand the pool of applicants from members of minority groups.	AD, senior associate AD, Office for Civil Rights responsible for giving the athletics department feedback identifying minority applicants, coaching staff	Ongoing
		Advertise vacancies in minority focus publications and/or mailings or e-mail minority focus groups.	AD, senior associate AD, Office for Civil Rights responsible for giving the athletics department feedback identifying minority applicants, coaching staff	Ongoing
		Continue process of identifying minority applicants.	AD, senior associate AD, Office for Civil Rights responsible for giving the athletics department feedback identifying minority applicants, coaching staff	Ongoing
		Documentation supporting candidates interviewed.	AD, senior associate AD, Office for Civil Rights responsible for giving the athletics department feedback identifying minority applicants, coaching staff	Ongoing
		Conduct exit interviews of departing minority coaches to identify potential climate issues.	AD, senior associate AD, Office for Civil Rights responsible for giving the athletics department feedback identifying minority applicants, coaching staff	Ongoing
Salaries.	Annual review of salaries.	Annually review compensation and configuration of staff to ensure equity and nondiscrimination.	AD	Ongoing

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Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Diversity training.	Encourage attendance at seminars, workshops and programs on diversity issues.	Publicize African-American Heritage month, Latino month and international events.	Senior associate AD, director of academic services for athletes, Office of Civil Rights and coaching staff members	Ongoing, dates will vary
		Publicize on-campus events focusing on diversity and multicultural programs.	Senior associate AD, director of academic services for athletes, Office of Civil Rights and coaching staff members	Ongoing, dates will vary
		Work with the Office for Civil Rights promoting attendance at their diversity and multicultural workshops.	Senior associate AD, director of academic services for athletes, Office of Civil Rights and coaching staff members	Ongoing
		Post posters explaining university, judicial and state policies regarding discrimination.	Senior associate AD, director of academic services for athletes, Office of Civil Rights and coaching staff members	Ongoing
Lack of athletics department participation in Minority Affairs Advisory Council.	Appoint a member of the athletics administration to Minority Affairs Advisory Council.	Meet with Council director and make recommendations.	Senior associate AD, director of academic services for athletes, director of minority affairs	Spring 2001 and ongoing
Education and professional development.	Support education and professional development in the area of diversity and multicultural affairs within the administration level.	Reiterate the opportunities available for attending the NCAA diversity seminar.	Senior associate AD	Fall 2001 and ongoing
		Discuss the opportunities offered in the local geographical area, possibly at other institutions of higher learning.	Senior associate AD	Fall 2001 and ongoing
		Review avenues for financial support for travel.	Senior associate AD	Fall 2001 and ongoing

Equity, Welfare and Sportsmanship

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Personnel.	Review identifying data compiles from comparable institutions regarding the racial/ethnic composition of personnel with the athletics department.	Examine the trends.	Senior associate AD, director of civil rights	Spring 2002 and ongoing
		Compare with NCAA demographic study.	Senior associate AD, director of civil rights	Spring 2002 and ongoing
Scholarships.	Increase awareness among minority student-athletes as well as all student-athletes regarding financial aid opportunities.	Encourage the process of filing the free application for federal student aid.	Senior associate AD, director of compliance, director of academic services for athletes, coaches	Spring 2001 and ongoing
		Promote knowledge of the Special Assistance Fund during NCAA affirmation of eligibility session.	Senior associate AD, director of compliance, director of academic services for athletes, coaches	Spring 2001 and ongoing
		Disseminate information regarding NCAA programs (scholarships) that are available.	Senior associate AD, director of compliance, director of academic services for athletes, coaches	Spring 2001 and ongoing
		Promote summer jobs through local job bank books out of the office of academic services for student-athletes, Life Skills department and the postings located in career services.	Senior associate AD, director of compliance, director of academic services for athletes, coaches	Spring 2001 and ongoing
Minority Survey.	Annually survey the minority student-athletes, as well as student-athletes for insight into their experiences, issues and concerns.	Set up focus groups among minority groups.	Senior associate AD, director of student-athlete academics advisor	Spring 2000 and ongoing
		Expand list of senior exit interview questions.	Senior associate AD, director of student-athlete academics advisor	Spring 2000 and ongoing

Equity, Welfare and Sportsmanship

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Communication of expectations.	Communicate the expectations the university and the athletics department has of its minority student-athletes, as well as student-athletes and what services are available to them.	Continue to publish, update and review the EIU student-athlete handbook.	Senior associate director of athletics, director of compliance, director of academic services for athletes	Ongoing
		Continue to promote attendance at the Student-Athlete Advisory Board meetings, promoting interaction among teams and encourage minority participation in the leadership of the Student-Athlete Advisory Board.	Senior associate director of athletics, director of compliance, director of academic services for athletes	Ongoing
		Publish specific information for diverse groups.	Senior associate director of athletics, director of compliance, director of academic services for athletes	Ongoing
Career counseling.	Continue to work with career development to educate all minority student-athletes, as well as student-athletes, on the process of exploring and choosing a future career.	Encourage and promote student-athletes to register with career services.	Director of academic services for athletes, director of career services	fall 2000 and ongoing
		Increase attendance at job fairs and using onling virtual job fairs.	Director of academic services for athletes, director of career services	Fall 2000 and ongoing
Lack of minority awareness programs.	Increase awareness of programs that exist on campus that are intended to improve the experience of the minority student.	Update staff members of programs available.	Senior associate AD, director of academic services for students, FAR, director of minority affairs	Fall 2001 and ongoing
		Monitor membership of the Intercollegiate Athletic Board, consider gender, ethnic and minority representation.	Senior associate AD, director of academic services for students, FAR, director of minority affairs	Fall 2001 and ongoing

Equity, Welfare and Sportsmanship

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
No data regarding racial or ethnic composition within athletics department.	Annually compile data regarding racial and ethnic composition of students within the department of athletics. The data will be analyzed to track how data relates to chart on the first page.	Compile data regarding the composition of the minority student-athletes participating on varsity sports teams.	Senior associate AD	Spring 2001 and ongoing
		Compile data regarding composition of minority students participating with support groups (i.e., cheer team, pink panthers, sports information, sports medicine, marketing).	Senior associate AD	Spring 2001 and ongoing
Career Development.	Create practicum opportunities for minority student-athletes, and other students who wish to explore careers in athletics administration.	Establish and implement practicum opportunities in the department of athletics.	Senior associate AD	1999 and ongoing
Lack of team interaction.	To increase team interaction, especially encourage a more diverse team and a not so diverse team to work together on special projects.	Discuss with coaches opportunities for student-athletes to work together on special projects for family weekend, homecoming and other athletics events.	Head coaches	Fall 2001

Equity, Welfare and Sportsmanship

Operating Principle

4.3 Student-Athlete Welfare

Self-Study Items

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

The academic success and the graduation of student-athletes are a high priority at the University. All student-athletes are required to maintain "full-time status" and to be in good academic standing while practicing and competing in a sport. The Director of Athletics reports directly to the Vice President for Student Affairs; this positioning of Athletics gives greater emphasis to the student-athlete as a student.

The Department of Athletics has a Life Skills Program, under the direction of the Life Skills Coordinator. The Life Skills Program focuses on the individual, academically, athletically, emotionally, and socially. The purpose of the program is to help the student-athlete achieve the skills necessary for quality life both at the University and after graduation. Programs include commitment to academic and athletic excellence, personal development, service, and career development. The Intercollegiate Athletics Board has a Life Skills Advisory Committee as one of its subcommittees. The committee's purpose is to assess the Life Skills Program. Information about the Life Skills Program is provided in the Student-Athlete Handbook.

The Department has also formed a Student-Athlete Advisory Board; the Director of Compliance is the facilitator for this Board. The Board has two members from each intercollegiate team, Cheer Team, Pink Panthers, and student-athlete trainers and meets on a monthly basis to discuss programs and services for student-athletes. The Board serves as an advisory organization to the Department; two members of the Board, one male and one female, serve as voting members of the Intercollegiate Athletics Board. Information about the Student-Athlete Advisory Board is in the Student-Athlete Handbook. Its stated goals include the following:

- Serve as a liaison between the athletic teams and the Athletics Department in the development of support services and enrichment programs for student-athletes. 0 Emphasize academic opportunities and responsibilities of student-athletes in their college experiences.
- Encourage student-athletes to apply what they have learned in athletics to their courses of study as well as to their career development.
- Implement orientation programs for student-athletes.
- Encourage the development of leadership skills for student-athletes.
- Promote positive relationships between student-athletes and other members of the student body, the staff, and the faculty of the University, as well as community residents.
- Implement programs that will promote a positive image for intercollegiate athletics and student-athletes.

One of the standing subcommittees of the Intercollegiate Athletics Board is the Student-athlete Experience Committee. The subcommittee presents student-athlete welfare issues to the IAB and monitors the procedures for the student-athletes' evaluation of coaches/ sports programs, which began during the 1999-00 academic year.

2. Describe the institution's educational enhancement programs (e.g., education regarding career guidance counseling; personal counseling; health and safety; academic skills enhancement) available to student-athletes. Describe practices/procedures in place to encourage and assure student-athletes' access to these programs.

There are several programs provided by the University that allow the student-athlete educational enhancement through his/her sports career at the University. Those under the direction of the Athletics Department's Director of Academic Services for Athletes include the following:

- Progress reports. During the fifth and ninth week of each semester, progress reports are requested from student-athletes' instructors. The reports are copied and forwarded to the coach who reviews the report with the athlete. The coach also has the option of monitoring the academic progress of the student-athletes.

Equity, Welfare and Sportsmanship

- Study Tables. Academic Practice Time is available in Stevenson Dining Hall, Monday-Wednesday from 7:30 p.m. until 9:30 p.m. for all student-athletes. Student-athletes attending Academic Practice should arrive at 7:30 and stay at least one hour. During Academic Practice, student-athletes may study individually, work in groups, or meet with tutors. Sign-in sheets are available for student-athletes who are required by their coaches to attend. Academic Practice is monitored to ensure that distractions are minimized.

- Tutors. Tutors in math, calculus, finance, algebra, accounting, economics, statistics, English, science, and sociology are provided during Academic Practice. Tutors in other areas may be requested through the Director.

Information is in the Student-Athlete Handbook. Coaches also invite the Director to speak to their teams about the services. Students with career questions are advised to speak to the Director or their academic advisor for referral to the appropriate individual in Career Services. Student-athletes have priority registration to reduce conflict between class schedules and practice times.

The University offers a variety of academic services, either through the divisions of Academic Affairs or Student Affairs. Those services include the following:

- Center for Academic Support and Achievement. The Center provides academic advising and learning assistance, academic testing and assessment, and assistance for students with disabilities. It also provides assistance to students in selecting a major, makes referrals for students who need or desire tutorial assistance, offers a Learning Assistance Laboratory, coordinates the University Foundations program, and provides assistance with academic problems for students who have noted selected majors.

- Counseling Center. The Counseling Center provides free, confidential services to students in such areas as relationship problems, depression, anxiety and stress, eating disorders, crisis intervention, and other areas related to well-being.

- Reading Center. The Reading Center provides services related to the improvement of reading and study skills.

- Writing Center. The Writing Center tutors and assists students with writing problems.

- Mathematics Diagnostic Center. The MDC assists students in developing skills and knowledge necessary to complete the required mathematics courses for their majors.

- Speech-language-Hearing Clinic. The Clinic offers a full range of diagnostic services including the assessment of speech, language, hearing processes, and hearing aid evaluations as well as treatment services for speech, language, and hearing disorders.

- Term Paper Clinics. Booth Library holds term paper clinics each semester to help students develop plans for basic research.

- Tutoring. Many of the academic departments offer tutoring.

Information about these services is in the University Catalog and posted in most campus buildings. Students also receive information during orientation.

Other University services include the following:

- Career Services. Career Services assists students and alumni in job placement and career planning.

- Medical Services. The University Health Services provides health education promotion materials and programs through the Health Education Resource Center. The Service also provides medical treatment, exams and consultation, laboratory and X-ray procedures (when ordered by a physician), TB testing, allergy injections, Pap exams, STD and infection exams, birth control counseling, pregnancy testing, immunizations, prescription medication, medical supplies, and over-the-counter medications.

The University provides secondary insurance coverage for student-athletes for accidental injuries that occur during participation in their sports. Information about the insurance coverage is in the Student-Athlete Handbook. Procedures regarding athletics-related injuries are in the Athletic Training Room Rules.

3. Describe the institution's process for conducting the student-athlete exit interviews required by NCAA Constitution 6.3.2 and the means by which this information is used to better the student-athlete experience. Describe other avenues available to student-athletes to provide input.

The Student-athlete Experience Committee of the Intercollegiate Athletics Board coordinates exit interviews for student-athletes completing eligibility. The exit interview procedures are outlined in the Student-Athlete Handbook.

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After the first half of each sport season the Director of Compliance and/or the Director of Academic Services for Athletes compiles a list of student-athletes who will complete their eligibility during that season. The list of student-athletes completing their eligibility in fall sports (football, soccer, volleyball, and cross-country) is compiled at the beginning of October. The list of student-athletes completing their eligibility in winter sports (basketball, swimming, wrestling, and indoor track with no eligibility left in outdoor track) is compiled at the beginning of February. The list of student-athletes completing their eligibility in spring sports (baseball, golf, softball, tennis, and outdoor track) is compiled at the beginning of April. Scholarship athletes who quit a team are also asked to complete the exit interview questionnaire. Those student-athletes who are not on scholarship who quit a team may request to complete an exit interview questionnaire.

Student-athletes receive a letter about the interview from the Director of Compliance and a reminder telephone call. The students complete the written questionnaires in the Athletics Administration Office.

The Director of Compliance sends the names of the student-athletes to be interviewed to the Chair of the Intercollegiate Athletics Board. From those names, the Chair of the Intercollegiate Athletics Board will select 2-6 athletes from each sport for verbal interviews. If there is only one student-athlete in a sport, that student-athlete will be interviewed. The IAB Chair selects the appropriate individuals to conduct the interviews. One of those individuals is a member of the athletics administrative staff who is also responsible for arranging the interviews. The Director of Compliance notifies the student-athletes of their selection for a verbal interview.

Questions for the verbal interview are derived from the completed questionnaires. The athletics administrative staff member is responsible for submitting a written report from the interviews to the Director of Compliance. The results of all questionnaires and interviews are confidential; student-athletes are identified by sport but not by name. The Director of Athletics, the Faculty Athletic Representative, the University President and/or the Vice-President for Student Affairs, and the Intercollegiate Athletics Board (at the discretion of its Chair) receive a summary of the exit interviews for the year. Members of the athletics administrative staff may conduct additional interviews if there appear to be potential NCAA violations or significant problems within a sport.

4. Describe and attach a copy of the institution's grievance or appeals procedures available to student-athletes.

Student-athletes have a grievance or appeals procedure very similar to the grade appeal procedure at the University. The student-athlete must first address the issue with the coach, then the supervisor, and then ultimately-if needed-the Director of Athletics. Student-athletes also have the opportunity to evaluate their coaches and the athletics program. The Student Athletic Advisory Board also discusses the grievance and appeals procedure in addition to serving as an additional venue for student-athletes' concerns.

Students whose athletics scholarship is withdrawn may appeal to the Financial Grants Committee. This policy is in the Staff Handbook.

5. Describe the institution's educational activities/programs in the area of student-athlete violence, abuse and harassment.

During fall semester 2000 the following Life Skills Workshops for Athletes were sponsored by the University Counseling Center:

- . "Anger Doesn't Have to Equal Violence"-violence prevention
- . "Feeling Good Right Now"-alcohol choices and addictive behavior
- . "Thin Is In"-eating disorders
- . "Would You Like to Date Yourself?"-establishing good relationships and developing sexual responsibility

Hazing and harassment are addressed in the Judicial Code, and student-athletes are informed through the Student-Athlete Handbook that they are responsible for knowing the University's policies. Hazing and harassment are also discussed at team meetings and addressed by team policies.

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

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The Head Certified Athletic Trainer and the training staff define the policies and guidelines to be implemented by the athletics training staff and student trainers. Athletics trainers receive a handbook of operating guidelines at the beginning of the school year and are assigned sport(s). Any problems or concerns that the student trainers may encounter will be discussed with the Athletics Training Staff. Policies and procedures cover most situations that may be encountered on the practice field or in a game. Any situation that is not covered within the guidelines will be addressed with the Director of Athletics.

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

Appendix 4-13 includes the Athletic Training Room Rules and the Emergency Action Plan.

8. Using Item Nos. 2, 3, 7 and 9 in Program Areas to be Reviewed for Minority Issues, provided as Attachment No. 4, and substituting student-athlete welfare for the minority and diversity issues in those items, please:
- a. Describe how the institution studies these topics as they apply to all student-athletes;
 - b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and
 - c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

Evaluation. At the November 12, 1998, meeting the Intercollegiate Athletics Board recommended that all coaches provide the opportunity for student-athletes to anonymously evaluate their sport programs, including an evaluation of the coach, on an annual basis. The Vice President for Student Affairs approved the recommendation on December 3, 1998, and discussed its implementation with the Director of Athletics. The procedures for evaluation follow: (1) supervisor of the sport will administer the instrument to student-athletes; (2) coaching staff will not be present at the time of administering the instrument; (3) completed forms will be collected by supervisor and summarized; (4) summary will be available for review by head coach and Director of Athletics; and (5) in special circumstances, the summary review could be reviewed by the Faculty Athletics Representative, and Senior Associate Athletics Director. Items on the evaluation form cover a variety of aspects of the student-athlete experience, including sport and team-related activities, academic concerns, and general welfare issues. The exit interviews also provide an opportunity for evaluating student-athletes' welfare.

Organization and Structure. This information is provided in the response to Self-Study Item #1 in this section.

Participation in Governance and Decision-Making. Student-athletes participate in governance and decision-making in three ways. First, all sports, trainers, and spirit groups are represented on the Student-Athlete Advisory Board, which is a liaison between the student-athletes and the Department of Athletics. Second, one male athlete and one female athlete from the Board serve as voting members on the Intercollegiate Athletics Board. Third, the grievance process for student-athletes also allows them an opportunity to participate in governance and decision-making.

Programs and Activities. The Life Skills Program provides workshops and programs topics that address critical areas of development, including commitment to academic and athletic excellence, personal development, service and career development. In addition, the Student-Athlete Advisory Board discusses programs and activities for student-athletes, including orientation programs for student-athletes as well as community service projects.

9. Please provide the institution's student-athlete handbook.

The Student-Athlete Handbook is in Appendix 1-3.

10. Please provide written materials (e.g., forms) used to document student-athlete exit interviews.

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The forms to document student-athlete exit interviews are in Appendix 4-14.

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

- Facilities schedule for practice and competition.
- Sports schedules.
- Sports marketing materials.
- Media guides.

Evaluation

1. Does the institution demonstrate a commitment to the fair treatment of student-athletes, particularly in their academic role as students? **Currently Yes**
2. Does the institution provide evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis? **Currently Yes**
3. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas? **Currently Yes**
4. Does the institution provide evidence that it has in place programs that protect the health of and provide a safe environment for its student-athletes? **Currently Yes**

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Operating Principle

4.4 Sportsmanship and Ethical Conduct

Self-Study Items

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

The coaches are responsible for monitoring, evaluating, and addressing matters concerning sportsmanship and ethical conduct within their respective sports. This is addressed in the Staff Handbook. The Department of Athletics is structured so that the Assistant Athletics Director, Senior Associate Athletics Director, and Associate Athletics Director supervise specific coaches. The reporting line is from the coaches to the supervisors, and ultimately to the Director of Athletics. The Department has a form for reporting inappropriate behavior.

2. Describe and attach a copy of the institution's written policies and procedures on sportsmanship and ethical conduct, including sanctions that may be levied for inappropriate behavior.

With the exceptions of swimming/diving (independent), wrestling (independent), men's soccer (Missouri Valley Conference), and rugby (independent), intercollegiate sports are members of the Ohio Valley Conference (OVC).

On August 22, 2000, a revised OVC Sportsmanship Statement was sent to all OVC presidents. The OVC Constitution requires each institution president to be responsible for reviewing the statement with the athletics staff and coaches in order to stress his/her expectation that they comply with the statement. It is also recommended that the statement be distributed to other groups (i.e., media, boosters) and that student-athletes be asked to sign off on it. A shortened version of the statement is provided for insertion in game programs. The OVC requires officials to read the statement to teams before a contest, and announcers are to read the statement to the spectators. The current OVC Sportsmanship Statement is in Appendix 4-15.

Sportsmanship is addressed in the Student-Athlete Handbook. The philosophy of the athletics program is that athletics should promote the development of character, fair play sportsmanship, honesty, fellowship, and the ideals of a democratic society. Student-athletes are ambassadors for the University and should behave with dignity and demonstrate good sportsmanship. There are no mentions of any consequences for unsportsmanlike behavior in the Student-Athlete Handbook.

Some of the rules and policies for the individual sports address sportsmanship or one or two specific behaviors that are deemed unsportsmanlike. Others have general references to the rules and policies of the University, Department of Athletics, Conference, and/or NCAA.

See hard copy chart, page 77.

Student-athletes must also adhere to the University's Student Conduct Code. Although the Student Conduct Code does not address sportsmanship in a specific manner, it does address behavioral misconduct. In the section on "Jurisdiction," the code states that students, by their voluntary attendance at the University, assume the obligations for behavior that is relevant to the University's lawful missions, processes, and functions. Nor may students act intentionally to impair or prevent the accomplishment of the University's lawful missions, processes, and functions. These obligations are higher than those imposed by civil and criminal law, and the University may discipline students to secure their compliance with these higher obligations. The standards outlined in the Student Conduct Code specify minimum levels of conduct expected of all students enrolled at the University, and they apply to students while on campus or at any University function. This, of course, would cover athletic competitions.

Under the Code's Conduct Policy section, behavioral misconduct is defined as threatening behavior to themselves or any other person as well as lewd, indecent, obscene, or disorderly behavior. This includes intentionally inflicting bodily harm, taking action with reckless disregard for harm, and the threat of harm to another; conduct which disrupts normal University functions; and aiding others in violation of the Code. Students who interfere with the academic or operational functions of the University will be asked to stop. If they do not do so, they may be subject to civil arrest as well as University disciplinary action. Students who are accused of violating the Code may opt a Judicial Board or an Administrative Hearing. The decisions of the hearings are recommendations for the Vice President for Student Affairs. Discipline recommended may include sanctions, reprimand, fines, restitution,

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recommendation for counseling, housing probation, disciplinary probation, suspension, expulsion, the suspension of financial aid, and/or assigned projects.

The Institutional Control Committee of the Intercollegiate Athletics Board is responsible for monitoring and submitting Disciplinary/Judicial violation data to the IAB.

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

All student-athletes are made aware of the OVC Conference statement regarding sportsmanship and ethical conduct. It is also covered in the Student-athlete Handbook.

The football team views the NCAA films on sportsmanship and penalties. The coaching staff discusses the importance of penalties related to unsportsmanlike behavior. Discipline relating to sportsmanship and ethical conduct is handled by coaches or by Judicial Affairs in some cases.

The cheerleading sponsor instructs the members of the cheer team to follow the OVC code as it relates to sportsmanship. If a problem occurs with the crowd, the Cheer Team tries to handle it with appropriate cheers-as indicated in the code. They are also educated regarding appropriate and inappropriate cheers. They are not allowed to participate in crowd-initiated inappropriate. The members of the Pink Panthers (dance/pom team) are instructed to support the cheer team's efforts and to participate in all cheers initiated by the cheer team. The director of the pep band is given the OVC rules and regulations on sportsmanship; however, he noted that sportsmanlike behavior is not defined. He also said that he thought those rules and regulations were "useless." It should be noted that there were those in attendance at a basketball game who were offended by an inappropriate cheer initiated by the members of the pep band. The cheer team handled the situation by initiating an appropriate cheer; they were joined by the Pink Panthers.

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

The individual coaches are responsible for sportsmanship and ethical behavior within their specific sports. Each coach is supervised by one of the athletics administrators, who are supervised by the Director of Athletics.

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

There have been no specific incidents.

Evaluation

1. Does the institution demonstrate that in the area of intercollegiate athletics, it is committed to these fundamental values of sportsmanship and ethical conduct? **Currently Yes**
2. Does the institution have established a set of written policies and procedures for this area? **Currently Yes**
3. Does the institution demonstrate that educational activities related to sportsmanship and ethical conduct exist for individuals and groups associated with the intercollegiate athletics experience? **Currently Yes**
4. Does the institution provide evidence that the effectiveness of activities in this area are monitored, evaluated and addressed on a continuing basis? **Currently Yes**

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RACIAL OR ETHNIC COMPOSITION ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

		Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2
Senior Administrative Athletics Dept. Staff	F													3	2	3			
Other Professional Athletics Dept. Staff	F							1	1	1				13	11	10			
	P														1				
Head Coaches	F													4	3	4			
	P							1	1	1				11	12	11			
Assistant Coaches	F					1	1	2	1	1				3	2	1			
	P							2	2	3		1	1	16	15	14			1
Totals (for Athletics Dept. Personnel)	F					1	1	3	2	2	0	0	0	23	18	18			
	P							3	3	4	0	1	1	27	28	25	0	0	1
Faculty-Based Athletics Board or Committee Members								4	2	1				14	16	21	2	1	
Other Advisory or Policy-Making Group Members																			

Name of person completing this chart: Deborah Polca

Title: Senior Associate Athletics Director

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

	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	12	17	20	57	67	75	505	502	482	145	143	150	8085	8452	8454	254	260	63
Student-Athletes	1	1	2	1	4	3	54	50	47	7	8	7	228	218	236	4	4	4

Name of person completing this chart: Nancy Marlow

Title: Professor of Marketing

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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														24	20	24			
Men's Basketball							7	7	7				7	6	6				
Football					1		28	30	26		1	1	42	42	46	2	1	3	
Men's Track / Cross Country					1	1	5	2	8	1	1		17	15	16				
Men's Other Sports and Mixed Sports	1	1	2				3	2		1	1	2	39	37	46				
Women's Basketball							2	2	1				13	13	14		1	1	
Women's Track / Cross Country					1	1	9	7	4	1	1	2	20	20	21	1	1		
Women's Other Sports				1	1	1			1	4	4	2	66	65	63	1	1		
Total	1	1	2	1	4	3	54	50	47	7	8	7	228	218	236	4	4	4	

Name of person completing this chart: Nancy Marlow

Title: Professor of Marketing