

2005-2006  
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: 1839
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: 4015
6. Number of Faculty [using a full-time-equivalency (FTE) basis]: 209
7. Highest level of academic degree offered: masters
8. Institution's governing entity: Board of Visitors
9. a. Regional accreditation agency: Southern Association of Colleges and Schools
9. b. Date of most recent regional accreditation self-study: December 2003
9. c. Current accreditation status: Accredited

#### Athletics Information

1. Subdivision status of athletics program (Academic Year 2006): I-AAA
2. Conference affiliation(s) or independent status (Academic Year 2006):

Baseball	Independent
Field Hockey	Northern Pacific Field Hockey Conference
Men's Basketball	Independent
Men's Cross Country	Independent
Men's Golf	Independent
Men's Soccer	Atlantic Soccer Conference
Men's Tennis	Independent
Softball	Independent
Women's Basketball	Independent
Women's Cross Country	Independent
Women's Golf	Independent
Women's Lacrosse	Independent
Women's Soccer	Independent
Women's Tennis	Independent

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### 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.

No NCAA major infractions.

## Previous Certification Self-Study

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

Not applicable; no previous certification self-study.

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

Not applicable; no previous certification self-study.

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

Not applicable; no previous certification self-study.

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

Not applicable; no previous certification self-study.

### 5. Significant changes impacting the institution and/or athletics program, if any (e.g., conference affiliation, sports sponsored, changes in admissions standards, significant changes in graduation rates, changes in mission statement of the athletics program, changes in fiscal stability/condition of the athletics program), since the institution's previous certification self-study:

Not applicable; no previous certification self-study.

## Certification Self-Study Information

### 1. Steering Committee Chair: Dr. Wayne McWee

### 2. Chief report writer/editor of self-study report: Dr. Robert May

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

## Introduction to Self-Study Report

The Longwood University's NCAA Certification report is the result of broad-based participation from across the university. The steering committee was composed of fifteen members from various academic areas, administrative departments, and athletes. The four subcommittees were composed of 33 additional members from all areas of the university. To ensure an open process, the University community was advised that the minutes from all committee and sub-committee meetings would be posted on the Athletics Department web page for review. All subcommittee reports were presented to and reviewed by the Steering Committee before being incorporated into the report. The Steering Committee's report was provided to the Intercollegiate Athletics Council, the Student-Athlete Advisory Committee, and the Faculty Senate for review and comment. President Cormier was provided with several opportunities to review the drafts of the report. The final draft of the Steering Committee's report was posted on the Athletic Department's web page for three weeks so that the university community could review and comment on the report before submission to the NCAA.

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

##### LONGWOOD UNIVERSITY'S PLAN FOR CONDUCTING THE NCAA ATHLETIC CERTIFICATION SELF-STUDY

Prepared by  
Dr. Wayne McWee  
Vice President for Academic Affairs

September 13, 2005

##### LONGWOOD UNIVERSITY'S PLAN FOR CONDUCTING THE NCAA ATHLETIC CERTIFICATION SELF-STUDY

###### Objectives Related to the Self-Study

###### Goals

The primary goals of Longwood University's self-study are to demonstrate our commitment to integrity in all facets of our inter-collegiate athletics program and to enable the athletic program to improve. This self-study will involve campus-wide participation. The self-study will benefit the University by (1) providing self-awareness for the campus community about the challenges facing athletics and how the athletic mission supports the overall institution mission; (2) providing a forum for suggestions from individuals or groups on ways in which the program can be improved; and (3) providing the opportunity to publicly affirm those areas of the athletics program worthy of praise.

###### First Cycle Institutional Plans for Improvement

Since this is Longwood University's first athletic certification self-study, this area does not apply to Longwood.

###### Major Components of the Self-Study

###### Appointment of the steering committee chair

Dr. Wayne McWee, Vice President for Academic Affairs, has been appointed as the Self-Study Steering Committee Chair. Dr. McWee is the second ranking officer at the University and, as such, has ready access to the President. The President has granted him clear authority to direct the self-study.

###### Appointment of the Steering Committee and Subcommittees

The following members of the university community have been appointed to committees to assist with completion of the self-study.

###### Steering Committee:

## Introduction to Self-Study Report

Dr. Patricia Cormier, President/CEO  
Dr. Wayne McWee, Vice President for Academic Affairs, Chair  
Dr. Norman Bregman, Professor of Psychology, FAR  
Mr. Rick Mazzuto, Director of Athletics  
Ms. Barbara Dearing, Senior Woman Administrator  
Mr. Kevin Fillman, Head Men's Golf Coach  
Dr. Cathy Roy, Assistant Professor of Exercise Science, Chair of Academic Integrity Subcommittee  
Dr. Lee Bidwell, Professor of Sociology, Chair of Governance and Commitment to Rules Compliance Subcommittee  
Ms. Sharon Menegoni, Assistant Professor for Athletic Training, Chair of Student Athlete Welfare subcommittee  
Dr. Pamela Tracy, Assistant Professor of Communications Studies, Chair of Equity Subcommittee  
Dr. Carmen Phelps, Assistant Professor of English, Member at Large  
Dr. Jacqueline Hall, Chair of Faculty Senate, Associate Professor of Mathematics, Member at Large  
Ms. Johnice Brown, Assistant Director of Admissions, Member at Large  
Ms. Katie Murphy, President SAAC, Student Athlete  
Mr. Brian Raska, SGA Representative

### Governance and Commitment to Rules Compliance Subcommittee:

Dr. Lee Bidwell, Professor of Sociology, Subcommittee Chair  
Ms. Michelle Meadows, Assistant AD for Compliance  
Dr. Mary Flanigan, Professor of Accounting  
Dr. William Abrams, Professor of Mathematics  
Ms. Johnice Brown, Assistant Director of Admissions  
Ms. Karen Schinabeck, Associate Director of Financial Aid  
Ms. Anne Hundley, Student Athlete  
Dr. Jeff Hoyt, Director of Assessment and Institutional Research, Support Staff

### Academic Integrity Subcommittee:

Dr. Cathy Roy, Assistant Professor of Exercise Science, Subcommittee Chair  
Ms. Janet Grubbs, Lacrosse Coach  
Dr. Norman Bregman, Professor of Psychology, FAR  
Dr. William Harbour, Associate Professor of Political Science  
Dr. Geoffrey Orth, Professor of German, Director of Honors Program  
Ms. Rebecca Sturgill, Director of Academic Support Center  
Mr. Wes Spece, Student Athlete  
Ms. Alecia Knox, Registrar, Support Staff

### Student Athlete Welfare Subcommittee:

Ms. Sharon Menegoni, Assistant Professor for Athletic Training, Subcommittee Chair  
Ms. Shirley Duncan, Head Women's Basketball Coach  
Dr. Carmen Phelps, Assistant Professor of English  
Dr. Glenda Taylor, Associate Professor of Therapeutic Recreation  
Dr. Tim Pierson, Vice President for Student Affairs  
Ms. Susie Rood, Director of Disability Support Services  
Ms. Shamanna Washington, Student Athlete  
Ms. Darlene Abramovich, Lead Assistant Trainer  
Ms. Sandra Bollinger, Associate Director of Assessment and Institutional Research, Support Staff

### Equity Subcommittee:

Dr. Pamela Tracy, Assistant Professor of Communication Studies, Subcommittee Chair  
Ms. Kathy Riley, Head Softball Coach  
Dr. Jacqueline Hall, Chair of Faculty Senate, Associate Professor of Mathematics

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Dr. William Brown, Associate Professor of Accounting  
Dr. Claire La Roche, Assistant Professor of Business Law  
Mr. Lonnie Calhoun, Director Multicultural Affairs  
Ms. Ashley Mason, Student Athlete  
Dr. Jeff Hoyt, Director of Assessment and Institutional Research, Support Staff

### Required Individuals On The Steering Committee

The steering committee membership does include the Chief Executive Officer, Faculty Athletics Representative, Director of Athletics, Senior Woman Administrator and all of the subcommittee chairs. In addition, it includes representatives from offices across campus and one head coach.

All subcommittees represent a broad-based participation from across the university. A faculty member from outside the athletics department will chair each subcommittee. All subcommittee members have complete access to any requested information and a staff support person has been assigned to each subcommittee. The size and composition of the subcommittees should be large enough to perform responsibilities. The appropriate supervisor has assured subcommittee members that they will be given adequate time to perform committee duties.

### Responsibilities of Steering Committee and Subcommittees

#### Steering Committee General Responsibilities:

The Steering Committee Responsibilities encompass the following six areas:

1. Collecting and organizing all pertinent data for the completion of the report.
2. Coordinating activities of the subcommittees and monitoring progress of the self-study.
3. Reviewing the reports of the steering committee and the various subcommittees.
4. Maintaining a complete written record of all committee and subcommittee meetings. The minutes must include dates and individuals in attendance.
5. Providing opportunities for subcommittee, steering committee, and other interested individuals to comment on subcommittee and steering committee draft reports.
6. Producing and publicizing the final self-study.

#### Institution Liaison

Mrs. Linda Ford, Administrative Assistant to the Vice President for Academic Affairs, has been designated as the institutional liaison. Her email address is [fordls@longwood.edu](mailto:fordls@longwood.edu). {Note: As of May 8, 2006, Mrs. Ford has been replaced by Mrs. Sharon Sercombe as the institutional liaison. Mrs. Sercombe's email address is [sercombesm@longwood.edu](mailto:sercombesm@longwood.edu).} Her phone number is 434-395-2256. If needed, Mrs. Ford will be assisted by Mrs. Fran Arehart, Assistant to the President. Her email address is [arehartfm@longwood.edu](mailto:arehartfm@longwood.edu). Her phone number is 434-395-2003.

The institutional liaison responsibilities will include the following:

1. Making hotel reservations for peer-review team.
2. Arranging local transportation for peer-review team.
3. Coordinating the itinerary and time schedule for interview and other activities of the peer-review team.
4. Arranging scheduled interviews with university personnel.
5. Coordinating adequate facilities, equipment, and rooms to meet the needs of the peer-review team.
6. Managing the reimbursement of visit expenses incurred by peer-review team members.

#### Conference Assistance/Use of Outside Individuals or Agencies.

At this time Longwood is a Division I independent. Therefore, there will be no involvement of a conference office. Additionally, Longwood will not be utilizing the service of an outside consultant.

#### Outline and Schedule

September 13.....Video Conference with NCAA Liaison

September/October 2005.....Data Gathering

## Introduction to Self-Study Report

November 2005.....Responding to self-study items  
January 2006.....Opportunities for campus groups to review reports  
February 2006.....Evaluating responses against operating principles  
February 2006.....Developing institution's plan for improvement  
March/April 2006.....Steering Committee's/  
subcommittees' review of report drafts  
May 2006.....Preparing final report and submitting to NCAA  
May 15, 2006.....Institutional self-study due to NCAA  
September/December 2006.....Peer-review team visit 3 consecutive days  
October 2006.....Communicating work of the steering committee to Institutional Community and Board of  
Visitors  
February 2007.....Final committee review

### Self-Study Report

Dr. Robert May, Associate Professor Emeritus of Mathematics, has been retained as the chief report writer. Dr. May is being provided with an office, computer, internet access, phone, and secretarial support.

Dr. May will post copies of all subcommittee and steering committee reports on the Athletics Department website. Each subcommittee chair and the steering committee chair will be charged with posting minutes of their committee meetings to the appropriate website.

## Governance and Commitment to Rules Compliance

### Operating Principle

#### 1.1 Institutional Control, Presidential Authority and Shared Responsibilities

##### Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). In each case, provide: (a) the original "corrective action", "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Not applicable; Longwood University is currently in its first certification process.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Not applicable; no previous certification process.

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

Not applicable; no previous certification process.

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

The Board of Visitors of Longwood University is given, by the State of Virginia, control over all aspects of the University. As stated in the Code of Virginia 23-188, "The Board shall control and expend the funds of the University and any appropriation hereafter provided, and shall make all needful rules and regulations concerning the University, appoint the president, who shall be its chief executive officer, and all professors, teachers and agents, and fix their salaries, and generally direct the affairs of the University." The Board has delegated some of that control to the President of the University. Article VI, section 2c, of the Board of Visitors Manual includes, under the Powers of the President, "Appoint and supervise the Director of Athletics." The Board retains control over some areas including major policy changes, financial decisions outside of the authority of the Athletics Director, and decisions involving specific budget requests to the state for new and improved facilities. These areas of Board control for intercollegiate athletics are similar to those for other on-campus units. In addition, the Board gets regular reports on fundraising, internal audits, and academic progress as it relates to athletics.

## Governance and Commitment to Rules Compliance

In the past three years the Board, in addition to approving the annual operating budget for the Athletics Department, has been involved in the following decisions related to intercollegiate athletics:

- .....Approval of a new policy concerning an NCAA drug and alcohol education program for athletes
- .....Approval of capital projects that included new athletics fields and renovations to existing athletics facilities. (9/9-9/10/2004, 11/3/2003)
- .....Approval of funding from auxiliary reserves for renovations of existing athletics facilities.
- .....Request for an NCAA review of athletics compliance procedures (10/12/2003)

The decisions of the Board regarding athletics are consistent with the Board's decisions regarding other units of the University. This consistency can be confirmed by examining the By-Laws ( at <http://www.longwood.edu/president/bov/bylaws.htm> ) and the minutes ( at <http://www.longwood.edu/president/bov/meetings.htm> ) of the Board. For example, at the December 10, 2005, meeting of the Board, the most recent meeting at which an Athletics item was approved, the following actions were taken:

- .....Approval of changes in grading policy in the Faculty Policies and Procedures Manual
- .....Approval of revisions of criteria for promotion and tenure for Communications Studies and Theater
- .....Approval of drug and alcohol education policy for athletes
- .....Approval of revisions to administrative policies
- .....Approval of write-off of parking receivables
- .....Approval of extension of police jurisdiction.

This example, as well as others that could be drawn from the Board's minutes, illustrates that, whether dealing with athletics or other units of the University, the Board typically acts to approve major policy changes and to approve financial or budgetary proposals (particularly those involving facilities).

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

The President is involved in every aspect of decision making for athletics. In the last three years, the President has been significantly involved in the following decisions related to intercollegiate athletics:

- .....Approval of a new policy concerning an NCAA drug and alcohol education program for athletes
- .....Approval of capital projects that included new athletics fields and renovations to existing athletics facilities (9/9-9/10/2004, 11/3/2003)
- .....Approval of funding from auxiliary reserves for renovations of existing athletics facilities
- .....Request for an NCAA review of athletics compliance procedures (10/12/2003)

The President also

- .....reviews the capital and operating budgets for athletics;
- .....is informed of all compliance policy issues, including infractions, and reviews the actions to be taken;
- .....is informed of the final candidates for key administrative and coaching positions (and has, on occasion, interviewed the final candidates);
- .....with the assistance of a search committee, hires the Athletics Director;
- .....is actively involved with issues referred to the President by the Student-Athlete Advisory Committee or the Intercollegiate Athletics Council; and
- .....meets periodically with the FAR and Compliance Office.

### 6. 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 president or chancellor, the athletics board or committee (if one exists), the faculty athletics representative(s), the director of athletics, and any other appropriate campus constituencies (e.g., faculty, students, institutional personnel involved in rules-compliance activities) in this process.

The Board of Visitors of Longwood University is given, by the State of Virginia, control over all aspects of the University. It has given to the President the power to appoint and supervise the Athletics Director (AD). The AD reports directly to the President. They meet twice a month to discuss the progress and state of the athletics program. During these meetings all policy changes are discussed, with the President having the option to approve changes, retain them for further study, or take them to the Board of Visitors. The AD approves all hiring in the athletics department. However, some job searches are handled primarily by other department employees, for example, searches for assistant coaches by a head coach, searches for assistant athletics trainers by the head athletics trainer, and searches for secretarial and field maintenance employees by the Associate Athletics Director.

## Governance and Commitment to Rules Compliance

Two committees advise the Athletics Director. They are the Intercollegiate Athletics Council (IAC) and the Student-Athlete Advisory Committee (SAAC). The IAC is charged by the Faculty Senate to "...have general oversight over athletics policy, paying particular attention to compliance with NCAA regulations and equal opportunity requirements. It serves as an advisory body to the Athletics Director, and may make recommendations to the President of the University through the Vice President for Academic Affairs and Faculty Senate as it deems appropriate." The IAC is composed of eight voting faculty members, one voting alumnus/a, seven non-voting ex-officio members, and two voting student representatives. The student members are appointed by the Student Government Association. The ex-officio members are the Vice President for Administration and Finance, the Dean of Enrollment Management, the Vice President for Academic Affairs, the Athletics Director, the Assistant Athletics Director for Compliance, the Sports Information Director, and the Senior Woman Administrator. All other members are chosen by the Vice President for Academic Affairs.

The SAAC is (according to its website at <http://www.longwoodlancers.com/Sports/gen/2003/SAAC.asp>) "a committee made up of student-athletes assembled to provide insight on the student-athlete experience and to offer input on the rules, regulations, and policies that affect student-athletes' lives on NCAA member institution campuses....The SAAC includes two student-athletes from each team, and some teams may have three representatives if one of the two serves on the executive board."

The Faculty Athletics Representative (FAR) is appointed by the President. The FAR meets regularly with both the President and the AD to provide advice. In addition, the FAR meets regularly with the SAAC, reviews the University academic advisement program, reviews student-athlete exit interviews (beginning with the 2005-06 academic year), plays a central role in the investigation of any alleged major rules violations, is responsible for the administration of the coaches' certification test for off-campus recruiting, attends the annual NCAA convention, and chairs the IAC.

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

#### Intercollegiate Athletics Council:

Norman Bregman, Professor of Psychology and FAR, Chair  
 William Abrams, Professor of Mathematics and Chair of the Department of Mathematics and Computer Science  
 C. Mitchel Adrian, Associate Professor of Management and Chair of the Department of Management, Marketing, Computer Information Management Systems, and Retailing  
 Robert Chonko, Dean of Enrollment Management  
 James Crowl, Associate Professor of History  
 Barbara Dearing, Associate Athletics Director/Business and Senior Woman Administrator  
 Franklin Grant, Director of Planned and Major Gifts and Director of External Relations for Intercollegiate Athletics  
 Claire La Roche, Assistant Professor of Business Law and Legal Environment  
 Rick Mazzuto, Director of Athletics  
 Wayne McWee, Professor of Business and Vice President for Academic Affairs  
 Michelle Meadows, Assistant Athletics Director for Compliance  
 Sharon Menegoni, Assistant Professor of Athletics Training  
 Katie Murphy, Student-Athlete (Field Hockey)  
 Greg Prouty, Assistant Athletics Director for Media Relations and SID  
 Carl Riden, Assistant Professor of Sociology  
 Gordon Ring, Professor of Music  
 Kathy Worster, Vice President for Administration and Finance

#### Student-Athlete Advisory Committee:

Katie Murphy, Field Hockey, President  
 Tyler Ames, Baseball  
 Jon Bair, Men's Tennis  
 Abigail Freese, Women's Basketball  
 Chris Gibbs, Men's Cross Country  
 Joyce Haines, Women's Lacrosse  
 Anne Hundley, Field Hockey  
 Michael Joyce, Men's Golf  
 Chad Kosmo, Men's Basketball  
 Brandon Lindsley, Men's Tennis  
 David Loel, Baseball  
 Leigh Mascherin, Women's Basketball

## Governance and Commitment to Rules Compliance

Ashley Mason, Women's Basketball  
Ashley Melson, Women's Tennis  
Kristin Novara, Women's Cross Country  
Petra Nystrom, Women's Golf  
Michelle Owen, Women's Lacrosse  
Husein Pistoljevic, Men's Basketball  
Boone Prentice, Men's Soccer  
John Rosenstock, Men's Golf  
Avanell Schmitz, Field Hockey  
Ashley Schoenwetter, Women's Cross Country  
Wes Spece, Men's Cross Country  
Kara Spence, Women's Golf  
Madison Stevens, Women's Soccer  
Heather Storrie, Women's Soccer  
Nate Van Arsdale, Men's Soccer  
Ryan Washington, Softball  
Shamana Washington, Softball  
Katie White, Women's Tennis  
Pepper Wilson, Softball

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

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

### Evaluation

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

# Governance and Commitment to Rules Compliance

## Operating Principle

### 1.2 Rules Compliance

#### Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 1.2 (Rules Compliance). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Not applicable; Longwood University is currently in its first certification process.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process for Operating Principle 1.2 (Rules Compliance). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Not applicable; no previous certification process.

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

Not applicable; no previous certification process.

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

Plans are under development to reorganize the Lancer Club, Longwood University's booster-club. The Lancer Club will be a part of the Longwood University Foundation, Inc., and will adhere to all guidelines and policies of the Foundation. The Lancer Club will be under the direction of the Director of Development for Intercollegiate Athletics, who will also hold the title of Executive Director of the Lancer Club.

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

## Governance and Commitment to Rules Compliance

The ultimate responsibility for the institution's compliance with NCAA rules and regulations belongs to the President, whether or not this duty is delegated to someone else as in the NCAA Constitution 3.2.4.3. The President has appointed the Faculty Athletics Representative (FAR) as the individual outside of the Athletics Department responsible for the institution's rules compliance. The FAR serves as the Chair of the Intercollegiate Athletics Committee (IAC), which is composed of the Dean of Enrollment Management/Director of Admissions, Athletics Director, Assistant Athletics Director for Compliance, Associate Athletics Director/Business and Senior Woman Administrator, Sports Information Director, Vice President for Administration and Finance, Vice President for Academic Affairs, Director of Planned Giving and Major Gifts, eight faculty representatives, one alumnus/a, one student, and one student-athlete. The IAC is charged with providing oversight for the Athletics Department, serving as an advisory body to the Athletics Director and making recommendations to the President. The FAR also serves as Chair of the Compliance Review Committee (CRC), which is composed of the Athletics Director, Assistant Athletics Director for Compliance, Registrar, Associate Director of Financial Aid, and Associate Director of Admissions. The CRC is responsible for monitoring the policies and procedures of the compliance program to ensure compliance with all NCAA and University rules and regulations.

Compliance responsibilities are delegated to several individuals as described below.

President: Overall integrity and commitment to NCAA rules compliance;

Athletics Director: Member of the IAC and the CRC; President's designee for rules compliance; responsible for the day-to-day operations of the Athletics Department and its rules compliance program;

Faculty Athletics Representative: Chair of the IAC and the CRC; serves as liaison to the Athletics Department; consults with the Athletics Director and President regarding Athletics Department compliance program; administers coaching certification exams; reviews and provides external oversight for NCAA rules violations;

Assistant Athletics Director for Compliance: Member of the IAC and the CRC; coordinates education of staff, student-athletes and boosters; monitors NCAA compliance with recruiting, eligibility, playing and practice season, amateurism, financial aid, awards and benefits, personnel; coordinates investigations into potential NCAA violations; responsible for the daily operation of the Compliance program;

Associate Director of Admissions: Member of the CRC; serves as liaison to the Athletics Department; assists in determining initial admissibility; assists in the education of staff, student-athletes and boosters; coordinates the admissions of student-athletes according to University policies and guidelines;

Degree Analyst: Official Certifying Officer for overall eligibility; certifies progress towards degree requirements, percentage of degree, grade point average requirement, designation of major; verifies and monitors full-time enrollment; maintains the degree progress component for Compliance Assistant Internet; assists in education of staff, student-athletes and boosters;

Associate Director of Financial Aid: Member of the CRC; processes student-athlete financial aid agreements; monitors all sources of financial aid; monitors financial aid limit for teams and student-athletes for NCAA compliance; maintains the financial aid component of Compliance Assistant Internet; assists in the education of staff, student-athletes and boosters.

Registrar: Member of the CRC; ultimately responsible for certifying the overall eligibility for all student-athletes, with responsibility delegated to Degree Analyst.

### 6. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals inside the athletics department.

Longwood University ensures that rules compliance is central to personnel matters for individuals inside the athletics department in a variety of ways. Coaches are required to attend monthly rules education meetings with the Assistant Athletics Director for Compliance as a condition of employment. Coaches also must take and pass the NCAA Coaches Certification Exam annually. Furthermore, monthly department meetings are held in which new rules interpretations from the NCAA are reviewed along with any NCAA Hot Topics. Additionally, the recently completed "Longwood University Department of Athletics Compliance Manual" outlines the duties of each individual involved in rules compliance. Staff members will be alerted annually to any updates in the Compliance Manual; new employees are directed to the Compliance Manual and are responsible for following all policies and procedures contained therein. As described below, rules compliance is included in the job descriptions, contracts, and annual performance reviews for the following individuals inside the athletics department:

A. Athletics Director: Currently there is little mention of NCAA rules compliance issues in the job description of the Athletics Director. The NCAA is mentioned twice in the Athletics Director's job description; the job description

## Governance and Commitment to Rules Compliance

requires that the Athletics Director (a) "Administer all fiscal operations in accordance with NCAA regulations and College policy," and (b) "Attend meetings, conferences, and other NCAA activities to keep abreast of athletics trends and development of new policies." The 2004-2005 Strategic Plan Implementation Schedule states that the Athletics Director must "Maintain NCAA compliance program and provide coaches and staff continuing education on NCAA policies." Although there is little mention of NCAA compliance matters in the Athletics Director's job description, the University President considers compliance with NCAA rules and regulations the most important goal in the AD's annual performance evaluation.

B. Assistant Athletics Director for Compliance: The first duty listed in the job description for the Assistant Athletics Director is that the "employee will act as Athletics Department's NCAA Compliance Officer and Academic Advisor." The NCAA Compliance Officer duties are further articulated as follows:

.....Monitor and ensure NCAA Rules Compliance.

.....Implement a rules education program and provide rules interpretations for Coaches, Student-Athletes (SA) and others.

.....Assist Registrar's office in certification of student-athlete eligibility.

.....Administer National Letter of Intent Program.

.....Administer athletics financial aid program.

.....Investigate and report alleged NCAA violations.

.....Assume responsibility for preparation of all NCAA documents required by NCAA legislation and/or requested by NCAA and conference office.

Given the importance of rules compliance to this position, it is a central element in the annual performance review of the Assistant Athletics Director for Compliance.

C. Athletics Coaches & Administrators: All coaches and administrators have a set of common performance criteria that includes "adherence to all University/NCAA rules and regulations by the head coach, assistant coaches, and others." Furthermore, the generic contract for coaches currently states, "This letter, together with the institution's bylaws, general operating policies, rules and regulations of Longwood University, currently in force and amended in the future, as well as the NCAA's rules will constitute your employment agreement with Longwood University." Currently, the Athletics Department is in the process of revising this contract statement to more explicitly state (1) the coaches' responsibilities for knowledge of NCAA regulations, (2) their duty to conform to NCAA rules, and (3) that, in the case of continuous minor rules violations or a major violation, termination can ensue. The revised contract wording is being reviewed by the Office of the State's Attorney General and will then go to the University President and Board of Visitors for final approval.

### 7. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals outside the athletics department who are involved in rules-compliance activities.

Individuals outside the athletics department who are involved in rules-compliance activities include the Faculty Athletics Representative, the Associate Director of Financial Aid, the Registrar, and the Associate Director of Admissions, all of whom also serve on the Compliance Review Committee. The Degree Analyst in the Office of Registration is also involved in rules compliance. All individuals who are involved in rules-compliance activities, whether inside or outside the athletics department, have duties which are described in the "Longwood University Department of Athletics Compliance Manual". Longwood University also ensures that rules compliance is a central element in personnel matters for these individuals through employee job descriptions or work profiles and annual evaluations. NCAA rules compliance is currently not mentioned in contracts for these employees, although the Athletics Director has recommended that responsibility to comply with NCAA rules be added to the contracts and job descriptions for all of these positions.

A. Faculty Athletics Representative: The job description of the FAR lists "Institutional Compliance with NCAA Rules" as a central responsibility of this position. The responsibilities of the FAR (as indicated in the position description) include:

.....Ensuring that effective policies and procedures are in place to certify eligibility of student-athletes and compliance with all NCAA regulations.

.....Chairing the University's Compliance Review Committee.

.....Playing a central role in the investigation of any suspected major rules violations; reviewing and commenting on all documents regarding major or secondary violations prior to forwarding of the institutional report to the NCAA.

.....Assuming responsibility for the administration of the Coaches Certification Test for off-campus recruiting.

Serving as FAR is considered service to the University. Beginning in the fall 2006 semester, the FAR will receive a one course reduction in load, but the FAR is otherwise uncompensated for this service. Therefore, compliance with NCAA rules has not been part of this individual's job contract or annual performance evaluation in the past.

## Governance and Commitment to Rules Compliance

B. Associate Director of Financial Aid: The position description of the Associate Director of Financial Aid lists acting "as NCAA liaison between financial aid and athletics to stay in compliance with awarding athletics financial aid" as one of the "Essential Functions and Responsibilities" of the job. This duty is included in the goals and objectives reviewed during the annual evaluation process. Compliance with NCAA rules is not currently a part of this individual's job contract.

C. Registration Office: An individual in the Registration Office will be designated as the "NCAA Certification Officer." This individual's responsibilities will include the following: "Checks continuing eligibility for eight to fourteen athletics teams each semester in conjunction with NCAA Certification Administrator; interprets NCAA Compliance Regulations to coaches and Athletics Director; serves as a resource person to student-athletes." The annual evaluation of this individual will include an assessment of how well these duties are being performed. The position will be a classified position, and therefore a new contract will not be issued each year.

D. Degree Analyst, Registration Office: One purpose of the Degree Analyst position at Longwood University is to "perform all aspects of athletics eligibility certification to the NCAA." As such, a core responsibility listed in the job description of this position is "NCAA Athletics Certification-Perform all functions involved in certifying athletes to the NCAA." The annual evaluation of the Degree Analyst includes an assessment of how well these duties are being performed. The Degree Analyst is a classified position, and therefore a new contract is not issued each year.

E. Associate Director of Admissions: The position description of the Associate Director of Admissions lists acting "as the Office of Admissions liaison to the athletics department to provide guidance and understanding about the admissions process" as one responsibility of the job. This responsibility was recently added to the position, and therefore has not yet been considered as a part of this individual's annual performance evaluation; however, evaluation of this performance criterion should be considered in the next evaluation cycle. The Associate Director of Admissions is a full-time, professional appointment with an annual contract. Mention of NCAA rules-compliance is not currently included in this individual's contract.

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

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

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

Rules education is an important, on-going process at Longwood University that is overseen by the Assistant Athletics Director for Compliance.

Each varsity team meets with the Assistant Athletics Director for Compliance annually to review the "Summary of the NCAA Regulations & NCAA Banned Substances List". Students are given a copy of the "Summary of the NCAA Regulations & NCAA Banned Substances List" to review further on their own. To supplement the information in this document, the Assistant Athletics Director for Compliance delivers a power-point presentation to student-athletes

## Governance and Commitment to Rules Compliance

on NCAA rules and guidelines. Student-athletes then are required to complete their NCAA eligibility forms, including the "Student-Athlete Statement—Division I" form, the "Drug-Testing Consent—Division I" form, and the "Student-Athlete Authorization/Consent for Disclosure of Protected Health Information" form.

The Student-Athlete Advisory Committee (SAAC) is comprised of one to three student-athlete representatives from each varsity team. The Assistant Athletics Director for Compliance serves as the committee's administrator and liaison to the athletics department to educate and instruct the group on specific topics or current events to ensure compliance with NCAA rules. A rules education segment is presented at each SAAC meeting. Student-athletes have access to the "Compliance Manual" on the web.

The Assistant Athletics Director for Compliance holds a monthly rules education meeting that all coaches are required to attend. Coaches who are absent must meet individually with the Assistant Athletics Director for Compliance to review updated rules education material. Each head coach also receives a copy of "The NCAA News" and has access to the "Compliance Manual" on the Athletics web site.

Monthly Athletics Department meetings attended by coaches and staff include pertinent rules education for specific times of the year. The Assistant Athletics Director for Compliance also discusses new interpretations of NCAA rules and Hot Topics published by the NCAA as appropriate.

Athletics boosters, the Lancer Club, and Longwood University Foundation also will be directed to the "Compliance Manual". The Faculty Athletics Representative and representatives from the offices of the Registrar, Financial Aid, the Athletics Department, and Admissions serve on the Compliance Review Committee, which meets regularly to discuss any issues or concerns related to their respective offices to ensure compliance with NCAA rules. The Assistant Athletics Director for Compliance will meet annually with the Lancer Club, once that organization is re-established. Links on the compliance web page provide information about NCAA rules specific to faculty, staff, boosters, alumni, and fans.

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

The Office of Internal Audit, headed by Penny Howard, will be responsible for the institution's rules-compliance evaluation. This authority was selected in consultation with the University President and the Athletics Director. As a member of the Association of College and University Auditors, the Office of Internal Audit will use the "Guide to Audit of NCAA Athletics Compliance" to perform the audit in compliance with NCAA legislation. As recommended by the Association of College and University Auditors, the Internal Auditor will conduct the audit on a three-year cycle. Each year, for three years, the Internal Auditor will examine a different set of audit components so that all compliance components will be audited once every three years.

The auditing procedure described above is new and will begin in the fall of 2006. In the past four years, Longwood University has undergone two separate external reviews of the athletics program, including evaluation of rules-compliance. In the 2002-2003 academic year, Longwood University, then in its Exploratory Year for reclassification from Division II to Division I, volunteered to be a part of the NCAA Blueprint Program on Compliance. More recently, in the fall of 2005, the NCAA contracted with an independent firm, Ice Miller, to conduct a rules compliance evaluation. The Ice Miller report was sent to the NCAA and to the University President in February, 2006.

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

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

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

Longwood University received a report on the rules-compliance review conducted by Ice Miller in a February 13, 2006, letter from Ellen Ferris, NCAA Associate Director of Membership Services. Listed below are the actions planned or implemented in response to that report's suggestions for improvement.

.....I. Governance and Institutional Control

A. Rules Compliance

1. Development of Compliance Manual

An NCAA Compliance Manual for the University has been completed and is currently available at longwoodlancers.com. Enhancements have been made to the Compliance Manual, including a section on Amateurism as well as references to NCAA Bylaws and definitions for contacts, evaluations, telephone calls, official visits and unofficial visits.

The Compliance Manual may be viewed at the following web site:  
<http://www.longwoodlancers.com/Sports/gen/2005/coachespage.asp>

2. Document all policies and procedures.

An Athletics Department policies and procedure manual is currently in draft form and is in the process of being reviewed by the Athletics staff. The document will be available by June 1, 2006. A student athlete handbook is currently being revised and will be available for distribution by August 1, 2006.

3. Documentation and formalization of written procedures to be followed for reviewing potential NCAA rules violations.

Written procedures already exist in the NCAA compliance manual regarding the review of potential NCAA rules violations. Enhancements have been made to the NCAA rules violation section to include: (1) who will determine if a violation has occurred, (2) level of violation occurred, (3) individual to determine the punitive actions if necessary. Regarding a major violation or one involving the Compliance Officer or Athletics Director, the manual includes the following statement:

"In the case of an alleged major violation or one involving the Athletics Director or the Compliance Officer, the appropriate individual shall inform the Faculty Athletics Representative and/or University President immediately. The FAR and/or President shall determine who is responsible for investigating the alleged violation based on the nature of the incident."

4. Identification of Athletics Department staff member to support Compliance Officer.

The University's Athletics Director will act as an alternate to the NCAA Compliance Officer within the Athletics Department.

5. Formally establish the compliance committee's role to monitor the compliance policies and procedures.

## Governance and Commitment to Rules Compliance

The responsibilities of the Compliance and Review Committee (CRC) are outlined in the newly published compliance manual. The CRC is responsible for reviewing annually all written compliance procedures and policies and conducting spot checks of financial aid and admissions decisions. Spot checks commenced in 2/06, including checks of recruiting logs and financial aid information. The Office of Internal Audit will also perform an annual review of compliance documents and procedures according to NCAA standards.

### 6. Training and support of Faculty Athletic Representative.

The NCAA Faculty Athletic Representative is funded annually to travel to an NCAA compliance seminar. The FAR interacts with the NCAA Compliance Officer on a regular basis. The University recently authorized course reassigned time for the Faculty Athletic Representative to allow sufficient time to perform FAR duties. The FAR also serves as chair of the Compliance Review Committee through which rules education has been incorporated throughout the 2005-06 academic year.

### 7. Amend coaching contracts to include language about NCAA enforcement procedures.

Appropriate amendments to coaching contracts have been made and are included in all new employment agreements with the Athletics Department coaching staff.

### 8. Include responsibilities in job description and performance evaluations.

Individuals directly involved in compliance procedures external to the Athletics Department - Admissions, Financial Aid and Registrar - have NCAA compliance obligations placed in their job descriptions and employment contracts.

## B. Finance and Use of Funds

### 1. Develop written procedures for approval of funds.

The University's procedures for the approval of the disbursement of funds are part of the Athletics Department's policies and procedures manual.

### 2. Develop written policies and procedures for camps and clinics.

Policies and procedures regarding the conduct and management of camps and clinics are articulated in the recently published NCAA compliance manual. Further enhancements recommended by the NCAA team regarding accounting procedures in handling deposits and expenditures will be placed in the manual by 8/1/06.

### 3. Develop written guidelines for fund raising activities.

The Longwood University Foundation has written policies and procedures regarding the disbursement of funds. Those policies are included in the Athletics Department's policies and procedures manual draft, as well as additional guidelines specific to the Athletics Department.

### 4. Enhance travel reimbursement policy.

The University is currently reviewing its budget policies and procedures for travel.

### 5. Monitor the use of travel cards.

Master Card (MC) travel card monthly statements are monitored and reviewed by the University's Travel Card Program Administrator (TPA), Sylvia Schutt (Accounting Operations Manager). As the University's TPA, she has the responsibility of monitoring each card holder's activity monthly for delinquent payments, inactive cards, and inappropriate purchases/charges. She advises the card holder and the card holder's supervisor that the MC travel charge card should be used for appropriate business travel expenses only, and advises the card holder and the card holder's supervisor that payment on the card is required in full each month, regardless of any disputed charges. MC will credit the account once the dispute is resolved.

The Athletics Department has on-line access for the Athletics Department's Business Manager to view each Athletics Department travel card holder's monthly activity to ensure the card user's activity is for approved and appropriate business travel expenses, to monitor approved purchases, and to ensure no improper use of the card has occurred.

## C. Rules Education

### 1. Rules education as a standing agenda item at monthly Athletics Department staff meeting.

## Governance and Commitment to Rules Compliance

Starting in September, 2006, the monthly coach's rules education meeting will be replaced by a monthly meeting for which attendance is mandatory for all athletic staff members.

2. Include athletic staff in monthly compliance meeting.

See answer to recommendation #1.

3. Development of a comprehensive rules education program for alumni and supporters in the program.

A document outlining responsibilities of alumni, booster club, etc. has been published at the University's website, longwoodlancers.com. The Director of Development for Intercollegiate Athletics has been designated as the compliance liaison for the University's Advancement Office. The NCAA compliance officer is working in conjunction with the Director of Development for Intercollegiate Athletics to plan for rules education for alumni and boosters by utilizing the alumni e-newsletter and game programs. Additional information will be placed in donor packets by the University's Advancement Office.

4. Additional full-time compliance staff member.

For the 2006-07 academic year, the University has funded the employment of a full time academic advisor for the Athletics Department. This will enable the Compliance Officer to "off load" sufficient non-compliance duties to enhance the University's NCAA compliance program and educational needs.

5. Year end rules education for returning student athletes.

As an alternative, we recommend that this recommendation be handled through a rules education meeting held in April for the coaching staff with the expectation that the important points be communicated to student athletes prior to their departure for the summer.

6. Annual update of compliance manual.

The NCAA Compliance Officer, in conjunction with the CRC, will annually review the compliance manual in the month of May for succeeding years.

### .....II. Recruiting Monitoring

A. Organization/communication/evaluation of the Recruitment process.

1. Review official paid visit policies.

In December 2004, the University received approval for a revised official paid visit policy. Currently, coaches are required to review the Official Visit Policy and student host instructions with prospects and student hosts at the start of each official visit. The student host and head coach must sign off on the Student Host Form indicating that this procedure has been followed. These policies are subject to annual review each August by the Compliance Officer. At present, the document reviewed with prospective student athletes (PSA) and student hosts includes an articulation of the policy and the procedure by which coaches receive reimbursement. This information is not central to the official visit policy for PSA's. Official Visit and student hosts instructions are further articulated in the Compliance Manual:

"Student Host Regulations - The following are required for a student or student-athlete to act as a student host:

1. The student or student-athlete must be enrolled full-time.
2. Only one student-host may be provided a free meal if attending a restaurant.
3. The student host shall only receive money to entertain the prospect, the prospect's parents or spouse and the student host or any staff member accompanying the prospect.
4. A maximum of \$30.00 a day will be provided to cover all entertainment expenses. An additional \$15.00 a day may be provided for each additional prospect being hosted by one student-athlete.
5. A student host may not purchase alcoholic beverages regardless of whether the host or the prospect are of legal drinking age.
6. No cash may be given to the visiting prospect.
7. A student host may not use entertainment funds to purchase gifts for the prospect.
8. A student host may not use transportation provided or arranged by a Longwood staff member or booster of the athletics program.
9. A student host may not transport the prospect or friends/family more than 30 miles from campus.
10. A student host should not allow recruiting conversations to occur, on or off campus, between a prospect and a booster

## Governance and Commitment to Rules Compliance

11. A student host may receive complimentary admission when accompanying a prospect to an on campus athletics event

12. A student host shall be responsible for turning in any and all receipts the day after the visit.

2. Additional assistance and monitoring of recruitment

Please see previous response.

3. Monitoring form should include contacts with non-scholastic coaches or team sponsors.

The athletics department campus and evaluation log has been revised to specifically require the logging of contacts with non-scholastic coaches or team sponsors.

### B. Eligibility and Certification

1. Designation of secondary liaison in the Admissions Office

Sallie McMullen, Senior Associate Director of Admissions.

2. Development of a written description of the certification of eligibility process

A written policy for certification of eligibility already exists within the Registrar's office. It will be subject to review by the Compliance Review Committee (CRC).

3. Addition of Athletics Academic Advisor.

The University has approved funding for a full time Academic Advisor for student athletes beginning in the 2006-07 academic year.

4. Additional monitoring of student athletes academic progress.

The NCAA Compliance Officer is communicating with faculty members of selected student athletes for interim performance reviews. The addition of an Athletics Academic Advisor will allow for the expansion of that project. An interim academic performance report was an agenda item at a recent Intercollegiate Athletics Council (IAC) meeting.

5. Development of new guidelines regarding study hall for student athletes.

Subsequent to the campus visit by the NCAA Compliance Review Team, the athletic department's study hall policies were revised and implemented.

<http://www.longwoodlancers.com/Sports/gen/2005/coachespage.asp>

6. Development of special admissions policy.

The Admissions Office is responsible for the evaluation of all applications for undergraduate admissions. The admissions process for student-athletes is the same as the process for all students. All new freshman and transfer applicants must submit a completed application, transcript of coursework, SAT or ACT scores and the application fee (if required) to the Admissions Office for admissions consideration. All applicants must meet minimum course requirements for admissions consideration. Selected applicants who do not meet University standards for regular admissions may be referred by the Admissions committee for further evaluation. The Admissions Committee consists of the entire admissions counseling staff. The Faculty Admissions Committee (FAC), consisting of 5 or 6 elected faculty members, can reject or accept any applicants referred to them for admissions consideration. Additionally, the FAC may refer such applicants to the Vice President for Academic Affairs and/or the President for their input. The Dean of Enrollment Management /Director of Admissions will use this input to make the final decision for admission on such applicants.

7. Annual evaluation of the certification admissions process by the compliance committee.

The CRC is charged with annually reviewing all aspects of the University's NCAA compliance program including policies, procedures and written documents.

### B. Rules Education

1. Rules education for Admissions office personnel

## Governance and Commitment to Rules Compliance

The Associate Director of Admission serves on the Compliance Review Committee through which rules education has been incorporated throughout the 2005-06 academic year. The NCAA Compliance Officer will conduct annual meetings in the summer with Admissions and Registrar personnel regarding NCAA compliance duties.

### 2. Rules education section with the office of the Registrar personnel

The Registrar serves on the Compliance Review Committee through which rules education has been incorporated throughout the 2005-06 academic year. In addition the Registrar's Office sends individuals with compliance responsibilities to the annual NCAA Rules Seminar each spring for education and training. Two representatives, Lynn Estes and Sandi Scarborough, will attend the 2006 rules seminar in Dallas, Texas. The NCAA Compliance Officer will conduct annual meetings in the summer with Admissions and Registrar personnel regarding NCAA compliance duties.

## .....IV. Financial Aid

### A. Organization/communication/evaluation of financial aid awarding process

#### 1. Development of formal written policies for awarding and monitoring financial aid currently on file with the Financial Aid Office.

The additional policies requested by the NCAA team are already available at the Financial Aid Office. The policies are posted on the compliance section of the University's athletics website, <http://www.longwoodlancers.com/Sports/gen/2005/coachespage.asp>

#### 2. Designation of a secondary liaison to Karen Schinabeck, Associate Director of Financial Aid.

Terry Harris, Financial Aid Counselor.

#### 3. Designation of Assistant Director of Financial Aid and secondary liaison as the only individuals who can change a student athlete's financial award.

Karen Schinabeck, Associate Director of Financial Aid, is the designated contact with the Athletics Department for Athletic Financial Aid. All recommendations for aid from the Athletics Department are reviewed by Ms. Schinabeck. At present, the Assistant Athletics Director/Compliance Officer is the designated liaison within the Athletics Department for the Financial Aid Office. However, all aid awards are approved by the Director of Athletics therefore, it makes sense that the designation for recommendation for financial aid be assigned to the Director of Athletics with the Assistant Athletics Director for Compliance acting as the department's representative.

#### 4. Enhancements to outside aid form.

The Financial Aid office will revise the current form which includes aid from outside the University. The Associate Director of Financial Aid will review changes in the form and issues regarding outside financial aid with the athletics department staff at its annual start of school meeting in September.

The policy for the Office of Financial Aid is that designated staff can adjust financial aid awards. However, if the student is flagged as an athlete, any changes must be approved by Karen Schinabeck for monitoring and updating of the CAI.

### B. Rules Education

#### 1. Rules education session for financial aid liaison.

The NCAA Compliance Officer will conduct annual meetings with Financial Aid personnel regarding NCAA compliance duties.

## .....V. Student Athlete Issues

### A. Amateurism

#### 1. Develop written amateurism guidelines.

An amateurism section of the Compliance Manual has been posted at [longwoodlancers.com](http://longwoodlancers.com).

## Governance and Commitment to Rules Compliance

"Policy - The Compliance Office and head coaches are responsible for ensuring the amateurism of all Longwood student-athletes. Student-athletes shall be amateurs in order to be eligible for intercollegiate competition.

Definitions - Student-athletes shall be amateurs in order to be eligible for competition in intercollegiate athletics. A student-athlete will lose their eligibility for intercollegiate competition if they:

...Use their athletics skills (directly or indirectly) for pay in any form in their sport

...Accept a promise of pay (even if the pay will be after graduation or completion of their eligibility)

...Sign a contract or commitment to play professional sports

...Receive (directly or indirectly) a salary, reimbursement of expenses or any other form of financial assistance from a professional sports organization

...Compete on any professional athletics team even if no pay or remuneration for expenses is received (except for tennis and golf)

...Enter into a professional draft or agreement (written, oral, handshake) with an agent.

### Documentation

a. Student-Athlete Statement - Each student-athlete will receive a rules education session at the start of each academic year, which includes information on amateurism. Each student-athlete will then sign the NCAA Student-Athlete Statement which affirms that they understand the NCAA rules and are eligible for intercollegiate competition under each NCAA principle, including amateurism.

b. Outside Competition Form - To ensure amateurism while a student-athlete is enrolled in Longwood University, if a student-athlete wishes to participate in competition outside of Longwood, they shall complete the Outside Competition Form, which shall be approved by the Compliance Officer prior to any competition.

c. International Student-Athlete Questionnaire - Each international prospective student-athlete shall complete the International Student-Athlete Questionnaire prior to arriving on campus. Each head coach is responsible for sending the Questionnaire to the international prospect at the first available opportunity in the recruiting process."

### 2. Develop policy regarding agents.

A policy has been included in the Compliance Manual regarding agents that articulates the following:

"The NCAA strictly prohibits student-athletes from entering into an agreement (written, verbal, or otherwise) for the purpose of marketing a student-athletes ability or reputation in a sport. The penalty for such action is immediate ineligible for intercollegiate athletics and if such information is not reported immediately, possible forfeiture of athletics competitions. Therefore, it is extremely important for coaches and administrative staff to continuously educate student-athletes regarding agents, especially those that may be targeted by agents.

The Compliance Officer shall provide information to all student-athletes at the start of each academic year regarding agents. All student-athletes will be encouraged to report any contact by an agent or athletic talent scout with themselves, their parents, friends or other family members.

Communication is the most effective tool in the area of agents and monitoring is of the utmost importance for the student-athlete and the athletic programs. If a student-athlete wishes to explore his/her option in professional sports, they should set up a meeting with the Compliance Officer."

### 3. Enhancement of monitoring of student athlete employment.

At present, a student athlete employment form is on the athletics website and procedures are articulated in the Compliance Manual. Student-athlete employment forms are reviewed by the Compliance Officer.

"Student-Athlete Employment - Prior to employment, all student-athletes must complete the Longwood Student-Athlete Employment Form. The student-athlete must obtain the employer's information prior to submitting the form to the Compliance Officer.

a. International Student-Athletes - International student-athletes are prohibited from working off-campus unless it is required for their degree program and then must be approved by the Office of International Education.

b. Guidelines - The guidelines for student-athlete employment are as follows:

i. Student-athletes may not receive compensation for value or utility the student-athlete may have for the employer because of publicity, reputation, fame or personal following.

ii. Student-athletes must be compensated only for work actually performed.

iii. Student-athletes must be compensated at the rate commensurate with the going rate in that locality for similar services."

### B. Playing in practice seasons and members

## Governance and Commitment to Rules Compliance

1. Increase monitoring and countable athletic related activities.

The Compliance Officer will review practice and playing guidelines, both in and out of season, with the Sports Medicine staff and encourage reports of potential violations.

2. Monitoring scheduling needs.

Schedule forms are submitted to the AD for approval for both traditional competition season and non-traditional season. These forms are used to determine compliance with the NCAA minimum number of contests to meet the requirements of sport sponsorship.

### C. Promotional Activities

1. Conduct annual rules education sessions regarding limitations on promotional activities.

This subject was discussed at a recent Athletics Department staff meeting (December, 2005). It will annually be the subject of discussion at the Athletics Department's monthly rules education meetings and will also be discussed with the Student-Athlete Advisory Committee (SAAC). It will be part of the agenda for the start of school meetings which will be conducted by the NCAA Compliance Officer for all fourteen intercollegiate sport teams.

The following policy is articulated in the Compliance Manual:

"Institutional, Educational, Nonprofit and/or Charitable Promotional Activities - NCAA Bylaw 12.5.1.1 - The NCAA permits under certain circumstances for a student-athlete or his/her name or picture to be used for institutional, educational, nonprofit and/or charitable promotional activities. Any such participation requires prior approval by the Director of Athletics or his/her designee. A student-athlete may not miss class for such activities. If a student-athlete, his/her coach or athletic department staff member is asked to participate in any such activity, contact the Compliance Officer prior to any participation in such activity. While most types of events or projects are permissible, it is important to have a clear understanding of what activities will be taking place. Failure to do so could result in a loss of eligibility and financial aid for the student-athlete."

2. Develop written procedures regarding promotional activities.

Written policies have been developed. They appear in the NCAA compliance manual and will also appear in the student-athlete manual due to be completed by August 1, 2006.

### D. Awards and Benefits.

1. Develop written procedures to monitor complimentary tickets.

Written procedures regarding this matter currently appear in the NCAA Compliance Manual and will also appear in the student-athlete manual and the Athletics Department policies and procedures manual.

"Policy - The Compliance Office is responsible for monitoring all awards and benefits received by all Longwood student-athletes. Student-athletes will be educated at their compliance meeting at the beginning of each academic year regarding extra benefits. Coaches and staff will be educated each year on the legislation regarding awards and benefits and are responsible for ensuring any extra benefit that is received by their student-athletes is approved by the NCAA and the Longwood Compliance Office prior to receiving the award or benefit. If a coach or staff member becomes aware of an extra benefit received by a Longwood student-athlete, they are responsible for reporting that extra benefit to the Compliance Officer immediately."

2. Rules education for team academic advisors.

Commencing in the 2006-07 year, team moderators will receive NCAA rules education in a meeting conducted by the NCAA Compliance Officer and the Athletics Director.

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

- List of athletics booster organizations and their officers.
- Description of athletics booster group policies and procedures (e.g., constitution and bylaws).
- Documentation required by the institution to maintain compliance with NCAA rules (e.g., compliance manual, recruiting logs, eligibility files).

## Governance and Commitment to Rules Compliance

- Documentation generated as a result of conference involvement with the institution in reviewing compliance efforts.
- Documentation related to secondary rules violations for the last three years and the institutional response to those violations.
- Conference manual.
- Planning documents related to athletics (if any).
- Job descriptions for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Contracts or letters of appointment for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Personnel evaluation criteria for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Philosophy statements and other applicable sections of policy manuals for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Documentation related to the evaluation of the institution's rules-compliance program by an authority outside of athletics at least once every four years.
- (Rules Compliance) Policies and Procedures.

### Evaluation

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

## Governance and Commitment to Rules Compliance

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Rules-compliance must be evaluated by an authority outside of the athletics department.	<ol style="list-style-type: none"> <li>1. Identify the authority to perform the rules compliance evaluation.</li> <li>2. Establish a schedule for the rules compliance evaluation.</li> </ol>	<ol style="list-style-type: none"> <li>1. The University's Internal Auditor, Penny Howard, has been identified as the authority to conduct an audit of the rules-compliance program.</li> <li>2. The audit will be conducted on a three year cycle so that all compliance components will be audited once every three years.</li> </ol>	The Athletics Director, the Internal Auditor, Penny Howard.	The first three-year auditing cycle will begin in fall, 2006. The first review of all compliance components should be completed in spring, 2009.

## Academic Integrity

### Operating Principle

#### 2.1 Academic Standards

#### Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Not applicable; Longwood University is currently in its first certification process.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.1 (Academic Standards). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Not applicable; no previous certification process.

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

Not applicable; no previous certification process.

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

The Office of Admissions is responsible for the evaluation of all applications for undergraduate admissions. All new freshman and transfer applicants must submit a completed application, transcript of coursework, SAT or ACT scores, and the application fee (if required) to the admissions office for admissions consideration. The Office of Admissions employs the same admissions process and criteria for the evaluation of all applications, whether from student-athletes or from general students. Student-athletes must meet the same academic standards and minimum course requirements approved by the Board of Visitors for all admitted students.

The Admissions Committee, which consists of the entire admissions counselor staff, may refer selected applicants who do not meet University standards for regular admissions to the Faculty Admissions Committee (FAC), a Faculty Senate committee consisting of 5 or 6 elected faculty members, for further evaluation. The FAC can reject or accept

## Academic Integrity

any applicants referred to them for admissions consideration. Additionally, the FAC may refer such applicants to the Vice President for Academic Affairs and/or the President for their input. The Dean of Enrollment Management / Director of Admissions will use this input to make the final decision on admission for such applicants. This process for special admission is the same for student-athletes or general students.

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

As recorded on the supplied charts, the standardized test scores do not show any major differences between the admissions profiles of student-athletes and those of students in general. The average scores for male and female student-athletes have been slightly lower than those for all students, but they have been rising steadily over the last three years. By 2004-05, the average scores are very close: 90 for male student-athletes vs. 92 for all males and 89 for female student-athletes vs. 90 for all females.

On the supplied charts, when the test scores are broken down by racial or ethnic group and by sport group, the number of students in most subcategories is so small that no meaningful trend can be found. The scores for student-athletes in each racial or ethnic group appear comparable to those for all students in that group. White student-athletes had lower scores than all white students in 2002-03 and 2003-04, but equal scores in 2004-05. Black student-athletes had slightly higher scores than all black students in 2002-03 and 2003-04, but somewhat lower scores in 2004-05. The baseball and men's cross country teams had scores slightly higher than the scores for all men in 2004-05, while the other sport groups had slightly lower scores than the scores for all students.

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

A student's application for admission is evaluated by an admissions counselor. If the applicant does not meet normal entrance requirements, the admissions counselor will refer the application to the Admissions Committee, which is comprised of the entire admissions counselor staff, for further review. In making a decision to accept or reject an applicant, the Admissions Committee will consider not only the applicant's academic record and test scores, but other factors such as strength of academic coursework, academic potential, personal statements, involvement in extracurricular activities, special talents or abilities, and letters of recommendation. The Admissions Committee will use its professional judgment to decide if the applicant should be granted acceptance to the University.

Some applicants not granted acceptance by the Admissions Committee may undergo an additional review by the Faculty Admissions Committee (FAC), a Faculty Senate committee consisting of five or six elected faculty members. Some referrals to the FAC may result from an interest expressed by another university office in the applicant. For example, the applicant may be a relative of a Longwood employee or alumnus/a or may have special athletic or musical talent. Other applicants may be referred to the FAC if the Admissions Committee feels that there are special medical conditions, family backgrounds, or other serious situations that may justify further review. The FAC reviews all referred applicants and may accept or reject them for admission. Some students admitted under such special circumstances may be required to participate in an academic support program.

Typically, about a dozen applicants per year are referred by the FAC to the Vice President for Academic Affairs and/or the President for further input. Their input is provided to the Dean of Enrollment Management/Director of Admissions who makes a final decision regarding admission for such applicants.

Applicants may appeal a reject decision. They must submit the appeal in writing and must include, in documentation form, any new information (for example, new grades or test scores) not previously considered, but relevant to the

## Academic Integrity

application process. All appeals are reviewed by the Admissions Committee and follow the previously mentioned channels of review if necessary. The appeal process is the same for all student applicants including student-athletes.

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

For the three most recent academic years, the percentage of freshman student-athletes receiving athletics aid who were "special admission" students was approximately double the percentage of freshman students generally who were "special admission" students. However, the actual number of "special admission" student-athletes was quite small, varying from 11 to 18 students per year, so a drop of only 6 to 9 student-athlete special admissions per year would bring the percentages into balance. The procedures and criteria for "special admission" were the same for student-athletes and students generally.

The breakdown of "special admission" student-athletes by sport group does not show any noticeable concentration of "special admission" students in any particular sport.

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

Individuals at Longwood involved in certifying the initial eligibility and transfer eligibility of student-athletes are the Assistant Athletics Director for Compliance (AADC), Michelle Meadows; the Degree Analyst and Enrollment Services Specialist in the Registration Office, Lynn Estes; and the Transfer Counselor in the Admissions Office, Celia Teoh.

#### Initial Eligibility—

- a. Head coaches are responsible for submitting a Recruit Identification Form to the AADC for each prospective student-athlete (PSA).
- b. The AADC submits an Institutional Request List to the NCAA Clearinghouse to activate all PSAs.
- c. The AADC lists all PSAs on a Recruit Roster along with NCAA Clearinghouse status and Admissions status. During the academic year, Recruit Rosters are updated monthly and distributed to coaches by the AADC. Beginning in June, Recruit Rosters are updated weekly and distributed to coaches by the AADC.
- d. Once a prospect has been deemed a qualifier, the AADC prints out a 48 C form which is placed in the student-athletes file. The Recruit Roster is updated to indicate the qualifier status. If a prospect is deemed a nonqualifier, the Recruit Roster is updated and the head coach is informed of the prospect's nonqualifier status.
- e. NCAA Clearinghouse status for the PSA is listed on the Initial Eligibility Roster, which is certified by the Degree Analyst, the head coach, and the AADC prior to any competition by the PSA.

#### Transfer eligibility—

- a. Head coaches are responsible for submitting a Recruit Identification Form to the AADC for each prospective student-athlete (PSA), as well as unofficial transcripts from any two or four year institutions previously attended by the PSA.
- b. The AADC solicits transfer release information from each such previous institution and forwards unofficial transcripts to the Admissions Office.
- c. The Transfer Counselor performs an initial evaluation of transfer credits in conjunction with the Enrollment Services Specialist in the Registration Office.
- d. The Transfer Counselor forwards transferable degree credit information to the AADC.
- e. The AADC determines NCAA transfer requirements based on the initial date of full-time enrollment and the transfer status (2-4, 4-4, or 4-2-4 transfers) and then certifies seasons of competition.
- f. The AADC determines NCAA Clearinghouse status.

## Academic Integrity

g. Based on NCAA requirements and transferable degree credits and/or GPA and/or possession of an Associate Degree (if necessary for 2-4 or 4-2-4 transfer), the PSA is declared eligible or ineligible on the Eligibility Roster and is certified by the AADC, the Degree Analyst, and the head coach.

- 9.** 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. Provide names (including titles) of who has ultimate responsibility in determining student-athlete's continuing eligibility.

Individuals at Longwood involved in certifying the continuing eligibility of student-athletes include the Assistant Athletics Director for Compliance (AADC), Michelle Meadows, and workers in the Registration Office, including the Degree Analyst, Lynn Estes.

The procedure for certifying continuing eligibility is as follows:

- a. All student-athletes are certified under NCAA Division I rules.
- b. The Registration Office obtains team rosters for the upcoming academic year from the AADC at the first of June. The Athletics Department is responsible for keeping the Registration Office informed of any changes to team rosters throughout the academic year. Student-athletes are coded in the student information system by the Registration Office.
- c. The AADC updates rosters in Compliance Assistant (a software program) for the upcoming academic year.
- d. The AADC inputs all information on student-athletes except Degree Progress, which is performed by the Registration Office.
- e. The Registration Office enters all information on the Degree Progress component for the previous academic term. Summer school credits are also entered by the Registration Office if applicable.
- f. When all data for the Degree Progress component has been entered, the Registration Office prints out the following worksheets: Degree Progress Worksheet, Six-Hours and GPA Worksheet and Credit Hour Worksheet. Each worksheet is checked and signed and dated by the Registration Office.
- g. Copies of these worksheets are retained in the Registration Office.
- h. The Registration Office prints out an Eligibility Checklist and compares it to the roster to make sure that the roster is current and consistent with Compliance Assistant.
- i. The AADC completes Eligibility Rosters for each team based on degree progress information entered into Compliance Assistant.
- j. Eligibility Rosters are signed by the AADC and the Degree Analyst and are reviewed and signed by each head coach prior to competition.
- k. The Registration Office sends a report daily to the AADC which shows if any student-athlete is registered for fewer than twelve hours (full-time status). If a student-athlete has dropped below full-time status, the head coach and student-athlete are informed immediately. A new eligibility roster is produced and signed by all parties indicating that the student-athlete is ineligible.
- l. Athletes are again certified, using the above process, at the end of fall semester. As an additional step, the Registration Office examines student-athlete GPAs to be sure that no student-athlete has fallen below the required NCAA standards.

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

No serious deficiencies in graduation rates for student-athletes or the various student-athlete subgroups were identified. Paragraphs a. through e. provide the data on graduation rates for the various groups. Paragraph f. address any differences or trends observed in the graduation rates for various student-athlete groups.

# Academic Integrity

a. Identify and explain deficiencies in graduation rates for student-athletes generally when compared to the graduation rates of students generally.

	General	Student-Athletes receiving athletics aid
2004-05	63.7%	59.0%
2003-04	61.3%	60.7%
2002-03	57.5%	61.1%

b. Identify and explain deficiencies in graduation rates for student-athletes of particular sport teams when compared to the graduation rates of students generally.

	General	Basketball	Baseball	All other sports
2004-05	63.7%	40.0%	100.0%	64.3%
2003-04	61.3%	75.0%	80.0%	52.6%
2002-03	57.5%	66.7%	66.7%	55.6%

c. Identify and explain deficiencies in graduation rates for student-athletes by gender when compared to the graduation rates of students generally.

	General		Student-Athletes receiving aid	
	Males	Females	Males	Females
2004-05	58.6%	66.2%	55.0%	63.0%
2003-04	58.1%	62.6%	60.0%	61.1%
2002-03	52.9%	59.7%	50.0%	75.0%

d. Identify and explain deficiencies in graduation rates for student-athletes by ethnicity when compared to the graduation rates of students generally.

		2004-05	
	General	Student-Athletes receiving aid	
Black	55.9%	50.0%	
Am Ind	33.3%	none	
Asian	57.9%	none	
Hispanic	55.0%	none	
White	64.7%	58.8%	

  

		2003-04	
	General	Student-Athletes receiving aid	
Black	58.5%	66.7%	
Am Ind	0%	none	
Asian	57.1%	50.0%	
Hispanic	40.0%	none	
White	62.2%	60.9%	

  

		2002-03	
	General	Student-Athletes receiving aid	
Black	54.2%	50.0%	
Am Ind	0%	none	
Asian	33.3%	none	
Hispanic	38.9%	100%	
White	58.9%	57.1%	

e. Identify and explain deficiencies in graduation rates for student-athlete subgroups (i.e. ethnicity) within particular sport teams when compared to the graduation rates of students generally.

2004-05—General—63.7% graduation rate	
—Basketball—Black	Am In—Asian—Hisp—White
—Male	50.0% - - - - - 33.3%
—Female	0% - - - - - 50.0%
—Total	33.0% - - - - - 42.9%
—Baseball—Black—Am In—Asian—Hisp—White	
—Male	- - - - - 100.0%

## Academic Integrity

-All other sports	Black	Am In	Asian	Hisp	White
Male	100%				50.0%
Female	none				71.4%
Total	100%				61.5%

2003-04—General—61.3% graduation rate

—Basketball	Black	Am In	Asian	Hisp	White
Male	100%				none
Female	100%				50.0%
Total	100%				50.0%

—Baseball	Black	Am In	Asian	Hisp	White
Male					100%

-All other sports	Black	Am In	Asian	Hisp	White
Male			none		25.0%
Female			100%		61.5%
Total			100%		52.9%

2002-03—General—57.5% graduation rate

—Basketball	Black	Am In	Asian	Hisp	White
Male	100%			none	50.0%
Female	none			100%	50.0%
Total	100%			100%	50.0%

—Baseball	Black	Am In	Asian	Hisp	White
Male					100.0%

-All other sports	Black	Am In	Asian	Hisp	White
Male				none	25.0%
Female				100%	75.0%
Total				100%	50.0%

f. If the graduation rate for student-athletes, or for any student-athlete subgroup, is less than the graduation rate for students generally, the institution must analyze, explain and address, as appropriate (1) the magnitude of the difference between the student-athlete (or subgroup) rate; and (2) the trends over three reporting periods in these rate differences.

The data show that the graduation rate among Longwood University student-athletes who received athletics grants-in-aid compares favorably to the rate for the student body as a whole. Rates reported for 2002-2003 were quite impressive, as the graduation rate for student-athletes was 61.1% compared to 57.5% for all students. For 2003-2004 the rates were 61.3% and 60.7% for all students and student-athletes, respectively. The 2004-2005 graduation rates for student-athletes were marginally lower than those for the student body as a whole (63.7% for all students and 59% for student-athletes). It should be noted that the number of student-athletes in most of the subcategories under consideration is too small to allow meaningful conclusions to be drawn from the data.

The six-year graduation rates for male and female student-athletes receiving aid entering Longwood University fell below those of male and female students as a whole, but the percentages differed by only about 2-3% during the three years studied. No deficiencies in graduation rates within ethnic subgroups were identified. In all ethnic subgroups other than White, the populations were too small to produce meaningful conclusions or trends. Within particular sport teams, the majority of the discrepancies in graduation rates for student-athlete subgroups compared to the graduation rates of students generally, are due to white males, not to any other racial group. In every racial group, female student-athletes typically outperformed women as a whole in each of the three years studied.

In summary, many of the special categories addressed in the previous paragraphs involve data from only 1-3 students, which makes any difference in graduation rates insignificant and difficult to interpret as a "trend". However, student-athletes at Longwood University generally graduate at a comparable rate to their non-athlete peers.

## Academic Integrity

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

A review of the Student Handbook, the University Catalog, the Faculty Policies and Procedures Manual, the Student-Athlete Handbook, the Athletics Department Staff Handbook, and all pertinent websites indicates that academic policies and procedures at the University are the same for athletes and non-athletes.

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

The Director of Athletics, Assistant Athletics Director/Compliance Officer, and all the coaches work to minimize as much as possible those times when practices and the scheduling of athletics events interfere with class attendance. The scheduling of athletics events must be approved by the Senior Woman Administrator and the Director of Athletics. Athletics team schedules are also reviewed by the IAC. Individual instructors using the University attendance policy track absences of all students. That policy states, "Students must assume full responsibility for any loss incurred because of absence, whether excused or unexcused. Instructors should permit students to make up work when the absence is excused. Excused absences are those resulting from the student's participation in a college-sponsored activity, from recognizable emergencies, or from serious illness." "Instructors may assign a grade of "0" or "F" on work missed because of unexcused absences. Instructors have the right to lower a student's course grade, but no more than one letter grade, if the student misses 10 percent of the scheduled class meeting times for unexcused absences." As a University sponsored event, athletics competition involves an excused absence. However, the University policy also states, "Instructors have the right to assign a course grade of "F" when the student has missed a total (excused and unexcused) of 25 percent of the scheduled class meeting times." There is no recorded case of a student-athlete receiving an F as a result of missing 25 percent of a class's meeting times because of athletics competition.

At the beginning of each semester, at the coaches' discretion, instructors are informed about any students in the instructors' classes who are participating in athletics competition and are provided with a schedule of the students' games. It is the responsibility of the Compliance Officer to see that faculty are notified of missed class time due to scheduled competition.

According to a spring 2003 survey of 46 student-athletes, 34 students either strongly agreed or agreed that "My professors are cooperative in regarding missed class time due to athletics competition." Another 12 student-athletes disagreed or strongly disagreed with the statement. Anecdotal evidence supports this data.

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

The University recognizes that missing classes may have a negative impact on the level of the student-athlete's performance, even if those absences are excused. To address this issue, the University annually measures the academic performance of student-athletes against that of the general undergraduate student body. In those cases when the grade point average of a particular team is below that of the general student body, the coach meets with the Compliance Officer and Director of Athletics to see if the scheduling of athletics competition or practices is a factor in those lower grades or if there are other reasons. The schedule of any team whose grade point average is below that of the general student body is subject to close scrutiny. Modification of such a schedule is made when appropriate, and the future progress of such a team's grade point average is closely monitored.

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

The class attendance policy of the University regarding excused and unexcused absences is given to all students in the Student Handbook and is also found in the University Catalog. This policy will also be included in the new edition of the Student-Athlete Handbook being developed this year. Coaches communicate this policy to all of their student-athletes, and all faculty members must give students a copy of their attendance policy in the course syllabus.

## Academic Integrity

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

- A copy of the institution's most recent catalog and/or bulletin.
- 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).
- All student-athlete eligibility files (including, when appropriate, final high-school transcripts, high schools' lists of approved core courses, and final certification reports, verification of standardized test scores, NCAA student-athlete statements, institutional transcripts, transfer documentation).
- Information from exit interviews of student-athletes.
- Athletics department manual and/or policies and procedures.
- Student-athlete handbook.
- Institutional handbook for students.

### Evaluation

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

## Academic Integrity

### Operating Principle

#### 2.2 Academic Support

##### Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Not applicable; Longwood University is currently in its first certification process.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.2 (Academic Support). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Not applicable; no previous certification process.

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

Not applicable; no previous certification process.

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

Longwood has a tradition of providing academic advising through each student's academic major department. Each student is assigned a faculty advisor from the field of the student's declared major. These faculty advisors work under their department chairs, who in turn work under the Dean of their College. In cases of students with an undeclared major, advisors are assigned from chosen faculty and staff from across campus. These advisors work with the Assistant Dean of the College of Arts and Sciences.

The Learning Center, located in the Greenwood Library, provides academic support for the entire student body. The Director of the Learning Center (LC) reports to the Assistant Vice President for Academic Affairs. The Director of the LC works with the Compliance Officer to ensure that students are aware of all support services offered. The Tutor Coordinator is responsible for assigning and monitoring all tutors and reports to the Director of the LC.

5. Using the following program areas for academic support issues as examples, please describe:
  - a. The specific academic support services offered to student-athletes (if any);
  - b. Any policies that govern which students can use these services;
  - c. The mechanisms by which student-athletes are made aware of these services;

## Academic Integrity

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

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

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

#### a. The specific academic support services offered to student-athletes, if any.

Student-athletes must consult with their assigned academic advisor. There is no specific advising center for the general student body or for student-athletes. Athletes do have priority registration in order to obtain classes that will fit well with practice and game schedules.

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

All student-athletes can avail themselves of this service.

#### c. The mechanisms by which students are made aware of these services.

At the beginning of each year the Compliance Officer meets with each athletic team to explain the services available. The Compliance Officer also emphasizes the importance of registering for degree-applicable classes and NCAA progress toward degree requirements. Coaches also prompt student-athletes to take advantage of this service.

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

Academic advisors are assigned by and report directly to Department Chairs. These Chairs are responsible to the three College Deans for the quality of advising and, finally, these Deans report to the Vice President for Academic Affairs.

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

Academic advising is the responsibility of the Vice President for Academic Affairs and is reviewed by Academic Affairs.

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

#### a. The specific academic support services offered to student-athletes, if any.

Longwood provides free lab tutoring for most Mathematics classes and for Foreign Language classes through the 202 level and provides a free Writing Lab. Student-athletes who feel that they will benefit from tutoring in other subject areas or from private tutoring in math or language make a formal request through the Learning Center (LC). The Athletics Department pays for all tutoring required by student-athletes, but the tutors are hired and monitored by the LC. Tutors are solicited through course instructors, with a requirement that they earned an A or B in the course for which they will be tutoring and have an overall GPA of at least 3.00. Tutors are paid as work study students; Longwood has recently allowed higher wages

## Academic Integrity

for those felt to be exceptional due to experience or background. The LC strives to keep the pupil load per tutor at a maximum of five.

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

This service is available for all student-athletes.

**c. The mechanisms by which students are made aware of these services.**

At the beginning of each year the Compliance Officer meets with each team to explain the services that are available, as well as NCAA eligibility requirements. In addition, the Director of the Learning Center attends several days of study hall during the first two weeks of each semester to answer questions and provide tutor request forms.

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

Tutoring services, as part of the LC, reports to Academic Affairs. The LC is currently in the process of expanding its offerings, and these offerings are reviewed on a frequent basis. Success is measured currently both by the number of students reached by the tutoring program and by the performance of these students in the courses for which they have been tutored.

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

The Director of the LC reports to the Assistant Vice President for Academic Affairs, who reviews all operations

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

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

These types of skills are a significant part of the Longwood Seminar (LSEM), which is required for all freshmen and all transfers with fewer than 25 credit hours. In addition, the Learning Center offers both campus-wide programs and individualized work with students on these types of skills.

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

All freshmen take the Longwood Seminar and the offerings of the LC are published across campus. The Compliance Officer and coaches are aware of these offerings and may make referrals to the LC.

**c. The mechanisms by which students are made aware of these services.**

Syllabi are provided by each LSEM instructor.

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

LSEM is directed by the Assistant Vice President for Academic Affairs, who provides a syllabus template and also reviews all student evaluations at the end of the fall semester.

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

LSEM is a part of the General Education curriculum and as such is under the control of the General Education Committee and the Educational Policy Committee of the Faculty Senate.

## Academic Integrity

### 4. **Study Hall** Availability, facilities, policy for mandatory attendance.

#### a. The specific academic support services offered to student-athletes, if any.

All freshmen and new transfer student-athletes are required to attend study hall for at least 6 hours per week. If a transfer student is felt to be strong academically, the coach, with approval from the Compliance Officer, may allow the student to reduce the number of hours per week. Other student-athletes considered to be at-risk (those with GPA below 2.25) will have hours assigned at their coach's discretion. Study hall is open Sunday through Thursday evening from 7:00 until 10:00 p.m. and is staffed by a study hall coordinator. The study hall is housed in an academic building and consists of three large computer rooms and two small classrooms. Student-athletes are allowed to earn study hall hours for such activities as tutoring and the Writing Lab, provided they fill out a voucher signed by the person running the session.

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

All student-athletes are encouraged to make use of this resource, including those for whom eligibility is complete.

#### c. The mechanisms by which students are made aware of these services.

At the beginning of each year the Compliance Officer meets with each team to cover all services available as well as NCAA eligibility requirements. For all freshmen, Longwood academic policies are covered as part of the Longwood Seminar (LSEM). Transfer students review these policies with their advisors.

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

The semester and cumulative GPA for each student-athlete is reviewed at the end of each semester. The Compliance Officer reviews these, and they are also shared with the Athletics Director. In addition, the semester and cumulative GPA for each team is distributed to appropriate Athletics Department staff, the IAC, and Team Moderators.

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

Athlete study hall is not currently overseen by any academic authority outside of athletics.

### 5. **Freshman/Transfer orientation** Availability, attendance requirements.

#### a. The specific academic support services offered to student-athletes, if any.

All freshmen and transfers to Longwood University are encouraged to attend either a freshman orientation or a transfer orientation. For those who are unable to attend during the summer, alternate programs are available immediately prior to the opening of school. During Orientation students learn about academic advising, do language placement testing and learn about campus life. While most freshmen register during Orientation, student-athletes have been registered prior to this to ensure optimal scheduling. This has been done by the Director of the Learning Center.

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

This service is available to all students and therefore to all student-athletes.

#### c. The mechanisms by which students are made aware of these services.

The Office of Leadership and New Student Programs notifies all students about these programs.

## Academic Integrity

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

The Orientation program is evaluated each year through the Office of Student Affairs.

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

All Orientation programs are administered by the Office of Leadership and New Student Programs, which reports to the Vice President for Student Affairs. In addition, interested persons from across campus, including many individuals from Academic Affairs, participate in a program review each year.

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

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

The semester and cumulative GPA for each student-athlete, as well as for each team, are calculated by an individual in the Registrar's office. These are then shared with the Compliance Officer and the AD as well as each coach. In addition, mid-semester grades are provided at the start of the seventh week of the semester for all freshmen and any upperclassmen with a grade of D or F. Also, many coaches request an informal update from instructors concerning the attendance and class performance of student-athletes during the semester.

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

This support service is available to all student-athletes. If individuals leave a team they are no longer eligible for this service.

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

The Compliance Officer meets with each team at the beginning of the year and explains procedures, services available, and NCAA eligibility requirements.

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

Both a report of midterm grades and the student-athlete report are produced through the Registrar's Office. These reports are sent to the Learning Center. The performance of the Learning Center is reviewed by the office of the Vice President for Academic Affairs.

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

The midterm grade policy and the services offered by the Learning Center are approved by the Vice President for Academic Affairs.

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

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

The Office of Disability Services provides this service for all students across campus. Any student-athlete with a documented need meets with the Director of Disability Services at the start of each semester. This office also works closely with the Counseling Center to refer any student-athlete with psychological needs.

## Academic Integrity

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

Student-athletes with the correct profile are encouraged to utilize these services.

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

The Compliance Officer covers this information during meetings with each athletic team. In addition faculty and coaches may refer students in question.

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

The Office of Disability Services is part of the Office of Student Affairs, and the review process takes place there.

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

The Office of Disability Services reports to Dr. Tim Pierson, Vice President for Student Affairs. All departments underwent a CAS (Council for the Advancement of Standards) program review in 2005.

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

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

Longwood conducts placement testing for foreign language courses only. This is most often done during Orientation (on a computer, but with faculty input), but can be done at any time prior to enrollment in a language course.

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

All students may utilize these services.

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

All students are informed about language placement testing as part of Orientation.

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

Foreign language placement testing was recently returned to Orientation, and is overseen by the English and Modern Languages department. Academic Affairs monitors student achievement in foreign language courses and the number of students using tutoring services for foreign language courses to determine the effectiveness of foreign language placement.

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

Academic Affairs oversees and approves any alterations in timing or content of placement testing.

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

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

Longwood University does not have a mentoring program.

## Academic Integrity

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

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

Longwood University has a special first year program (College PLUS) for entering freshmen deemed to be at risk based upon their test scores or high school record. For these students, admission to Longwood is contingent upon their participating in this program. The students in this program meet twice per week with the Director of the PLUS program to discuss academic success issues. They also receive tutoring and any other services that the Director deems necessary. Each year there has been at least one student-athlete in the program. Since 1997, when the program began with 10 student-athletes, all student-athletes in the program have succeeded during their first year.

A second program, which is required of students returning from academic suspension and is offered to students on academic probation and at risk for suspension, is the On-TRAC program. The program is similar to College PLUS, offering tutoring, careful scheduling, and class meetings on a variety of academic success topics. Only two student-athletes have been part of this program over the past four years; both were successful during the semester.

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

Decisions on acceptance to the College PLUS program are made in the Admissions Office, which reports to the Vice President for Academic Affairs. Admission to On-TRAC for probationary students is voluntary and any student on probation is welcome.

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

Students who might benefit from either program receive letters from either the Admissions Office or their Dean's office. There is no special contact that results from being a student-athlete.

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

Each year the offices of Admissions and Academic Affairs are provided with a review of how the students have performed in the programs over the past year.

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

Both of these programs are part of the Learning Center, which reports to the Assistant Vice President for Academic Affairs.

## Academic Integrity

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

#### a. The specific academic support services offered to student-athletes, if any.

Each coach determines on a case-by-case basis whether to continue to provide scholarship assistance to a post-eligibility student-athlete. Occasionally, a post-eligibility student-athlete has been asked to provide some assistance to the team during the season, such as serving as videographer or team manager. Post-eligibility student-athletes are welcome to continue to make use of the study hall and tutoring services.

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

Each coach, in conjunction with the AD, determines which post-eligibility student-athletes may be provided with these services.

#### c. The mechanisms by which students are made aware of these services.

In April, each team coach provides a graduation plan for all student-athletes on the team whose eligibility has been exhausted.

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

Not currently reviewed outside of athletics.

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

Not currently approved outside of athletics.

### 6. Please submit a copy of the report from the academic support services review to your NCAA staff liaison with the submission of your self-study report.

Longwood University provides academic support services to all students, including student-athletes, through the University Learning Center. Since there are no separate academic support services provided for student-athletes, Longwood has not been required to submit a separate report on academic support services.

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

Not applicable (since no separate academic support services review has been required).

## 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**

## Academic Integrity

4. Does the institution demonstrate that the support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics? **Currently Yes**
5. Does the institution demonstrate that there is a commitment to the fair treatment of student-athletes, particularly in their academic role as students? **Currently Yes**

## Academic Integrity

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

PART I-A: Standardized test Scores, by Gender

		Gender							
		Male Students		Male Student-Athletes		Female Students		Female Student-Athletes	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2004-2005	92	340	90	27	90	631	89	34
	2003-2004	94	297	88	23	90	575	85	21
	2002-2003	93	276	87	15	89	597	85	31

Name of person completing this chart: Sandra Bollinger

Title: Assoc. Director of Assessment and Inst. Research

## Academic Integrity

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

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

		Racial or Ethnic Group - All Entering Freshman Students											
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2004-2005	99	4	89	19	80	55	92	16	91	875	74	2
	2003-2004	95	5	88	20	79	67	89	6	92	769	73	5
	2002-2003	86	2	90	17	79	46	88	22	91	785	109	1
		Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid											
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2004-2005		0	101	1	76	8	84	2	91	50		0
	2003-2004		0		0	80	4		0	87	40		0
	2002-2003	86	1	84	1	80	3	73	1	85	38	101	2

Name of person completing this chart: Sandra Bollinger

Title: Assoc. Director of Assessment and Inst. Research

# 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	2004-2005		0	2.86	5	3.48	7	3.15	2	3.14	14	3.36	4	3.43	1	3.35	30
	2003-2004		0	2.64	4	2.63	9	3.36	2	3.05	6	2.86	3		0	3.35	17
	2002-2003		0		0	3.11	4		0	3.01	9	3.85	3		0	3.25	27
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2004-2005		0	81	5	99	7	95	2	87	13	86	4	85	1	89	29
	2003-2004		0	82	4	93	9		0	80	2	78	3		0	87	18
	2002-2003		0		0	86	4		0	87	11	84	3		0	85	28

Name of person completing this chart: Sandra Bollinger

Title: Assoc. Director of Assessment and Inst. Research

## 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	2003-2004	11%	23%	0%	22%	0%	0%	39%	4%	0%	35%
	2002-2003	14%	39%	5%	18%	0%	5%	28%	10%	0%	33%
	2001-2002	12%	24%	8%	0%	0%	0%	29%	0%	0%	63%

Name of person completing this chart: Sandra Bollinger

Title: Assoc. Director of Assessment and Inst. Research

## Equity and Student-Athlete Welfare

### Operating Principle

#### 3.1 Gender Issues

#### Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.1 (Gender Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Not applicable; Longwood University is currently in its first certification process.

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

Not applicable; no previous certification process.

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

Not applicable; no previous certification process.

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

Longwood University was established in 1839 as an all-female school and has a long-standing commitment to gender equity in intercollegiate athletics. The opportunity for women to compete in intercollegiate athletics began in 1920 when Longwood played its first women's basketball game against Madison College (now known as James Madison University). Full-time residential males were admitted to Longwood in the fall of 1976. In the late 1980's Longwood eliminated two female sports, gymnastics and volleyball, and in 2000 Longwood eliminated a male sport, wrestling. The scholarships for these sports were then reapportioned to other sports.

The Affirmative Action Officer for Longwood University monitors the University's efforts related to gender issues for faculty, staff and students by conducting gap analysis, generating reports, discussing issues with the administration,

## Equity and Student-Athlete Welfare

and developing plans of action with appropriate members of the administration to address issues and monitor progress toward meeting the goals and objectives of the University Strategic Plan.

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

### Equity in Athletics Disclosure Act (EADA) Summary

Table 1 - Athletics Participation

	2002-03	2003-04	2004-05
Athletes.....Male.....	42.3%	41.9%	42.4%
Participation...Female.....	57.7%	58.1%	57.6%
University.....Male.....	32.9%	33%	33.5%
Undergraduates..Female.....	67.1%	67%	66.5%

The University male and female enrollment percentages have remained approximately constant for the three-year evaluation period. In all three years, there is disproportionate student-athlete participation by gender versus the undergraduate enrollment. In 2004-2005, 66.5% of the undergraduates were female and 57.6% of the athletes were female. Although the last sports added were women's soccer and cross country, there continues to be a need for additional athletics opportunities for women.

Table 2A - Head Coaches' Assignments, Men's Teams Coaching Duties (FT-full-time, PT-part-time)

	2002-03	2003-04	2004-05
Males.....	5FT	4FT/2PT	4FT/2PT
Females.....	1PT	0	0

Table 2B - Head Coaches' Assignments, Women's Teams Coaching Duties

	2002-03	2003-04	2004-05
Males.....	3FT	2FT/2PT	2FT/2PT
Females.....	4FT/1PT	4FT	4FT

The EADA Report indicates that the number of full-time and part-time head coaches allotted for women's teams is equitable given the number of full-time and part-time head coaches allotted to the men's teams during the same period.

Table 3A - Assistant Coaches' Assignments, Men's Teams Coaching Duties

	2002-03	2003-04	2004-05
Males.....	1FT/3PT	5FT/2PT	4FT/3PT
Females.....	0	0	2PT

Table 3B - Assistant Coaches' Assignments, Women's Teams

	2002-03	2003-04	2004-05
Males.....	4PT	2FT/2PT	1FT/2PT
Females.....	3FT/2PT	5FT/1PT	5FT/2PT

The EADA Report indicates that the number of full-time and part-time assistant coaches allotted for women's teams is equitable given the number of full-time and part-time assistant coaches allotted to the men's teams during the same period.

Table 4 - Operating Expenses

	2002-03	2003-04	2004-05
Percentage of Total..Males.....	39.4%	38%	50.8%
.....Females.....	60.6%	62%	49.2%
Per capita.....Males.....	\$1,112	\$1,533	\$3,482
.....Females.....	\$1,253	\$1,802	\$2,480

## Equity and Student-Athlete Welfare

In the first two years of the evaluation period, the women actually received a greater amount per capita than their male counterparts. In the third year, 2004-05, there appears to be a significant difference. This discrepancy is explained in large measure by a 17-day trip made by the men's basketball team. Since the men's basketball team had no conference affiliation, it was necessary for the team to compete in tournaments and play a disproportionate number of away games. All coaches are given the opportunity to request funds to compete in tournaments. Thus, a gender equity issue was not responsible for the discrepancy in 2004-05.

Table 5 - Recruiting Expenditures

	2002-03	2003-04	2004-05
Males	61.1%	50%	45.6%
Females	38.9%	50%	54.4%

In large measure, recruiting expenses are driven by needs and timing. All prospects, male and female, are treated alike. On average, over the three year self-study period, the proportion of recruiting expenses allocated to men's sports exceeded the men's participation rates. In the third year, however, the allocation of recruiting expenses came within 3% of mirroring the male/female participation rates of 42.4% and 57.6% respectively. This is a difficult area to assess due to the cyclical and unpredictable nature of recruiting expenses. The AD and the SWA indicate that they will continue to provide oversight.

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

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

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

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

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

Annual review of EADA reports and Athletics Department budget by AD & Senior Woman Administrator.

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

In 2003, 62% of athletics scholarships were budgeted to female athletes. This exceeds the female participation rate and is moving toward the University's goal of matching scholarship dollars with enrollment distributions.

- c. Identify areas of deficiency and comment on any trends, and

No gender specific deficiency was identified. In 2003-2004, the percentage of scholarship dollars budgeted for female athletes exceeded the female participation percentage and was approaching the female enrollment percentage.

Trend: Showing steady progress toward the goal of matching scholarship dollars for female athletes with the female enrollment level.

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

## Equity and Student-Athlete Welfare

There will be continued monitoring of allocated scholarship funds to ensure an equitable distribution of scholarship funds.

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

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

Annual review by AD & Senior Woman Administrator of EADA & Title IX reports.

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

The participation rates for males and females have remained relatively constant from 2002 to 2004. In all three years, there is disproportionate student-athlete participation by gender versus the undergraduate enrollment. In 2003-2004, 66.5% of the undergraduates were female and 57.6% of the athletes were female. In 2001, LU added men's & women's cross country.

**c.** Identify areas of deficiency and comment on any trends, and

Based on female enrollment and athletics participation percentages, there appears to be a need for additional athletics opportunities for women.

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

Once conference affiliation is determined, the University will investigate adding appropriate opportunities for women.

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

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

ADA and SWA provide oversight to ensure that equity in the availability of equipment and supplies continues to exist.

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

In 2004, 42.4% of participants were male and they received 50.8% of the operating budget. The discrepancy in large measure was caused by men's basketball — they had to totally re-equip the team (uniforms, practice clothes, and warm-ups). As a rule, teams try to avoid replacing all of these items in the same year; however, the basketball team needed to replace all of the above listed items.

**c.** Identify areas of deficiency and comment on any trends, and

No gender-specific deficiencies.

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

Maintain current policies regarding purchase of equipment and supplies.

## Equity and Student-Athlete Welfare

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

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

AD & SWA consider team schedules on an annual basis. They check past years practice times and look at present proposed schedules. They also check missed class time for any inequities.

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

Scheduling of games and practice times is accomplished by mutual agreement of the coaches.

**c.** Identify areas of deficiency and comment on any trends, and

No gender-specific deficiencies.

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

Since no gender specific deficiencies were identified, the University will continue current policies concerning scheduling of games and practice times.

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

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

The AD, the SWA, and the IAC conduct annual reviews of RTAs, budget, vouchers, EADA, SAAC feedback, student-athlete exit interview data, and student sport evaluation questionnaires.

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

The individual team sports (golf and tennis) generally use vans for transportation. The team sports are encouraged to charter busses when the game is 100+ miles from Farmville. Teams travel by plane when necessary. Each coach prepares a budget for an away competition and establishes a per diem (up to the maximum amount allowed by the University). Hotels are chosen based on safety, cost, and the recommendation of the away team.

**c.** Identify areas of deficiency and comment on any trends, and

No gender-specific deficiencies.

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

To ensure compliance, the Athletic Department will develop a written policy for travel and per diem allowances to be submitted to the IAC for review during Fall 2006.

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

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

The AD and SWA, in conjunction with the AAD/Compliance, conduct an annual review of the tutor request forms. The Director of the university-wide Academic Support Center also reviews this information.

## Equity and Student-Athlete Welfare

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

All female and male student-athletes have equal access to tutors, academic counseling from the Academic Support Center, class scheduling, and the study center.

- c.** Identify areas of deficiency and comment on any trends, and

No gender-specific deficiencies.

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

Since no gender specific deficiencies were identified, the University will continue current policies.

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

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

The AD & SWA conduct annual reviews of compensations, contract lengths, years of experience, and duties for coaches.

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

The number of full and part-time positions, qualifications, duration of contracts, duties, and all other conditions of employment appear to be comparable for male and female coaches.

- c.** Identify areas of deficiency and comment on any trends, and

No gender-specific deficiencies.

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

Since no gender specific deficiencies were identified, the University will continue current policies.

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

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

AD & SWA conduct an annual review of use of facilities.

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

Equal and adequate facilities exist for most comparable sports with the exception of baseball and softball. Baseball has a press box and elevated seating for 500 spectators. Softball has no press box and seating for only about 100 spectators.

- c.** Identify areas of deficiency and comment on any trends, and

## Equity and Student-Athlete Welfare

A gender-specific deficiency exists when softball facilities are directly compared with baseball facilities.

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

Renovations expected in Summer, 2006, will ensure comparable facilities for baseball and softball.

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

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

The AD, SWA, and Head Athletics Trainer conduct an annual review of facilities, university insurance policies, and staffing compared to budget.

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

Men's and Women's teams each have Masters level trainers. Teams share a third trainer who is working on a Masters degree. Men and Women have equal access to surgeons.

- c. Identify areas of deficiency and comment on any trends, and

No gender specific deficiencies.

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

Since no gender specific deficiencies were identified, the University will continue current policies.

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

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

There has been no separate review of housing and dining facilities for student-athletes, because all student-athletes are treated the same as the general student population.

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

Male and female student-athletes use the same dining facilities and housing as all LU students; there are no "athletics dorms" and no "training tables". LU offers a variety of campus owned and operated housing options; the housing fees vary. Options are the same for male or female students.

- c. Identify areas of deficiency and comment on any trends, and

No gender-specific deficiencies.

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

With three different choices of living arrangements available for student-athletes, the Athletics Department will need to establish a standard allocation for housing.

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

## Equity and Student-Athlete Welfare

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

There is an annual review of the EADA report and budget. Careful attention is paid to the length of media guides.

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

The men's basketball guide is 10% larger than the women's. The language used on the Office of Admission's map of the campus to describe the baseball and softball fields does not equally represent the importance of the two teams on campus.

- c.** Identify areas of deficiency and comment on any trends, and

Possible deficiency:

Descriptions of the baseball and softball fields on the Admission's map of the campus need to be revised.

Trend:

Publicity for women's teams continues to improve. For example, women's basketball games are now carried on the radio.

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

Maintain current policies. Modify descriptions of baseball and softball fields on campus maps.

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

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

An annual budget review of support services is conducted, including a review of current facilities and planning.

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

No Athletics Department administrative positions are designated "Men's" or "Women's". In terms of office space, initial assessment of square footage is equitable for men and women.

- c.** Identify areas of deficiency and comment on any trends, and

No gender-specific deficiencies.

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

Since no gender specific deficiencies were identified, the University will continue current policies.

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

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

There is an annual review of funds budgeted for recruitment.

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

## Equity and Student-Athlete Welfare

On average, over the period covered by this self-study, the proportion of recruiting expenses for men's sports exceeded the men's participation rate. However, in 2004-05 the allocation of recruiting expenses came within 3% of mirroring the male and female participation rates.

**c. Identify areas of deficiency and comment on any trends, and**

No gender-specific deficiencies.

Trends: this is a difficult area to assess because of the unpredictable nature of recruiting expenses from year to year. (Recruiting expenses may vary widely depending on factors such as the number of athletes graduating in a given year or the number of in state vs. out of state athletes recruited.)

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

Since no gender specific deficiencies were identified, the University will continue current policies.

- 7. Using the "plan for improvement" section, please provide a written, stand-alone institutional plan for addressing gender equity for the future in the intercollegiate athletics program. The plan must address all 13 program areas for gender issues as listed previously; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's gender-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see this web site for an example format outlining all required elements of a plan.]**

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

See "plan for improvement" below.

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

There was broad-based participation in the formulation of the Commitment to Gender Equity Plan throughout the development of the plan. The Subcommittee on Equity, from the current NCAA Self-Study Steering Committee, collected and examined data relevant to the gender equity operating principles and self-study items and worked with the SWA to develop the Commitment to Equity Plan. The Subcommittee on Equity included one minority group member and five women. A draft of the Commitment to Gender Equity Plan was placed on the Athletics Department website and faculty, staff, and students were invited to provide comments and suggestions to the Steering Committee. The plan was reviewed by coaches, the IAC, and the NCAA Self-Study Steering Committee.

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

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

### Evaluation

- 1. Has the institution implemented its approved gender-equity plan from the previous self-study? **Currently Yes****

## Equity and Student-Athlete Welfare

2. Has the institution provided an explanation from appropriate institutional authorities if its gender-equity plan was modified or not fully carried out? **Currently Yes**
3. Has the institution demonstrated that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel? **Currently Yes**
4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders? **Currently Yes**
5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**

## Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Athletic Scholarships	No issue was identified within the program area of athletic scholarships; however, the goal is to mirror the university's 66-67% women student population in the budgeting of athletic scholarships for women's teams.	Maintain equitable proportionate distribution structure.	Add additional scholarships onto existing sports; and add new scholarships (on a step sequence) for any women's sport added to the athletic program.	Intercollegiate Athletics Council (IAC), Athletic Director (AD), and Associate Athletic Director/Senior Woman Administrator (Assoc. AD/SWA)	The Athletics Department will allocate additional scholarship dollars in a manner that will achieve proportionate funding based on enrollment proportions by Fall 2007.  Once proportionate funding for scholarships has been achieved, all additional scholarship dollars will be allocated in a manner that will maintain the appropriate proportionate levels.
Accommodation of Interests and Abilities	Meeting established Title IX criteria for accommodating interests and abilities.	A. Reduce proportionality disparity.  B. When conference affiliation has been determined, analyze sports opportunities for women based on sports sponsored by conference.	A. Begin practicing roster management by placing maximum participation levels for men's teams and placing minimum participation levels for women's teams and by encouraging unlimited participation on the women's teams.  B. Review NCAA Demographic and Sports Sponsorships and consider additional Sports Sponsorships once conference affiliation has been determined.	IAC, AD, and Assoc. AD/SWA	A. Roster management policy established Fall 2006 with implementation to begin Fall 2007.  B. Addition of women's sport/s will be examined once conference affiliation has been determined.  C. Cost estimates and timeline for additional sports will be established after conference affiliation and study of needs is completed.

## Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Equipment and Supplies.	No issue was identified within this program area; however, evaluation on a continual basis (due to the cyclical nature of this area) will ensure equity is maintained.	Maintain a list of equipment needs per sport and have a multi-year plan for meeting those needs.	Assess equipment, uniform, practice clothing, and supply needs for the next academic year by December 1 each year.	AD, Assoc. AD/SWA, and Equipment Manager.	Initial implementation to begin Fall 2006 for the 2007-08 academic year with annual review in December thereafter.
Scheduling of Games and Practice Times.	No issue was identified within this program area; however, evaluation on a continual basis will ensure equity is maintained.	Continue to provide and maintain equity in the scheduling of games and practice times by continuous evaluation with coaches, administrators, and facilities personnel.	Complete and approve each sport's annual competition schedule by the following deadlines each year: May 1-Fall Sports; July 1-Winter Sports; September 1-Spring Sports.	AD, Assoc. AD/SWA.	Initial implementation to begin Spring 2006 for the 2006-07 academic year; thereafter by the established annual deadline dates of May 1, July 1, and September 1.
Travel and Per Diem Allowance.	No issue was identified within this program area; however, evaluation on a continual basis will ensure equity is maintained.	Maintain equity in per diem and travel allowances for both men's and women's programs.	Review and monitor EADA reports, SAC feedback, student-athlete exit interviews, and annual student-athlete sport evaluation reviews/questionnaires.	IAC, AD, and Assoc. AD/SWA.	Initial written policy adopted Fall 2006; review every September thereafter by the IAC, AD, and SWA.

## Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Tutors.	No issue was identified within this program area; however, evaluation on a continual basis will ensure equity is maintained.	Continue to provide equitable tutoring services for all student-athletes.	<p>Review and monitor EADA reports, SAC feedback, student-athlete exit interviews, and annual student-athlete sport evaluation reviews/questionnaires.</p> <p>Annual report delivered each May to IAC by Assistant AD/ Compliance &amp; Academic Advisement to cover:</p> <ol style="list-style-type: none"> <li>1) established standards for tutoring and advisement available for all student-athletes, and</li> <li>2) results achieved by the tutoring and advisement services available to all student-athletes during the past academic year, and</li> <li>3) plans for the upcoming academic year for tutoring and academic advisement for all student-athletes, and</li> <li>4) The received funds from the annual NCAA Academic Enhancement fund and plans to utilize said funds in the departmental support of academic and advisement services to the student-athletes.</li> </ol>	AD, Assoc. AD/SWA, Assistant AD/ Compliance & Academic Advisement (Asst. AD/C & AA), and Co-Director of Academic Support Center.	<p>Initial review of tutoring and academic advisement services completed Spring 2006.</p> <p>Initial report to the IAC delivered September 2006. Annual review and presentation of plans for the upcoming academic year each May thereafter.</p>

## Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Coaches.	No issue was identified within this program area; however, evaluation on a continual basis will ensure equity is maintained.	<p>Develop a retention plan for female coaches and administrative staff.</p> <p>Expand the database of potential quality female candidates for future vacancies.</p>	<p>Establish a departmental committee composed of coaches and administrators to study and recommend strategies for the retention of experienced female coaches.</p> <p>Research available resources for women and minority recruitment; continue referrals from associations and other female and minority coaches and administrators.</p>	AD and HR Director.	<p>Initial committee membership established Summer 2006.</p> <p>Recommended plan presented to AD from committee by January 2007.</p> <p>Retention plan presented by AD to IAC Spring 2007.</p>
Locker Rooms, Practice and Competitive Facilities.	Gender specific deficiencies exist in the facilities for baseball and softball: press boxes, elevated bleacher seating, and lighting for fields.	<p>Secure design firm for planned construction of baseball and softball fields.</p> <p>Approve design plans and construction plans.</p> <p>Secure appropriate funding to achieve planned design and construction of fields.</p>	<p>Rebuild softball field; add elevated seating for 500; and add a press box.</p> <p>Add lights to the baseball field.</p>	VP Administration & Finance, Capital Planning Director, and AD	Begin re-construction project in summer 2006 with field and lights to be completed and ready for competition for Spring 2007; locker rooms, etc. completed for use by Spring 2008.

## Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Medical and Training Facilities and Services.	No issue was identified within this program area; however, evaluation on a continual basis will ensure equity is maintained.	<p>Continue to provide equitable athletic training services to both men's and women's teams.</p> <p>Increase the number of Certified Athletic Training (ATC) staff in order to better provide for the needs of all student-athletes as economically feasible.</p> <p>Continue to retain and recruit female and minority ATC's for the program.</p> <p>Continue to provide equitable strength training facilities for all student-athletes with quality improvements made as dollars allow.</p>	<p>Add a full-time strength coach to work with all student-athletes and their sport programs as economically feasible.</p> <p>Review student-athletes exit interviews and annual sport questionnaires for their feedback and an evaluation of their team experience.</p>	AD, Assoc. AD/SWA, and Head Athletic Trainer (HATC).	<p>Annual reviews each May.</p> <p>Requested funding for hiring of one (1) additional full-time certified athletic trainer (ATC) for Fall 2007.</p> <p>Request funding for hiring of ACSM Strength Coach beginning Fall 2008.</p>
Housing and Dining Facilities and Services.	No issue was identified within his program area; however, evaluation on a continual basis will ensure equity is maintained.	Continue to provide equitable housing, dining facilities and services for all student-athletes, regardless of gender, race, or ethnicity.	<p>Establish the standard housing and meal plan rate to be used for full athletic grant-in-aids awarded to be equal to double room rate for main campus and 18 meal plan.</p> <p>Annual report delivered each April to IAC by AD on established standard rates for upcoming academic year.</p>	AD, Assoc. AD/SWA, Chief Financial Officer (CFO), Director of Dining Services, and Director of Residential & Commuter Life	Initial standard rate established Spring 2006 and approved by the University CFO and reviewed annually in April thereafter.

## Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Publicity	<p>Greater equity needs to be achieved in the marketing of all sports.</p> <p>Media Guides for all sports need to be equitable in size (e.g., men's and women's basketball guides).</p>	<p>Equitable marketing of all sports.</p> <p>Annual report to IAC by the Asst. AD/Media Relations on services provided, games traveled with teams, and assessment of printed material.</p> <p>IAC will independently assess equal emphasis on comparable sports (i.e. men's and women's basketball, golf, tennis, cross country, soccer; baseball and softball).</p>	<p>Create marketing and promotions plans allowing for coaches' input.</p> <p>Meet with each sport's head coach each May to review the marketing plan and its implementation for the upcoming academic year.</p>	AD, Director of External Relations for Athletics, and Assistant Athletic Director for Media Relations	Initiate creation of marketing and promotions plans to be completed in Summer 2006 with initial evaluations and plans for upcoming academic year to be conducted May 2007 and annual review/evaluation each May thereafter.
Support Services.	<p>No issue was identified within program area; however, evaluation on a continual basis will ensure equity is maintained.</p> <p>Greater equity needs to be achieved in the office space made available to women's sports.</p>	<p>Continue to provide equitable support services to all student-athletes, regardless of gender, race, or ethnicity</p> <p>Increase support services as the budget allows and positions are added and/or vacancies develop</p> <p>Create plan for equitable distribution of office space among the coaching staff.</p>	<p>Annual review of EADA report by AD, Assoc. AD/SWA, and Asst. AD/C &amp; AA</p> <p>Construct a plan to provide equitable distribution of office space among the coaching staff for new offices.</p>	AD, Assoc. AD/SWA, HR Director, and Asst. AD/C & AA.	<p>Postings and hiring of personnel completed on an annual basis commencing Fall 2006.</p> <p>In Summer 2006, the University will relocate the Athletics Department from its temporary modular offices to new offices. At that time there will be an emphasis to ensure an equitable distribution of office space among the coaching staff and other department personnel, and to monitor to ensure equity among the men's and women's sports.</p>

## Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Recruitment of Student-Athletes.	No issue was identified within this program area; however, evaluation on a continual basis will ensure equity is maintained.	<p>Provide equitable financial support to all sport programs for the recruitment of student-athletes, regardless of gender, race, or ethnicity.</p> <p>Monitor and track expenditures of funds to ensure equity. Provide explanations (e.g., the cyclical nature of recruitment) for any differences that are identified.</p>	<p>Annual review by AD &amp; Assoc. AD/SWA of EADA reports, team budgets, and ongoing evaluation of current programs.</p> <p>Annual review by AD &amp; Assoc. AD/SWA of recruiting strategies and funding utilized by each sport program for the recruitment of student-athletes.</p> <p>Annual student-athlete recruitment status report to IAC by the AD.</p>	AD, Assoc. AD/SWA, and Head Coaches of each sport program.	<p>Ongoing, with budgeting completed on an annual basis.</p> <p>The university will be moving to a new financial reporting software system (Banner) for the 2007-08 fiscal year, thus improving and enhancing the tracking of all athletic department expenditures.</p>

## Equity and Student-Athlete Welfare

### Operating Principle

#### 3.2 Minority Issues

#### Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.2 (Minority Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Not applicable; Longwood University is currently in its first certification process.

2. Report on the implementation of the plan to address minority issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) an explanation for any partial or noncompletion of such required actions. [Please note: Within minority issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible nonnumeric hiring goals.]

Not applicable; no previous certification process.

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

Not applicable; no previous certification process.

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

Longwood University has demonstrated an ongoing commitment to minorities in both the recruitment and retention of a diverse student body and workforce. Embedded in the University's Mission and Vision Statement and the Strategic Plan are various expectations and desired outcomes related to diversity, including minority issues. These statements include expected learning outcomes related both to the curriculum and to co-curricular programs.

.....The Vision Statement: 'The institution embraces all members of the diverse campus community, leading to a collegial climate where divergent ideas are respected. Longwood will be committed to community service and outreach devoted to local, regional, national and global advancement.' Approved by the Longwood Board of Visitors, December 1, 2001.

.....The LU Five-Year Plan includes as goals diversifying the student population and recruiting and retaining diverse faculty and staff, encouraging understanding of different racial groups, and increasing the number and range of programs aimed at fostering multicultural and intercultural understanding through venues such as increasing diverse perspectives in the General Education courses criteria, residence hall programming, faculty and staff orientations, and other diversity related events.

## Equity and Student-Athlete Welfare

.....The Director of Human Resources at Longwood University is also the EEO/AA officer and monitors trends in recruitment and retention. The Affirmative Action Officer develops plans of action with appropriate members of administration to address issues and monitors progress toward meeting goals and objectives of the University Strategic Plan. The University is in the process of developing an Affirmative Action Plan. The Affirmative Action officer and the Director of Multicultural Affairs consult with each other on climate concerns and policy issues as the need arises.

.....The Director of Multicultural Affairs works across the University and consults with various stakeholders regarding issues of diversity. The Director of Multicultural Affairs also serves on the University Retention Group, the University Committee on Faculty Recruitment, and other committees as the need arises. In addition, the Director meets on a periodic basis with the Black Student Organization, Unity Alliance, and other diversity groups to assess the campus climate.

.....The Director of Assessment and Instructional Research is a critical link in assessing learning and the key indicators of diversity. The Director of Women's Studies provides advice and programs to enhance understanding of gender issues to both faculty and students.

.....The Director of Admissions is also the Dean of Enrollment Management and works to develop strategies that recruit a diverse student body. The Director meets on a periodic basis with various University departments including the Athletics Department to ascertain their needs in terms of recruitment targets for the coming year.

In conclusion, the University has demonstrated a strong commitment to diversity through its policy statements, its allocation of human resources, and its program development. However, the university realizes that greater efforts are needed to attract and retain a diverse work force and a diverse student body. Additionally, the University promotes the concept that diversity is everyone's responsibility and needs to be supported across the University.

5. For the three most recent academic years, provide the racial or ethnic composition for full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level); other full- and part-time professional (i.e., non-clerical) athletics department staff members (such as trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department); full- and part-time head coaches; full- and part-time assistant coaches (including graduate assistant and volunteer coaches); faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members, and other advisory or policy-making group (e.g., governing board for athletics, student-athlete advisory committee) members (if any). Analyze and comment on any trends over the three-year period. [Note: Use the supplied chart (Racial or Ethnic Composition) to compile the data requested in this self-study item.]

The number of athletics department staff members, particularly assistant coaches, increased significantly over the three year period as Longwood University began the transition from Division II to Division I. There were no significant trends observed in the racial or ethnic composition of the staff members.

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

See chart for data.

7. For the three most recent academic years, provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA Graduation-Rates Disclosure Form. Also, for those sports not at the varsity level for three years, indicate the year in which the sport was recognized by the institution as a varsity sport. [Note: Use the supplied chart (Racial or Ethnic Composition) to compile the data requested in this self-study item.]

See chart for data.

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

## Equity and Student-Athlete Welfare

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

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

- a. Describe how the institution has ensured a complete study of each of these program areas,

The AD, SWA and IAC conduct an annual review of the Department of Athletics Mission Statement and Longwood University Intercollegiate Athletics Strategic Plan.

The Board of Visitors reviews the Longwood University Vision Statement and the Longwood University Five-Year Plan.

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

The Department of Athletics Mission Statement indicates that "The Department encourages . . . tolerance in diversity. Athletic competition is dedicated to fostering important values such as respect for every individual, fairness, civility, honesty, and responsibility."

The Longwood University Vision statement includes as a goal that "The institution embraces all members of a diverse campus community, leading to a collegial climate where divergent ideas are respected."

The Longwood University Five-Year Plan includes as goals diversifying the student population and recruiting and retaining diverse faculty and staff, encouraging understanding of different racial groups, and increasing the number and range of programs aimed at fostering multicultural and intercultural understanding through venues such as increasing diverse perspectives in the General Education courses criteria, residence hall programming, faculty and staff orientations, and other diversity related events.

Longwood's Intercollegiate Athletics Strategic Plan includes as an objective to "Develop a diverse population of student-athletes and staff members."

- c. Identify areas of deficiency and comment on any trends, and

No deficiencies identified.

As the data in Self-Study item #6 show, the percentage of minority athletes fell in 03-04 (19.8% to 13.9%), and improved in 04-05 (13.9% to 15.1%). The percentage of minority athletes has remained consistently higher than Longwood's overall percentage of minority students from 2002 to 2005 (12.7%, 12.6%, and 11.2% for the three years).

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

Future development of the Department of Athletics Minority Opportunity Plan will create a protocol whereby the Athletics Department will work with the Admissions Office to encourage the application, admission, and entrance of minority students to Longwood University and will work with the Human Resources Department to encourage the application and hiring of women/minority employees within the Athletics Department.

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

## Equity and Student-Athlete Welfare

- a.** Describe how the institution has ensured a complete study of each of these program areas,

The AD and SWA analyze institutional assessment data to compare percentage of student-athletes in diverse groups to the general population.

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

The Athletics Department conducts student-athlete exit interviews; The AD and AAD meet at least three times per year to review plans and statements for consistency with department goals and objectives.

- c.** Identify areas of deficiency and comment on any trends, and

No deficiencies identified.

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

The Athletics Department will continue periodic reviews.

The AD will provide an annual progress report on efforts to address minority issues to the University President and the IAC.

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

- a.** Describe how the institution has ensured a complete study of each of these program areas,

The AD and SWA review the organization and structure of the Athletics Department and consult with various campus stakeholders (such as the Office of Multicultural Affairs, Admissions Office and the Office of Institutional Research) on a periodic basis.

The AD reviews the Athletics Department's and the University's Strategic Plan (which includes specific objectives, such as the General Education Curriculum and multicultural programs campus-wide and in the residence halls).

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

The Athletics Department has sponsored Diversity Workshops that were developed by the NCAA; all members of Athletics Department, administrators, and coaches were required to attend.

The Office of Multicultural and International Student Services and the Women's Studies Program advertise programs campus-wide on a periodic basis.

Notices of upcoming diversity programs are published in "On Campus" and through campus-wide emails during the academic year. The institution's website lists a calendar of activities for the entire university.

The Director of Multicultural and International Student Services is invited to Athletics Department staff meetings during the year and collaborates with the AD, Compliance Officer, and coaches as the need arises.

- c.** Identify areas of deficiency and comment on any trends, and

The Athletics Department needs to have more frequent minority and diversity based programming.

There need to be additional policies and practices that infuse and require diversity awareness education for all members of the Athletics Department.

There is not a Diversity Committee within the Department to review the Department's strategic plan related to minority issues.

## Equity and Student-Athlete Welfare

While informal collaboration exists, more formal collaborative procedures are needed with members of both the IAC and the SAAC to ensure greater accountability.

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

In the future, the institution will:

Monitor and review the institution's structure and organization for promoting equity, diversity and inclusion within athletics

Have an annual departmental status report to IAC submitted by the AD

Have an annual departmental status report to the Student-Athlete Advisory Committee (SAAC) by the AD

Amend the IAC Bylaws for committee membership to include the Director of Multicultural Affairs

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

**a.** Describe how the institution has ensured a complete study of each of these program areas,

The AD and the SWA review annually the University's Five Year Strategic Plan and the Athletics Mission Statement.

The AD and the Admissions Director have developed a liaison committee to develop a recruitment strategic plan. The AD consults with the Director of Multicultural Affairs periodically on recruitment strategies.

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

As the data in Self-Study item #6 show, the percentage of minority athletes fell in 2003-04 (19.8% to 13.9%), then improved in 2004-05 (13.9% to 15.1%). The percentage of minority athletes has remained consistently higher than Longwood's overall percentage of minority students from 2002 to 2005 (12.7%, 12.6%, and 11.2% for the three years).

**c.** Identify areas of deficiency and comment on any trends, and

No deficiencies identified.

Trend: Progress toward recovery from 2003-04 decline in percentage of minority athletes.

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

The institution will continue current policies regarding goals for enrollment of minority students and student-athletes.

The Athletics Department will establish a recruitment enhancement action plan.

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

**a.** Describe how the institution has ensured a complete study of each of these program areas,

The AD & SWA review charts and percentages concerning minority student-athletes.

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

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The minority athletics participation rates are higher than minority rates overall. In 2004-05, baseball, men's cross country, and women's other sports had less than 10% minorities. In the 3 years of the study, minority students got 22.5% of the financial aid in athletics.

**c. Identify areas of deficiency and comment on any trends, and**

Possible deficiency in some sports.

Trend: Over the 3 year period, the percentage of minority athletes on baseball, men's cross country, and women's other sports teams has declined.

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

Continue to monitor trends in percentage of minority student-athletes, especially by sport where there might be deficiencies.

Obtain data from the NCAA and other appropriate sources on the representation of minorities in college sports.

Document and evaluate the recruitment strategies used by all coaches in identifying minority SA's. Obtain data from the NCAA and appropriate offices on campus to identify recruitment and retention programs for SA's in sports traditionally underrepresented by minorities.

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

**a. Describe how the institution has ensured a complete study of each of these program areas,**

The IAC monitors the composition of the SAAC, looking for opportunities to increase awareness and participation by minority student-athletes.

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

The percentage of minority athletes has remained consistently higher than Longwood's overall percentage of minority students from 2002-2005 (12.7%, 12.6%, and 11.2% for the three years).

The minority representation on the SAAC has been:  
2002-2003 9.6%, 2003-2004 9.5%, 2004-2005 18%, 2005-2006, 6.9%.

**c. Identify areas of deficiency and comment on any trends, and**

Possible deficiencies minority participation.

Women's basketball consists of 30% minority, but elected no minority representative to SAAC. Men's basketball consists of 64% minority, but elected no minority representative to SAAC.

None of the 17 IAC members are minorities.

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

The institution will communicate to teams the importance of minority representation on the SAAC and will encourage minority SA's on each team to serve on the SAAC. For teams with 40% minority membership, at least one of their team SAAC representatives must be a minority team member.

The institution will identify departmental, university faculty and staff mentors for minority SA's and will meet with minority SA's to identify needs and follow through accordingly with programming and mentoring programs.

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

**a.** Describe how the institution has ensured a complete study of each of these program areas,

The AD, the SWA, and Human Resources review departmental job vacancies and descriptions.

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

Placement of departmental job vacancy notices in: Human Resources website; NCAA News; The Chronicle of Higher Education; The Richmond Times Dispatch; Black Coaches Association; placement offices of minority institutions; professional list services; professional associations, publications, meetings, and conferences; and minority publications and organizations.

**c.** Identify areas of deficiency and comment on any trends, and

Some minority equity deficiencies in employment opportunities exist.

There is no stand-alone athletics minority opportunity plan.

From 2002 to the present, there has been only one minority head coach.

Of the 10 assistant coaching positions, we have maintained a minimum of 2 minorities per year since 2002-2003.

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

The Athletics Department will consult with the offices of Human Resources, equal opportunity programs, and campus diversity to develop strategies to successfully identify and recruit applicants from diverse and underrepresented populations.

Specific steps:

1. Provide diversity and inclusion education to staff throughout the academic year
2. Advertise open positions in publications that reach diverse populations (Black Coaches Association, NACWAA, etc.)
3. Adhere to Affirmative Action hiring policies and procedures as required by campus Human Resources and monitored by the University Affirmative Action Officer
4. Interview a diverse pool of candidates for any open position within the Athletics Department
5. Use personal contact to promote the Athletics Department to potential minority candidates
6. Solicit potential candidates from Historically Black Colleges and Universities for coaching and administrative positions by faxing all appropriate advertisements to various institutions.

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

**a.** Describe how the institution has ensured a complete study of each of these program areas,

The Athletics Department encourages student-athlete participation in programs and activities on campus. The Director of Multicultural Affairs and the AD meet periodically to develop ways and means to strengthen the connection between the Athletics Department mission and diversity and campus climate.

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

Activities offered by Multicultural Services include: The annual Hispanic Heritage Celebration, Campus Week of Dialogue, International Awareness Week, Festival of Lights, Martin Luther King Jr. Day

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Symposium, African American History Symposium, and Diversity Days. The Women's Studies Program sponsors Women's History Month program and speakers throughout the year.

**c. Identify areas of deficiency and comment on any trends, and**

There are possible deficiencies in the area of programs and activities directed at minority student-athletes.

The Athletics Department does not sponsor any athletics-only minority issues programs.

There are no diversity-learning outcomes for the Athletics Department.

There is no Diversity Committee to review minority related goals and climate.

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

The Athletics Department will:

Annually survey minority SA's through the exit interview process to provide feedback to the department regarding the needs and issues affecting minority SA's.

Identify and contact relevant groups representing minority students and staff on campus. Ensure that minority SA's are aware of available services by promoting and emphasizing the Office of Multicultural Affairs, the Office of Student Affairs, and the programs they provide.

Provide educational programs to coaches and administrators to ensure they are aware of the campus resources.

Provide programming (with required attendance) through the Life-Skills Program for SA's to make them aware of diversity issues and the SA's role in creating a fair and non-discriminatory environment in the Athletic Department.

Continue to conduct written senior exit interviews with all SA's and select a random sample of minority senior SA's for follow-up interviews to determine their experiences and ideas for improvement.

Create an open atmosphere and seek feedback concerning minority issues from the Student-Athlete Advisory Committee (SAAC).

**9. Using the "plan for improvement" section, please provide a written, stand-alone institutional plan for addressing minority issues for the future in the intercollegiate athletics program. The plan must address all eight program areas for minority issues as listed previously; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's minority-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see the Web site for an example format outlining all required elements of a plan.]**

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

See "plan for improvement" below.

**10. Describe the institution's efforts to ensure the plan for addressing minority issues for the future in the intercollegiate athletics program was developed through a process involving broad-based participation and received institutional approval.**

There was broad-based participation in the formulation of the plan for addressing minority-equity issues for the future of the intercollegiate athletics program. The Subcommittee on Equity, from the current NCAA Self-Study Steering Committee, collected and examined data relevant to the minority issues operating principle and self-study items and worked with the SWA to develop the plan for improvement. The Subcommittee on Equity included one

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minority group member and five women. A draft of the minority issues plan for improvement was placed on the Athletics Department website and faculty, staff, and students were invited to provide comments and suggestions to the Steering Committee. The plan was reviewed by coaches, the IAC, and the NCAA Self-Study Steering Committee.

### 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-issues plan was modified or not carried out fully? **Currently Yes**
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 and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Institutional and Athletics Department Commitment	No issues identified for this program area; to demonstrate the University's and Athletics Department's commitment to diversity, broaden the circulation of the respective minority/diversity statements.	<p>Continue to further diversify the undergraduate student body population through the recruitment of minority student-athletes.</p> <p>Continue to further diversify the coaches and staff through the recruitment of minority applicants for open positions within the Athletics Department.</p>	Establish a formal committee/liason with the Admissions Office to encourage the application, admission, and entrance of minority students.	AD, Director of Admissions, Director of Multicultural Affairs	Fall 2006.
			Establish a formal liaison with the Human Resources Office to encourage the application and hiring of minority coaches and staff within the Athletics Department.	AD, Director of Human Resources	Fall 2006.
			Update minority statements annually and publish them in the Athletics Department's Policy and Procedures Manual and the Student-Athlete Handbook and post these on the University's Athletic website.	AD, Assoc. AD/SWA, Asst. AD/Compliance, Asst. AD/Media Relations	Publish and distribute Fall 2006.
Evaluation	No issues identified for this program area.	Continue to ensure and monitor progress, and assist in addressing minority issues within the department.	Provide annual progress report on efforts to address minority issues to the university President and the IAC.	Athletics Director	Fall 2006 and annually thereafter.
Organization and Structure	No issue identified; maintain organizational structure that promotes equity, diversity and inclusion within the department.	Continue to ensure structure (which promotes equity, diversity and inclusion) is maintained.	Monitor and review institution's structure and organization for promoting equity, diversity and inclusion within athletics	AD, Assoc. AD/SWA, IAC	Fall 2006 and annually thereafter in April.

## Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Annual departmental status report to IAC submitted by AD  Annual departmental status report to the Student-Athlete Advisory Committee (SAAC) by the AD	Athletics Director	Annually beginning in April 2007.
			Amend the IAC Bylaws for committee membership to include the Director of Multicultural Affairs.	IAC and Faculty Senate.	By Fall 2006.
Enrollment	The University needs to increase the number of applications from and acceptances of minority students, especially minority student-athletes (SA's), to ensure the upward trend continues.	Increase minority representation within the university student body population, specifically in the athletics program.	Establish a recruitment enhancement action plan with the Admissions Office.	AD, Assoc. AD/SWA, Admissions Director	Summer 2006 with annual evaluation and revision, as necessary, thereafter.
Comparison of Populations	The University needs to increase the number of minority student-athletes (SA's) participating in the intercollegiate athletics program to ensure that the trend continues upward.	Increase minority representation on teams.	Obtain data from the NCAA and other appropriate sources on the representation of minorities in college sports.	AD, Assoc. AD/SWA, Asst. AD/Compliance, Head Coaches	Fall 2006 and on-going thereafter.

## Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Document and evaluate the recruitment strategies used by all coaches in identifying minority SA's. Obtain data from the NCAA and appropriate offices on campus to identify recruitment and retention programs for SA's in sports traditionally underrepresented by minorities.	AD, Assoc. AD/SWA, Asst. AD/Compliance, Head Coaches	Fall 2006 and on-going thereafter.
Participation in Governance and Decision-Making	Minority student-athletes not aware of leadership opportunities within the Athletics Department through SAAC.	Maintain priority on selecting diverse representation on the SAAC.	Encourage minority SA's on each team to serve on SAAC. For teams with 40% minority membership, at least one of their team SAAC representatives must be a minority team member.	AD, Assoc. AD/SWA, Asst. AD/Compliance, Head Coaches, Team Moderators	Beginning Fall 2006 with annual review each September thereafter.
Participation in Governance and Decision Making	Need to encourage greater minority SA participation in departmental governance and decision making.	Involve minority SA's on all departmental committees (search, service, etc.) by requesting SAAC appoint at least one minority SA to serve as one of its representatives on departmental committees.	Identify departmental, university faculty and staff mentors for minority SA's.  Meet with minority SA's to identify needs and follow through accordingly with programming and mentoring programs.	AD, Assoc. AD/SWA, Asst. AD/Compliance, FAR, Head Coaches, Team Moderators	Beginning Fall 2006 with annual review each September thereafter.

## Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Participation in Governance and Decision Making	Develop leadership opportunities for minority coaches and staff.	Involve minority coaches and staff on all departmental committees (search, service, etc.).  Provide professional development opportunities for minority coaches and staff.  Provide for and encourage both formal and informal mentoring relationships for minority staff through internal university and external relationships.	Have minority professional representation on all internal committees.	AD, Assoc. AD/SWA, Asst. AD/Compliance.	Beginning Fall 2006.
			Utilize NCAA Leadership Institute for Ethnic Minorities, and identify other opportunities specific to departmental staff needs.	AD, Assoc. AD/SWA, Asst. AD/Compliance.	Beginning Fall 2006.
			Assign staff members with specific mentoring responsibilities.  Encourage mentoring activity among staff.  Meet with minority staff members to identify needs and follow through accordingly.	AD, Assoc. AD/SWA, Asst. AD/Compliance, HR Professional Development Director, FAR, Head Coaches, Team Moderators	Beginning Fall 2006 with annual review each September thereafter.

## Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Employment Opportunities	The Athletics Department should enhance its efforts to recruit minority coaches and staff members.	Increase minority representation for all Athletics Department positions including all coaches, administrative staff, and other support staff members. Encourage minorities to apply for all open Athletics Department positions.	<p>Consult with the offices of Human Resources, equal opportunity programs, and campus diversity to develop strategies to successfully identify and recruit applicants from diverse and underrepresented populations</p> <p>Specifics:</p> <ol style="list-style-type: none"> <li>1. Provide diversity and inclusion education to staff throughout the academic year</li> <li>2. Advertise open positions groups in publications that reach diverse populations (Black Coaches Association, NACWAA, etc.)</li> <li>3. Adhere to Affirmative Action hiring policies and procedures as required by campus Human Resources and monitored by the university Affirmative Action Officer</li> <li>4. Interview a diverse pool of candidates for any open position within the Athletics Department</li> <li>5. Use personal contact to promote the Athletics Department to potential minority candidates.</li> <li>6. Solicit potential candidates from Historically Black Colleges and Universities for coaching and administrative positions by faxing all appropriate advertisements to various institutions.</li> </ol>	Athletic Director and Assoc. AD/SWA in collaboration with the Offices of Human Resources, equal opportunity programs and campus diversity.	Beginning 2006 and ongoing thereafter.
Programs and Activities Date Printed May 14, 2006	Student athletes are not aware of minority programs offered to minority students sponsored by the institution.	Communicate current programs available to all minority students and request feedback from both student athletes and staff on the	Annually survey minority SA's through exit interviews process to provide feedback to the department regarding the needs and issues	AD, Assoc. AD/SWA, FAR, Asst. AD/Compliance,	Beginning 2006 and ongoing thereafter. Page 77 of 94

## Equity and Student-Athlete Welfare

### Operating Principle

#### 3.3 Student-Athlete Welfare

##### Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Welfare). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Not applicable; Longwood University is currently in its first certification process.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 3.3 (Student-Athlete Welfare). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Not applicable; no previous certification process.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.3 (Student-Athlete Welfare) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Not applicable; no previous certification process.

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

The Longwood University Student-Athlete Advisory Committee (SAAC) is a committee made up of student-athletes assembled to provide insight on the student-athlete experience and to offer input on the rules, regulations, and policies that affect student-athletes' lives on NCAA member institution campuses.

The Longwood University SAAC is led by a six-member elected executive board. The SAAC includes two student-athletes from each team, and some teams may have three representatives if one of the two serves on the executive board. The advisor to the SAAC is the Assistant Athletics Director for Compliance-Academic Advising. The SAAC meets every two weeks and the SAAC President attends meetings of the Intercollegiate Athletics Council (IAC).

Athlete concerns are brought to the SAAC for discussion via team representatives. If a team representative is absent from a meeting, a substitute may attend. Concerns are then conveyed to the Athletics Director by the SAAC advisor. The SAAC meets monthly with the Athletics Director.

Responsibilities and functions of the SAAC are to:

Promote communication between the athletics administration and student-athletes

Disseminate information

Provide feedback and insight into Athletics Department issues

## Equity and Student-Athlete Welfare

- Generate a student-athlete voice within the campus Athletics Department formulation of policies
- Build a sense of community within the athletics program involving all athletics teams
- Solicit student-athlete responses to proposed conference and NCAA legislation
- Organize community service efforts
- Create a vehicle for student-athlete representation on campus-wide committees (e.g. student government)
- Promote a positive student-athlete image on campus

The SAAC has been active in providing input and recommendations to enhance student-athlete welfare. Examples of issues brought forth by the SAAC include:

- On-campus parking issues for student-athletes who live at the Lancer Village complex
- Dining hall hours for players coming from late practices
- Limited choices of box lunches for traveling teams
- Study hall concerns of players who have late practices
- Class attendance issues surrounding missed class time for team travel
- Travel time counting as the off-day for student-athletes

The SAAC receives nominations from representatives and teams for the annual Coach of the Year award. SAAC members select the yearly recipient and present the award at the Annual Athletics Awards Banquet.

SAAC members and other student-athletes indicated that the Council has become a viable organization once again in 2005-2006 under the guidance of the Assistant Athletics Director for Compliance and Academic Advising. The Executive Board meets at the beginning of the semester and as needed. While not all representatives are able to attend every meeting because of competition and practice schedules, it appears the Council is functioning as intended to offer input on the rules, regulations, and policies that affect student-athletes' lives on NCAA member institution campuses.

One issue of concern involving the SAAC is the inconsistent flow of information from the SAAC back to student-athletes following its meetings. Reports from student-athletes indicate that in some instances the SAAC representatives relay information back to team members on a regular basis while, in other instances, information is either not relayed or communicated to only a few team members in an informal manner.

The Department of Athletics Moderator program has been developed to help counsel and assist coaches, student-athletes and staff in the fulfillment of the Department's mission. Moderators help ensure that student-athletes receive the maximum benefits of their participation in intercollegiate athletics. The primary goals of the program are to promote increased involvement and support of athletics programs, to have a member of the University community outside of the Athletics Department serve as a mentor and advisor for our coaches and student-athletes, and to assist the University in continuing its mission of integrating athletics into the life of the University.

This program is particularly helpful in making sure that the benefits associated with competitive athletics are maximized for student-athletes. The moderator plays a vital role in encouraging coaches to develop the intercollegiate athletics program in a manner consistent with the institution's mission regarding intercollegiate athletics as well as various University policies and regulations.

Some moderators appear to be uncertain regarding their roles and responsibilities. Some attend team practices when invited, travel with the team and meet regularly with team members. Others are utilized only when coaches need a resource outside the Athletics Department.

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

Coaches, staff, and faculty members encourage student-athletes to participate in and engage in the services available to them. Student-athletes are informed of and encouraged to pursue services during new student orientation and registration. Services available to all students include the Career Center, the Counseling Center, the Student Health and Wellness Center, and the Learning Center, as well as the resources and expertise of academic advisors and coaches.

The Career Center is an integral part of the Longwood experience and serves all students. The Career Center links students with campus employment, internships, and professional employment. Targeted workshops are offered throughout the year on resume writing, business etiquette and dress, mock interviews, and a variety of career and

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employment fairs. The Career Center also offers career and personality assessment, portfolio development, and career exploration tools and resources.

The Counseling Center is available for all students. Students may work in a one-on-one setting with a counselor on individual and/or developmental tasks such as becoming more independent, continuing to discover who they are (identity issues), managing interpersonal relationships (boyfriend/girlfriend issues), and dealing with stress, anxiety, or homesickness. Group sessions are periodically run for depression as well.

Student Health and Safety is encompassed for all students within the Student Health and Wellness Center. Students receive non-emergency treatment, educational information, and basic health services from Student Health and Wellness.

Specific health and safety issues for student-athletes are clearly outlined in the NCAA Sports Medicine Handbook, 2005-2006, Guidelines 1a-1f. "The following components of a safe athletics program are an important part of injury prevention. They should serve as both a checklist and as a guideline for use by athletics administrators in the development of safe programs."

Health and safety precautions which are considered best practices or are outlined within the Athletics Trainers Code of Ethical Conduct are followed. Specific information such as checklists for inventories, student records and training programs were not available, but information is accessible through the Head Athletics Trainer. All athletes participate in an annual review of Athletics Training policies, which includes information concerning injury prevention, evaluation of injuries, and treatment and rehabilitation of injuries related to athletics participation. This information is presented by the staff athletics trainer at the first team meeting of the season.

The Longwood University Board of Visitors approved the Longwood University Drug and Alcohol Educational Program for Student-athletes in December 2005. Educational and training programs have student-athletes sign the NCAA Drug Testing Policy.

Student-athletes who are found in violation of an alcohol or drug policy are referred to the Longwood Judicial System and are subject to the rules and regulations set forth in the Longwood University Student Handbook. All students who violate the Longwood Code of Conduct are also referred to the Longwood Honor or Judicial Systems.

Longwood does not have a full time Athletics Academic Coordinator. Student-athletes are encouraged to use the Learning Center, located in Greenwood Library. There student-athletes may work with a peer tutor, discuss their course load, or work on deficient study skills with one of two volunteers who choose to work with student-athletes. Individual tutoring is provided at no charge to the student-athlete.

The requirements for athletics study hall are 6 hours per week for freshmen and new transfers and 8 hours per week for anyone with a GPA under 2.5. In the past, coaches were allowed to modify study hall on a team-by-team basis. The athletics administration found this inequitable and is in the process of restructuring study hall. The proposed plan is for coaches to have the option to increase (but not decrease) study hall hours as they feel necessary. Athletes will be informed by the coaching staffs as well as the SAAC committee about study hall.

To summarize, a comprehensive system of support services is available to all Longwood University students. The Counseling Center, Career Center, Student Health and Wellness Center, and Learning Center are well equipped to assist all students, including student-athletes.

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

Currently there is no written policy reflecting Longwood University's process for conducting student-athlete exit interviews as required by section 6.3.2 of the NCAA Constitution. Such exit interviews will be conducted beginning with the 2005-06 academic year and will be reviewed by the FAR.

Student-athletes provide input regarding the student-athlete experience at Longwood through the "Longwood University Student-Athlete Evaluation of Athletics Department" form. This form is completed by all members of each athletic team at the conclusion of each sport season. The information from this form is used to strengthen and improve services provided by the Athletics Department (such as athletics training); to assess coaching performance and practices; and to evaluate the student-athlete experience in a particular sport season.

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

In accordance with NCAA regulations, all student-athletes are afforded the opportunity to appeal the reduction, non-renewal, or cancellation of their athletic scholarships. Information and documentation supporting the scholarship decision is provided by the Office of Athletics to the Office of Financial Aid prior to the letter notifying the student-athlete of the scholarship action.

All appeals must be in writing and submitted to the Office of Financial Aid within fourteen (14) calendar days of the date of the letter notifying the student-athlete of the action. If the student-athlete is unclear as to the cause or justification for the scholarship action, a request may be made to the Office of Financial Aid to provide this information at or prior to the submission of the written appeal. The appeal must state specifics as to why the scholarship action is being appealed, including any particular circumstances.

Notification of a pending appeal will be sent from the Office of Financial Aid to the Office of Athletics and to the head coach of the sport upon receipt of the written appeal. If any additional information or documentation supporting the decision is required, the head coach will be requested to provide this information within five (5) working days of being notified of the receipt of the appeal.

Following the receipt of the student-athlete appeal, the written appeal and any supporting documentation will be reviewed by the Financial Aid Liaison to Athletics (FALA) and the Director of Financial Aid (DFA). This deliberation will take place within ten (10) working days of the receipt of the appeal from the student-athlete. Written notification of the findings will be provided to the student at the conclusion of the review by the DFA. Based upon the statements and documentation provided, a decision will be rendered with one of the following outcomes:

- (a) The decision to reduce, cancel, or not renew the student's athletics grant-in-aid in accordance with the coach's action will be sustained. Primary to this outcome will be a determination that the action was taken within the parameters of NCAA, Longwood University, and Office of Athletics regulations or policies and procedures.
- (b) The athletics grant-in-aid will be reinstated with or without conditions.

Following the decision of the FALA and DFA, either the student or Office of Athletics may request a copy of the complete appeal.

If the student-athlete is not satisfied with the decision, he/she has fourteen (14) days from the date of the DFA's letter in which to submit a written appeal to the Financial Aid Appeals Committee for an in-person hearing. The decision of the FALA and DFA may also be appealed by the Office of Athletics following this procedure. At this level of appeal, the case will be adjudicated by the Financial Aid Appeals Committee. This Committee consists of a staff person from each of the offices of Registration, Cashiering and Student Accounts, and Career Center. The in-person hearing proceedings are conducted by the Director of Financial Aid who is a non-voting member of the Committee.

All written information and documentation is provided to the Committee for review. At the hearing proceedings, the student-athlete will represent him/her self during the proceedings and may have one advisor present who will have no voice in the proceedings other than to advise the student directly. Witnesses for the student may be asked to be available at the time of the hearing and may be called upon as appropriate. The Office of Athletics will be represented by the appropriate coach(es) and witnesses may be available to be called upon during the hearing.

The Financial Aid Appeals Committee will make its decision to either uphold the reduction/cancellation of the athletics grant-in-aid or to order the reinstatement of the grant with or without conditions.

Written notification of the decision of the Financial Aid Committee will be provided by the FALA within ten (10) working days of the hearing date. Notice will be provided to the Office of Athletics, the appropriate coach(es), and the student.

The decision of the Financial Aid Appeals Committee is considered to be final.

The grievance/appeals procedure for incidents involving harassment, hazing and abusive behavior is detailed in the Longwood University Student Handbook available on the Office of Honor and Judicial Program's website: [www.longwood.edu](http://www.longwood.edu)

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longwood.edu/judicial. All students are informed of the location of the Student Handbook during Orientation and via email.

Student vs. University employee complaints regarding sexual or other harassment or abusive behavior are reviewed through a joint investigation by the Department of Human Resources and the Office of Honor and Judicial Programs. Action in these situations is taken by the Department of Human Resources.

Student vs. student complaints of sexual harassment, hazing, or abusive behavior are processed through the University disciplinary system administered by the Office of Honor and Judicial Programs. Other offices, including the Department of Public Safety/University Police, Office of Multicultural Affairs, Residence and Commuter Life, etc. may be involved as needed. For example, incidents regarding hazing are typically forwarded to the University Police for investigation and a determination on whether the incident is criminally chargeable under the Code of Virginia. Police reports are forwarded to the Office of Honor and Judicial Programs for on-campus processing through the disciplinary system.

If an incident involves intolerance or bias, the Office of Multicultural Affairs and the Affirmative Action Officer are notified. For legal/liability reasons, Longwood University does not have specific conduct code violations regarding speech codes or bias-related acts. Bias-related incidents that fall under the definitions of the Conduct Code as violence or abuse are charged as such through the University disciplinary system. Students who are found responsible will, when appropriate, be given sanctions designed to educate them about intolerance.

Students may seek assistance from a number of offices, including the Department of Athletics, Human Resources, Office of Honor and Judicial Programs, Office of Multicultural Affairs, or University Police.

- 8. Describe the institution's educational and support programs in the area of sexual orientation. Also, describe the institution's structure and/or policies that ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientations.**

While specific reference to sexual orientation is missing from the Longwood University Affirmative Action statement, the Longwood University Student Handbook (2005-2006, p. 12) includes a statement under the heading "The Intolerance of Bias Incidents at Longwood University." This statement addresses sexual orientation as an area for potential bias. The statement was approved by the Longwood University Board of Visitors in December 2001.

"Section 1 General Policy Statements:

C. Statement on non-discrimination: address the University's commitment to non-discrimination among administrators, faculty, staff, and students on the basis of race, color, religion, handicap, national origin, political affiliation, marital status, sex or age; and

D. Statement on Sexual Harassment: Employees and students must be allowed to work and learn in an environment free from unwelcome and unsolicited sexual overtones"

The University has a discrimination complaint procedure for people who feel that they have experienced discrimination and a detailed policy regarding sexual harassment (see pp. 53-55 in the Student Handbook).

The Unity Alliance (UA) is a student organization that extends membership to all Longwood University students, faculty and staff. UA's mission is to help gay, lesbian, bisexual and transgender students become a more integral part of the Longwood community; to educate students, faculty and staff on issues pertaining to sexual orientation; and to examine issues of discrimination based on sexual orientation. This organization accomplishes its goals through meetings and seminars held on campus, public relations through its website, and participation at special campus events.

The topic of sexual orientation was also addressed within the broader category of diversity in 2002-2003 by one member of the Longwood University coaching staff utilizing an NCAA training program.

- 9. Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator (s) responsible for the institutional awareness of health, safety, travel and sports medicine policies. Describe the process by which these policies and guidelines are 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 as a guide in responding to this self-study item.]**

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Although the entire Athletics Department is responsible for the health and safety of the student-athletes, the members of the athletics training staff (the staff) are the centerpiece. This athletics training staff consists of the team physician, athletics trainers, athletics training students, and outside medical sources (specialists, physical therapists, etc.).

The staff begins by ensuring that all student-athletes have had a physical examination. Each year, height, weight, and blood pressure are checked and a urinalysis is performed. Student-athletes must also submit proof of insurance to the staff each year. Each student-athlete usually submits this paperwork over the summer. The insurance paperwork is part of a packet that each athlete receives shortly after school ends in May each year.

Also included in the packet are the athletics training policies and procedures. Each student-athlete signs a statement that says he/she has read and understands the policies and procedures as well as the statement of risk. The statement of risk explains to the student-athlete that he/she may get injured while participating in intercollegiate athletics.

The remaining information consists of a HIPPA waiver (which the student-athlete can refuse to sign), and an explanation of the student-athlete secondary insurance. The insurance explanation tells the student-athlete and the parents that this policy will cover injuries incurred on the athletics field or during team conditioning/weight lifting. Illnesses or injuries incurred off the athletics field are not covered by the policy.

The Policy and Procedures Manual is kept in the athletics training room, where it can be reviewed by coaches, administrators and student-athletes if they chose. This Manual is also included as an appendix in the Athletics Department Staff Policy and Procedures Manual. Excerpts will also be included in the athletics training portion of the student-athlete handbook.

The staff in conjunction with the Athletics Director is involved with other areas of health and safety. The Longwood University Drug and Alcohol Education Program for Student-Athletes will appear in the student-athlete handbook. Coaches may choose to enforce a stricter policy, but not a weaker policy.

Team sport teams generally travel via motor coach. The exception occurs when travel is within one hour of campus. Athletic teams also fly commercial when the schedule necessitates. However, if the budget for the team is low, motor coach travel will be substituted (e.g., women's soccer travel to Fort Wayne, Indiana, in November 2005).

Individual sport teams (cross country, golf and tennis) travel via full size passenger vans on most travel occasions. For cross country and tennis, the men's and women's teams travel together in one van on some occasions. The number of athletes on these combined teams, together with all of their baggage and equipment, creates crowded and uncomfortable conditions for these athletes, who might be traveling a significant distance. When individual sports teams travel by van, one of the coaches drives the vehicle.

Coaches have expressed numerous concerns about the condition of the University's full size passenger vans. Longwood has replaced two of these vans for the fall of 2006. The other two vans will be replaced prior to fall 2007.

**10. Describe the institution's emergency medical plan for practices and games. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1 as a guide in responding to this self-study item.]**

The Longwood Athletics Training Policy and Procedure Manual contains a section that discusses the procedures to be used should an emergency situation arise during a practice or a competition. The primary purpose of these Longwood athletics training emergency protocols is to maintain cardiovascular function and, indirectly, central nervous system function of an injured athlete to ensure survival.

A first step in these protocols is to know the surroundings and who can help in an emergency. Another important step is the initial evaluation of the injured person: the person in charge must know what the situation is before he/she can manage it. The protocols include what initial evaluation should be carried out, what information must be given over the telephone to the emergency personal, how the ambulance and other emergency vehicles can access the area, and what emergency equipment is available. The protocols also discuss what to do after the emergency situation is under control. At this time, emergency protocols are not being reviewed and practiced with coaches.

Individual emergency protocols for each athletic competition and practice venue are being updated because of field closings/openings, construction and road closures. Additional protocols will be added as new athletic competition and practice venues are built.

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

The Longwood University Athletics Training staff is comprised of four certified athletics trainers. The current number of athletics training staff makes it impossible to cover every practice, skill session and team strength and conditioning session. The Athletics Training Policy and Procedure Manual contains a section that explains sports coverage and what a coach or student-athlete should do if an emergency situation should arise when there is no athletics trainer on site.

Sports coverage is determined by several factors. These factors include games, traditional (in-season) practices, and team travel. The priority of medical coverage is as follows:

1. Traditional season (in-season) sports will be given priority in coverage by the athletics training staff over non-traditional (out of season) sports.
2. Home competitions will be given priority over practices.
3. Non-traditional (out of season) sport competitions may be covered if staffing permits.
4. Non-traditional practices will not be covered; however an athletics trainer will be on call. Being "on call" implies that the athletics training staff will be accessible by phone either in the athletics training room or at home.

Sport	Fall	Winter	Spring
M/W Soccer	—ATC at Practice/Games—	—On Call—	—On Call
Field Hockey	—ATC at Practice/Games—	—On Call—	—On Call
M/W Cross Country	—On Call—	—On Call—	—On Call
M/W Basketball	—On Call—	—ATC at Practice/Games—	—On Call
Softball	—On Call—	—On Call—	—ATC at Practice/Games
Baseball	—On Call—	—On Call—	—ATC at Practice/Games
Lacrosse	—On Call—	—On Call—	—ATC at Practice/Games
M/W Tennis	—On Call—	—On Call—	—On Call
M/W Golf	—On Call—	—On Call—	—On Call

**Note:**

- 1) The definition of "on call" is that the coach of the specific sport will have contact information for the athletics training staff and, if an emergency arises that requires medical attention, then the coach will contact a member of the athletics training staff (either in the athletics training room or at home) as soon as the situation has stabilized and emergency protocols have been followed.
- 2) Coverage for sports depends ultimately upon the availability of the athletics training staff and is subject to change as the situation demands.

In order for the athletics training staff to attempt to cover as many events as possible, the staff asks each coaching staff to submit, at the beginning of each month, a tentative practice schedule for that month, including practice times, days off, games (both home and away), travel times, weights, and/or separate conditioning times.

It is also the responsibility of each coaching staff to notify the athletics training staff immediately if there are any changes to the schedule. Failure to notify the athletics training staff of such changes may result in no medical coverage being provided and liability being placed solely on the head coach.

Medical kits are available to all teams for use when an athletics trainer is unable to cover an event. The medical kit includes wound care supplies, tape, contact information for campus police and the athletics training staff, and insurance information. It is also the responsibility of each coaching staff to maintain the supplies in the medical kit.

The emergency plans for each practice venue are written in great detail. However, coaches freely admit that they are unfamiliar with the plan for their practice venue. Coaches also indicate they would attempt to contact one of the athletics trainers should an injury occur.

- 12.** Using the four program areas for student-athlete welfare issues please:

- a. Describe how the institution studies these topics as they apply to all student-athletes;

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- 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.

**1. Evaluation** Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to student-athlete welfare, including the evaluation of the effectiveness of mechanisms to ensure the health and safety of student-athletes.

- a. Describe how the institution studies these topics as they apply to all student-athletes.

The institution studies these topics through:

Annual team evaluations of coaches and season

Feedback from the SAAC

Regular staff meetings

IAC meetings

- b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and

The institution demonstrates its commitment to these issues by:

Conducting a periodic review and revision of the Mission Statement

Utilizing the results from student-athlete evaluations of coaches and seasons

- c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

The institution will address these topics in the future by:

Development of a Student-Athlete Handbook

Creation and use of an exit interview/survey

Examination of SAAC minutes by the IAC

Increased feedback from the SAAC to the IAC

Continued updating of Athletics Training policies

**2. Organization and Structure** Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance student-athlete welfare.

- a. Describe how the institution studies these topics as they apply to all student-athletes.

The institution studies these topics by:

Discussion in regular IAC meetings

Discussion in staff meetings and administrative meetings

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- b.** Provide data demonstrating the institution's commitment to these issues for all student-athletes; and

Data demonstrating the University's commitment to this issue include:

Minutes from IAC meetings

Minutes from SAAC meetings

- c.** Explain how the institution will address these topics in the future for the welfare of all student-athletes.

The institution will address these topics in the future by:

Development and administration of an exit interview/survey

Increased feedback from SAAC to the IAC

**3. Participation in Governance and Decision-Making** Involvement of student-athletes in the governance and decision-making processes of the athletics department (including the student-athlete advisory committee).

- a.** Describe how the institution studies these topics as they apply to all student-athletes.

The institution studies these topics by:

Regular meetings between the SAAC President and the Athletics Director

Review of SAAC information by the administrative staff

Discussion in staff meetings

Discussion in IAC meetings

Involvement of Team Moderators

- b.** Provide data demonstrating the institution's commitment to these issues for all student-athletes; and

Data demonstrating the University's commitment to this issue include:

Increased use of motor coach travel

Improved public promotions for teams by Carter, Riley, and Thomas advertising agency

- c.** Explain how the institution will address these topics in the future for the welfare of all student-athletes.

To address these topics in the future:

The AD will continue to encourage student-athletes to provide feedback to the SAAC. The AD will glean information from exit interviews/ surveys and feedback from the SAAC and IAC. As issues are identified, the AD and/or IAC can recommend appropriate actions/procedures to be implemented

The AD will gather feedback from coaches

The AD will require an annual report from the SAAC to the IAC

The Athletics Department will further develop and clarify the role of the Team Moderator

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

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**a.** Describe how the institution studies these topics as they apply to all student-athletes.

The institution studies the needs and issues affecting student-athletes by:

Discussion in administrative meetings

Review of SAAC feedback

Results of end of season coaches evaluation

Discussion in IAC meetings

**b.** Provide data demonstrating the institution's commitment to these issues for all student-athletes; and

The institution's commitment to these issues is demonstrated by:

The AD, SWA, and Assistant Athletics Directors compiling a list of topics as identified under a.

Presenting these topics to the IAC, the SAAC, and the coaching staff for possible implementation.

**c.** Explain how the institution will address these topics in the future for the welfare of all student-athletes.

To address these topics in the future:

The Athletics Department will develop a series of appropriate educational seminars to address the topics identified under a. For example, possible topics might include drugs and alcohol, nutrition, personal development, time management, or dealing with the media.

### Evaluation

1. 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 No**
2. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas? **Currently Yes**
3. Does the institution provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes? **Currently Yes**

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work
Need to develop and publish an Athletics Department Staff Policies and Procedures Manual based on NCAA Division I guidelines.	<ol style="list-style-type: none"> <li>1. Production of Athletics Department Staff Policies and Procedures Manual.</li> <li>2. Dissemination of Athletics Department Staff Policies and Procedures Manual.</li> </ol>	<ol style="list-style-type: none"> <li>1. Establish a committee of Athletics Department staff, faculty, alumni and student representatives.</li> <li>2. Compile current policies.</li> <li>3. Develop missing policies.</li> <li>4. Compile current procedures (formalize unwritten procedures).</li> <li>5. Develop missing procedures.</li> <li>6. Present manual to Athletics Department governing body (coaches, advisory boards) for approval.</li> </ol>	Associate AD	May 2006.
Need to publish a revision of the Student-Athlete Handbook, which is currently outdated.	<ol style="list-style-type: none"> <li>1. Production of Student-Athlete Handbook</li> <li>2. Dissemination of Student-Athlete Handbook</li> </ol>	<ol style="list-style-type: none"> <li>1. Establish a committee of Athletics Department staff, faculty, alumni and student representatives.</li> <li>2. Compile current policies.</li> <li>3. Develop missing policies.</li> <li>4. Compile current procedures (formalize unwritten procedures).</li> <li>5. Develop missing procedures.</li> <li>6. Present manual to Athletics Department governing body (coaches, advisory boards) for approval.</li> </ol>	Assistant Athletics Director/Compliance	September 2006.
Need to clarify the position and role of Team Moderator	<ol style="list-style-type: none"> <li>1. Training/Orientation of Individual Team Moderators</li> <li>2. Yearly orientation for all moderators</li> <li>3. Annual reporting mechanism</li> </ol>	<ol style="list-style-type: none"> <li>1. Establish agenda/content for moderator training session which should include professional boundaries, guidelines for what moderators should and should not be doing for student-athletes, NCAA regulations, available support services, travel regulations, judicial procedures and individual team requirements.</li> <li>2. Orientation timetable to be disseminated at the beginning of academic semester.</li> <li>3a. Develop a mechanism or format through which team moderators are to submit their annual reports.</li> <li>3b. Establish a mechanism for dissemination of annual reports.</li> </ol>	Athletics Director	May 2006

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
The distribution of information from SAAC to the larger community has been limited.	Addition of link on the SAAC website with minutes and discussion outline from each SAAC meeting	<ol style="list-style-type: none"> <li>1. Identify a webmaster or information conduit for SAAC to have minutes and discussion outlines added to their web page.</li> <li>2. Revise SAAC constitution to include responsibility for updating information to the web.</li> </ol>	Assistant Athletics Director/Compliance and SID	September 2006.
Need for separate Athletics Academic Coordinator position.	Hire an Athletics Academic Coordinator.	<ol style="list-style-type: none"> <li>1. Acquire funding for an AAC.</li> <li>2. Set parameters and expectations for how the AAC will work with the current structure of the Learning Center and DSS and how the AAC will be different.</li> <li>3. Recruit and hire qualified individual.</li> </ol>	Athletics Director, Assistant Athletics Director/Compliance	July 2006.
Lack of Exit Interviews	<ol style="list-style-type: none"> <li>1. Develop appropriate instrument for Exit Interviews</li> <li>2. Establish exit interview protocol process</li> <li>3. Analyze data/results</li> <li>4. Disseminate data/results</li> </ol>	<ol style="list-style-type: none"> <li>1. Establish a committee of stakeholders to develop exit interview instrument.</li> <li>2. Determine Athletics Department contact or individual responsible for administering exit interviews.</li> <li>3. Establish guidelines by which all exit interviews will be completed.</li> <li>4. Administer exit interview to student-athletes who are graduating or transferring.</li> <li>5. Disseminate information from exit interviews.</li> </ol>	Assistant Athletics Director/Compliance	May 2006.

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
Need for more frequent minority and diversity training.	<ol style="list-style-type: none"> <li>1. Develop minority and diversity training workshops/speaker series</li> <li>2. Provide diversity training workshops</li> <li>3. Evaluate programs</li> </ol>	<ol style="list-style-type: none"> <li>1. Determine topics.</li> <li>2. Develop yearly schedule.</li> <li>3. Secure conference speakers.</li> <li>4. Conduct annual diversity training sessions.</li> <li>5. Advertise and promote sessions for all student-athletes and coaches.</li> <li>6. Develop an evaluation tool/survey.</li> <li>7. Administer the survey.</li> <li>8. Analyze and disseminate the results.</li> </ol>	Athletics Director and Director of Multicultural Affairs	August 2006.
Inconsistency in Travel procedures.	<ol style="list-style-type: none"> <li>1. Develop safe travel policies for athletics teams.</li> <li>2. Appropriately fund athletics teams to ensure safe travel.</li> <li>3. Monthly travel report.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop safe travel policies.</li> <li>2. Review and revise individual team budgets to allow for adherence to travel policies.</li> <li>3. Provide monthly travel report to the IAC.</li> </ol>	Associate Athletics Director	May 2006.
Need for improved access to Athletics Training Policies and Procedures.	Production and posting of Athletics Training handbook on line.	<ol style="list-style-type: none"> <li>1. Develop a committee of stakeholders to review Athletics Training handbook.</li> <li>2. Secure web space for AT handbook.</li> <li>3. Post AT handbook on line.</li> <li>4. Advise coaches and student-athletes of the availability of the AT handbook on line.</li> </ol>	Head Athletics Trainer	May 2006.
Need for improved access to Athletics Training forms.	Production and posting of Athletics Training forms on line.	<ol style="list-style-type: none"> <li>1. Develop a committee of stakeholders to review Athletics Training forms.</li> <li>2. Secure web space for AT forms.</li> <li>3. Post AT forms on line</li> <li>4. Advise coaches and student-athletes of the availability of AT forms on line.</li> </ol>	Head Athletics Trainer	May 2006.

## Equity and Student-Athlete Welfare

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
Lack of adequate medical coverage for practices and events.	<ol style="list-style-type: none"> <li>1. Hire additional Athletics Training staff.</li> <li>2. Train and certify all coaches in CPR.</li> </ol>	<ol style="list-style-type: none"> <li>1. Acquire funding for additional Athletics Training staff.</li> <li>2. Advertise and recruit qualified candidates.</li> <li>3. Hire additional staff.</li> <li>4. Develop coverage grid.</li> <li>5. Acquire funding for CPR training.</li> <li>6. Conduct CPR training and testing.</li> </ol>	Athletics Director	July 2006.

## Equity and Student-Athlete Welfare

### 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													5	5	2			
Other Professional Athletics Dept. Staff	F							2	1	1	1			4	2	2			
	P							1	1	1				1	1	0			
Head Coaches	F										0	1	2	11	11	10			
	P													1	1	1			
Assistant Coaches	F							2	2	0				10	5	1			
	P													1	1	1			
Totals (for Athletics Dept. Personnel)	F	0	0	0	0	0	0	4	3	1	1	1	2	30	23	15	0	0	0
	P	0	0	0	0	0	0	1	1	1	0	0	0	3	3	2	0	0	0
Faculty-Based Athletics Board or Committee Members														14	15	15			
Other Advisory or Policy-Making Group Members								4	2	4	1	0	1	16	19	26			

Name of person completing this chart: Sandra Bollinger

Title: Assoc. Director of Assessment and Inst. Research

## Equity and Student-Athlete Welfare

### 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	17	13	9	84	90	78	315	376	365	63	59	78	3810	3724	3648			
Student-Athletes	1	1	1	4	4	5	21	17	21	1	1	5	152	143	130			

Name of person completing this chart: Sandra Bollinger

Title: Assoc. Director of Assessment and Inst. Research

## Equity and Student-Athlete Welfare

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

Sports	Year	Racial or Ethnic Group																			
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)				
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3		
Baseball				1	2	2	0	1	1	1	0	0	23	21	14						
Men's Basketball							7	4	5				5	5	6						
Football																					
Men's Track / Cross Country													5	4	0						
Men's Other Sports and Mixed Sports				2	0	0	4	3	3	0	1	1	27	30	32						
Women's Basketball							4	4	6				8	9	9						
Women's Track / Cross Country							1	1	1	0	0	1	3	6	5						
Women's Other Sports				1	1	1	1	2	3	5	4	5	0	0	3	81	68	64			
Total				1	1	1	4	4	5	21	17	21	1	1	5	152	143	130	0	0	0

Name of person completing this chart: Sandra Bollinger

Title: Assoc. Director of Assessment and Inst. Research