

INSTRUMENT

2008-2009
Third Cycle, Class 1
NCAA[®] 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: 1925
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time equivalency (FTE) basis]: 15977
6. Number of Faculty [using a full-time equivalency (FTE) basis]: 616
7. Highest level of academic degree offered: Ed.D
8. Institution's governing entity: Board of Supervisors - Univ. of LA System
9. a. Regional accreditation agency: Southern Association of Colleges and Schools
9. b. Date of most recent regional accreditation self-study: September, 2004
9. c. Current accreditation status: Accredited

Athletics Information

1. Subdivision status of athletics program (Academic Year 2009): I-FCS
2. Conference affiliation(s) or independent status (Academic Year 2009):

Baseball	Southland Conference
Football	Southland Conference
Men's Basketball	Southland Conference
Men's Cross Country	Southland Conference
Men's Golf	Southland Conference
Men's Tennis	Southland Conference
Men's Track, Indoor	Southland Conference
Men's Track, Outdoor	Southland Conference
Softball	Southland Conference
Women's Basketball	Southland Conference
Women's Cross Country	Southland Conference
Women's Soccer	Southland Conference
Women's Tennis	Southland Conference
Women's Track, Indoor	Southland Conference
Women's Track, Outdoor	Southland Conference

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Women's Volleyball Southland Conference

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

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

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

Southeastern has not had any NCAA major infraction cases since the second-cycle self study was submitted.

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

For details regarding some of these events, see Operating Principle 1.1, Question 5. Significant events/decisions occurring since the second-cycle self study include the following:

- The decision to establish a fundraising campaign for Athletics made in March, 2001.
- The decision to reinstate football made in March, 2002. Football returned with the 2003 season.
- The decision to upgrade a number of facilities including a number of the complexes where sports are played, certain locker rooms, the weight room and workout facility, and the student support services area which were completed at different times during the past ten years.
- The decisions related to personnel changes made at various times during the past ten years.

Previous Certification Self-Study

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

Southeastern's last peer-review-team visit was July 9-12, 2000. An interim self-study report was not required.

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

Southeastern was notified of the certification-status decision made by the NCAA Division I Committee on Athletics in a letter to Southeastern President, Dr. Sally Clausen, dated September 4, 2001. The certification-status decision was that Southeastern's athletic program was certified.

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

There have been no subsequent actions or changes in Southeastern's certification status made by the NCAA Division I Committee on Athletics Certification.

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

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Changes in key senior-level positions, institutional or athletics programs, since Southeastern's second-cycle self study are listed below:

University President:

Dr. Randy Moffett became the thirteenth President, replacing Dr. Sally Clausen, in December, 2001.

Dr. John Crain became the fourteenth President, replacing Dr. Randy Moffett, in February, 2009.

Provost and Vice President for Academic Affairs:

Dr. John Crain became Provost and Vice President for Academic Affairs, replacing Dr. Randy Moffett, in June, 2002.

Dr. Tammy Bourg was named Interim Provost and Vice President for Academic Affairs in June, 2008, when Dr. Crain was named Interim President.

Vice President for Student Affairs:

Dr. Marvin Yates became Vice President for Student Affairs, replacing Dr. Brad O'Hara, in August, 2006.

Vice President for University Advancement:

Ms. Wendy Johns-Lauderdale became the Vice President for University Advancement, replacing Dr. Joseph Miller, in March, 2009.

Athletics Director:

Mr. Frank Pergolizzi became Athletics Director, replacing Interim Athletics Director Mr. Dick Sharp, in June, 2000.

Mr. Dennis Roland became Athletics Director, replacing Mr. Pergolizzi, in March, 2006.

Mr. Kim Graham became Interim Athletics Director, due to Mr. Roland's illness, in October, 2006.

Dr. Joel Erdmann became Athletics Director, replacing Mr. Roland, in May, 2007.

Senior Women's Administrator (SWA):

Ms. Jennifer Comptois became the SWA, replacing Ms. Roni Hipp, in September, 2000.

Ms. Heather Lawrence became the SWA, replacing Ms. Comptois, in October, 2002.

Ms. Angela Pucher became the SWA, replacing Ms. Lawrence, in July, 2005.

Ms. Lori Jones became the SWA, replacing Ms. Pucher, in July, 2006.

Ms. Sherry Kennemer became the SWA, replacing Ms. Jones, in April, 2009.

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

Several changes impacting the institution and/or athletics program have occurred since the second-cycle self study.

- Conference Affiliation:

Football returned in 2003. During the 2003 and 2004 campaigns, Southeastern was an independent in football. Beginning with the 2005 season, Southeastern's football team joined other sports at the University as a member of the Southland Conference.

- Changes in Admissions Standards:

Beginning with the 2000-2001 academic year, Southeastern changed its admissions policy to one of "screened admissions." See Operating Principle 2.1, Question 4 for details related to these standards.

- Changes in Graduation Rates:

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Graduation rates, while they fluctuate, have increased at Southeastern in recent years. For instance, for the 1996 cohort of students, those graduating in six years or less was 23.7%. For the 2000 cohort, which entered Southeastern in the fall semester that followed the submission of Southeastern's second-cycle self study, the graduation rate in six years or less was 29.1%. For the 2001 cohort, it was 32.3%. While the percentage declined slightly for the 2002 cohort, the latest one available, to 28.6%, this is far better than the 23.7% for the 1996 cohort.

Perhaps even more encouraging is the graduation rate for those graduating in four years or less. For the 2000 cohort, this number was 8.2%. For the 2004 cohort, the latest one available, the number was 10.1%.

- Hurricanes:

Since the last self-study report was filed, Southeastern has been impacted by two hurricanes. The first was Hurricane Katrina in August, 2005. This caused major disruptions at the University and in the Athletic Department. Time and effort were invested in numerous attempts to locate students, in doing minor repairs to facilities, and in an effort to complete the many other tasks that had to be accomplished in order to return the University and the Athletic Department to a functional state. Some athletes were lost permanently because they either moved or had to withdraw from the University in order to help their families. Even though Hammond was very fortunate, areas in St. Tammany Parish immediately to our east were heavily impacted. Obviously, some student-athletes had families in this area. In addition, a number of sporting events were cancelled or postponed, etc. These types of events require that everyone involved go into "survival mode". Athletic Department staff, like faculty and administrators throughout the University, were forced to turn their focus to short-term, survival thinking. Obviously, this type of event disrupts long-term planning and compliance with existing plans for a long period of time as more pressing issues are addressed.

Hurricane Gustav, in August, 2009, was not an event on the same scale as Hurricane Katrina. Again, the Hammond community and the University were fortunate. However, this time the Baton Rouge area to our west was impacted and student-athletes from that area were disrupted. As an aside, Gustav did delay our NCAA kickoff meeting and video conference by a week.

Certification Self-Study Information

1. Steering Committee Chair: Dr. Rick Simpson
2. Chief report writer/editor of self-study report: Ms. Sheri Silvers
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.

Southeastern began the self-study process with the appointment of the NCAA self-study committee by Dr. Moffett in March, 2008 and the introductory conference call with the NCAA liaison in April, 2008. The initial Steering Committee was essentially in place by Summer, 2008. Additional, preliminary contact with the NCAA liaison occurred after Dr. Crain became interim president in June, 2008. Most members of the Steering Committee attended the video conference in September, 2008 (for additional, detailed information related to the self-study timeline, see Southeastern's written plan for conducting the self study).

a) Opportunities to offer input into the self-study report:

Southeastern made every attempt to ensure broad-based participation of various constituencies in the self-study process in a variety of ways. First, those appointed to membership on the Steering Committee, and the three subcommittees, represent a broad-based group of university constituents including athletics staff, student-athletes, boosters, alumni, university administrators, faculty, staff, a student-body representative, and members of the greater Hammond community. In other words, the committees were constructed in such a way that a balance was provided between athletic department staff and other campus community constituents.

Since many members of the Steering Committee also served on the subcommittees that were actually preparing the report, they were intimately involved in the development of the report. Later in the process, but before the report was completed, the entire Steering Committee was updated on the development of the report and had an opportunity to ask questions and offer input regarding the formulation of the report.

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Also, presentations concerning the NCAA certification process were made to numerous groups throughout the year and group members were invited to ask questions, seek additional information, and provide feedback to the process. Indeed, following a presentation to the Athletic Committee, a new member of the Athletic Committee volunteered to join one of the subcommittees because he had recent experience with preparing a second-cycle report at another university. This faculty member was added to the subcommittee as requested. Groups and presentation dates are listed below:

Athletic Committee
November, 2008

Alumni Association Board
December, 2008

Student Government Association
December, 2008

Dean's Council
December, 2008

Faculty Senate
January, 2009

Student Athlete Advisory Council
January, 2009

The Lion Athletic Association
April, 2009

b) Opportunities to review the self-study report and provide feedback:

A draft of the self-study report was made available to the public on the Athletic Department's website.

Two open forums were held on April 27, 2009. One session was held at noon and one at 5 p.m. Announcements regarding these forums, the availability of the self-study report on the Athletic Department's website, and an invitation to provide feedback were issued through a variety of outlets during the week before the forums were held. Some of the outlets listed below are available to a variety of Southeastern's constituencies. The outlets selected and the primary constituents targeted with each outlet are listed below:

Students

A daily notice was listed on Southeastern's webpage

Faculty/Staff

ByLion - weekly newsletter

Steering Committee

E-mails from the Steering Committee Chair

Athletic Committee

Presentation by Steering Committee Chair

Student Athletic Advisory

Committee and Student Athletes

Presentation by Steering Committee
Chair

Various athletic support groups

E-mail from Athletic Director

Department Heads

E-mail from Steering Committee Chair

General public

News release picked up by Hammond Daily Star

Also, a meeting of the Steering Committee was held on Tuesday, April 28, 2009. At this meeting, opportunities for final feedback were provided and the Steering Committee approved portions of the self study. Final Steering Committee approval of the entire self-study was obtained on May 1, 2009 before the report was submitted.

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4. Provide a copy of the institution's written plan for conducting the self-study. [Please use the file upload link contained within this question to submit a copy of the institution's written plan.]

A copy of the institution's written plan for conducting the self-study has been uploaded for your review.

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

Institution:

Southeastern's Current Mission Statement:

The mission of Southeastern Louisiana University is to lead the educational, economic, and cultural development of southeast Louisiana.

Southeastern's Core Values Statement:

Core values are Excellence, Scholarship, Integrity, Diversity, Service, and Caring.

Southeastern's Current Strategic Priorities, Vision Statements, and Strategies include the following goals:

- (1) To provide competitive educational opportunities that attract diverse well-prepared students who progress and graduate
- (2) To provide relevant curricula and an intellectually stimulating environment
- (3) To facilitate lifelong learning that meets the ever-changing educational and cultural needs of our community
- (4) To recruit, retain, develop and engage a diverse and well qualified faculty and staff
- (5) To increase, diversity and manage funding effectively
- (6) To promote the university's excellence clearly and accurately
- (7) To enhance and effectively utilize a progressive technological infrastructure

Southeastern's mission statement was last approved by the Louisiana Board of Regents in Spring, 2001. The strategic plan, Vision 2010, grows out of the mission statement and was developed by the University Planning Council to cover the periods from academic years 2006-2007 through 2010-2011. This strategic plan includes the core values statement and the goals outlined above.

Athletic Department:

Athletic Department's Mission Statement:

To develop and maintain an athletic program that emphasizes academic and competitive excellence and promotes the holistic development of the student-athlete and image of Southeastern Louisiana University within NCAA guidelines.

Developing Leaders:

- In the classroom
- In the community
- In competition

Athletic Department's Philosophy Statement:

Southeastern participates in intercollegiate athletics as an integral part of its educational program and considers the student-athlete as a contributing member of the student body. The department's primary goal is for the student-athlete to graduate with his/her academic class in one of the degree programs offered by the University. High standards of academic quality and a broad scope of academic endeavors provide educational opportunities for all students, including student-athletes. Lion Athletics adheres to the University's belief of offering a variety of opportunities for participation in varsity intercollegiate athletics for diverse participants.

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The emphasis in recruitment of student-athletes is regional, national and international in nature. As the athletic program strives for prominence, it seeks to enhance the well-being of both the university community and the general student population.

As a member of the National Collegiate Athletic Association (hereafter referred to as the NCAA), at the Division I level, Southeastern is proud to follow appropriate practices and enforce legislation concerning such areas as eligibility, recruiting, practice and competition, admissions, financial aid, retention, and student-athlete graduation success.

Athletic Department Commitment Statement:

It is the policy of Southeastern Louisiana University not to discriminate on the basis of race, color, creed, sex, national origin, age, or disability in its admission and recruitment of students, educational programs and activities, or employment policies. The University, in its relationship with students, faculty, and staff, always treats with absolute fairness all those who apply for membership in the Southeastern community.

This policy reflects the requirements of Title VII of the Civil Rights Act of 1964, as amended; the Equal Opportunity Employment Act of 1972; Executive Order 11246; Title IX of the Education Amendments of 1972, Section 503/504 of the Rehabilitation Act of 1973, as amended; The Vietnam Veterans Readjustment Assistance Act of 1974; Louisiana Executive Order 13; the Americans with Disabilities Act of 1990; the Civil Rights Act of 1991; Section 799 A and 845 of the Public Health Services Act, the Equal Pay and Age Discrimination Acts, Section 504 of the Rehabilitation Act of 1973, and Executive Order 11246. In creating departmental policies and procedures, every effort has been made to comply with Southland Conference and NCAA rules and regulations and to implement all policies recommended by these authorities. This commitment encompasses all administrative and coaching aspects of the intercollegiate athletics program, as well as the management of student-athlete services and activities.

Athletic Department Objectives:

Integrating the mandates established by Southeastern Louisiana University, the University of Louisiana System, the Southland Conference (hereafter referred to as the SLC) and the NCAA, the Department of Athletics is guided by the following objectives:

- Recruit student-athletes who are academically prepared to succeed in Southeastern's academic environment, provide equitable opportunities for men and women, and provide educational opportunities for those interested in athletic-related careers.
- Operate all sport programs at the highest possible level of intercollegiate athletics competition and seek to affiliate with institutions demonstrating a similar commitment to academic excellence and institutional integrity.
- Promote character development in student-athletes and contribute to the development of institutional morale, loyalty and school spirit.
- Provide financial aid to student-athletes accepting athletically-related scholarships and programs of counseling and other support services to all student-athletes as necessary.
- Provide a means by which institutional alumni and the public at large identify with the university for mutually beneficial purposes.
- Interface with booster groups that support the intercollegiate athletics program, maintain control of all donations and expenditures of funds that are handled by the booster groups and follow appropriate audit and accountability procedures consistent with Southeastern, The Southland Conference and NCAA guidelines.

The most recent versions of the Athletic Department's mission statement, philosophy statement, commitment statement, and objectives were approved in Summer, 2008.

Governance and Commitment to Rules Compliance

Operating Principle

1.1 Institutional Control, Presidential Authority and Shared Responsibilities.

Self-Study Items

1. List all "conditions for certification" imposed by the Committee on Athletics Certification in its second-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 "condition" 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 opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

1. Condition

Southeastern Louisiana University (Southeastern) did not have any "conditions for certification" imposed by the Committee on Athletics Certification in its second-cycle certification decision as it relates to Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities).

Action

N/A

Action Date

N/A

Explanation for partial or non-completion

N/A

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 second-cycle certification process for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). In each case, provide::

- a. The original plan;
- 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 plans.

Please note, the institution will not be required to fulfill an element of a second-cycle plan if the element does not affect conformity with a current operating principle.

1. Original Plan

Southeastern did not submit any plans for improvement related to Operating Principle 1.1 as part of its second-cycle certification self-study.

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Action

Although the Committee on Athletics Certification did not impose any "conditions for certification" on the institution, Southeastern did institute a suggested recommendation provided by the Committee on Athletics Certification which stated that Southeastern needed to pursue more widespread participation in policy development.

Southeastern's Athletic Department has three governing policies. The development of these policies has involved participation by a number of constituent groups. The governing policies are listed below:

- Lion Athletics Policy and Procedures Manual
- Student-Athlete Handbook
- Student-Athlete Health and Well-Being Policy

These policies are published and open for examination and input from all departmental staff within the Athletic Department and constituencies outside of the Athletic Department. The Student-Athlete Advisory Committee (SAAC) provides input during the development of these policies. Finally, policies are approved by the Athletics Committee which also provides input.

Finally, policies are approved on an annual basis. This participative role by the Athletic Committee in policy decisions is a relatively new one. As a result, as of the date of the filing of this report, the Athletic Committee had not approved the Student-Athlete Health and Well-Being Policy. However, it is anticipated that such approval will be obtained by the time of the PRT visit in November.

Action Date

The policies described above have been approved by the Athletic Committee as of April 22, 2009.

Explanation for partial or non-completion

N/A

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

No additional plans for improvement/recommendation as they relate to Operating Principle 1.1 (Institutional Control, Presidential Authority, and Shared Responsibilities) have been developed by Southeastern since the second-cycle certification decision was rendered by the Committee on Athletics Certification.

However, due to a great deal of turnover in the Athletic Department, some of the second-cycle plans were not accomplished. Southeastern acknowledges its understanding that turnover is not an acceptable reason for failing to accomplish second-cycle plans. See OP 3.1 for additional details.

In order to enhance institutional monitoring and control of the Athletic Department and its operations going forward, Southeastern has implemented a higher degree of oversight of third-cycle plans for improvement, as well as, various departmental policies and procedures. Subject to direction from the Office of the President, the departments of Internal Audit and Institutional Research are charged with annually monitoring and evaluating institutional improvement plans and selected departmental policies and reporting their findings to the Office of the President. Thus, regardless of circumstances within the Athletic Department, the institution will be able to effectively monitor the progress pursuant to third-cycle plans.

4. Describe how the institution's chancellor or president maintains clear and direct oversight of the athletics program, including a description of reporting lines from the athletics director to the chancellor or president.

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The President of Southeastern (President) has the ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program.

The Employee Handbook states that the President exercises administrative control by delegating daily responsibility to the Athletic Director (AD) (Part I, Section E). The AD reports directly to the President and is a member of the President's Staff. Composed of the University's Vice Presidents and other upper level administrators, the President's Staff meets weekly to discuss issues of importance to Southeastern.

In addition, the President and the AD communicate on a regular basis regarding issues relevant to the intercollegiate athletics program. The President is directly involved in the hiring process for Head Coaches and was significantly involved in the recent decision to reinstate football at Southeastern.

The President exercises fiscal control by delegating daily responsibility to the Vice President for Administration and Finance and the AD. The Employee Handbook states that the Vice President for Administration and Finance supervises the overall fiscal activity of the athletics program while the AD oversees the daily activity of the program (Part I, Section E). The AD develops the operating budget for athletics with oversight from the Vice President for Administration and Finance. The budget is submitted to and approved by the President prior to being submitted to the University of Louisiana System and Board of Supervisors.

5. Since the institution's previous self-study, list the major decisions made related to intercollegiate athletics. For each decision, explain the role and involvement (if any) of the:

- a. Chancellor or president;
- b. Athletics board or committee;
- c. Faculty senate (or other faculty governing body);
- d. Student-athlete advisory committee;
- e. Director of athletics;
- f. Faculty athletics representative;
- g. Senior woman administrator; and/or
- h. Other individual(s) or campus constituencies.

The major decisions related to intercollegiate athletics at Southeastern since the previous self-study are listed below:

- Decision to Establish a Fundraising Campaign for Athletics (\$5 million goal)

On March 13, 2001, Southeastern announced an expansion to its fundraising campaign. The goal of this additional fundraising effort was to raise an additional \$5 million to support its athletics programs. Certain expenditures were specifically targeted for consideration contingent upon the success of the campaign. Included in this list were expenditures intended to facilitate the implementation of the second-cycle gender equity plan, the possible reinstatement of football, and improvements to athletic facilities. The Commitment to Excellence Campaign received three, \$1 million donations plus many smaller donations. Both new and current donors participated. As a result, Southeastern reached its \$5 million goal within one year.

a. Chancellor or president; The President played a major role in the development and use of funds once they were collected. The President wanted to reinstate football without the use of any state funds. Therefore, he formulated a plan that would allocate the \$5 million according to the following formula: \$3.2 million for football operations, enhancement of women's athletic scholarships and for improvements to women's athletic facilities; \$800,000 to improve other athletic facilities, primarily Strawberry Stadium (football facility); and \$1 million to serve as a "rainy day" endowment fund. Monies raised by the endowment fund principal are to be used to help support the total athletic programs.

b. Athletics committee; The Athletics committee did have a role in the fundraising campaign for athletics.

c. Faculty senate; The Faculty senate did not have a role in the fundraising campaign for athletics.

d. Student-athlete advisory committee; The student-athlete advisory committee did not take or have a role in this fundraising activity.

e. Director of athletics; The Director of Athletics, along with representatives of the Vice President for Institutional Advancement, visited prospective donors. Along with the President, they made presentations to prospective donors.

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f. Faculty athletics representative; The Faculty athletics representative did have a role in the fundraising campaign for athletics.

g. Senior woman administrator; The senior woman administrator did have a role in the fundraising campaign for athletics.

h. Other individual(s) or campus constituencies;

1. Vice President for University Advancement

The Vice President for University Advancement was given the charge from the President to raise the \$5 million in private donations. The Vice President for University Advancement coordinated meetings and presentations to donors.

2. Southeastern Former Players Association

The Southeastern Former Players Association is a group of former Southeastern football players. These members actively participated in the campaign by soliciting contributions from the association's membership, other alumni, and the business community in the region.

- Decision to Reinstatement Football

On May 21, 2002 Southeastern's football program was reinstated. Actual competition began with the 2003 season. Southeastern competed as an independent during the 2003 and 2004 seasons. The football program began competition in the Southland Conference during the 2005 season.

a. Chancellor or president; The President made the decision to reinstate football after a successful fundraising campaign raised \$5.025 million for the athletics program. The President then formed a search committee with the task of hiring a new head football coach for the program.

b. Athletics committee; The Athletics Committee was updated regarding all activities related to the reinstatement of football by the President and the AD.

c. Faculty senate; The Faculty senate did not have a role.

d. Student-athlete advisory committee; The Student-athlete advisory committee did not have a role.

e. Director of athletics; The AD was given the task of initiating the search for a new head football coach. The AD also searched for potential competition for Southeastern for the first two seasons. The AD, along with the members of the Athletic Department, developed a football season ticket campaign to solicit ticket sales for the football season. Finally, the AD solicited corporate sponsorships for the upcoming football season.

f. Faculty athletics representative; Faculty athletics representative was the liaison between Athletic Department and Athletics Committee and worked to keep the Athletics Committee updated.

g. Senior woman administrator; The Senior woman administrator did have a role.

h. Other individual(s) or campus constituencies;

1. Southeastern Alumni Association

The Director of the Southeastern Alumni Association visited several alumni chapters and provided information to the chapter members about the return of football to Southeastern.

2. Southeastern Former Players Association

The Southeastern Former Players Association is a group of former Southeastern football players. This group was involved in soliciting former players to become involved in the effort to reinstate football at Southeastern.

3. Community of Hammond, Louisiana

Over 100 dedicated volunteers participated by serving on ten different committees that were formed in order to develop the best and most successful approach to the return football to Southeastern. These committees included the following:

- Parking and Logistics
- Tailgating
- Spirit
- Special Events
- Reunions
- Homecoming
- Away Games
- Recognitions

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These volunteers contributed to the initiatives that helped to recall nostalgia for the "old times," created excitement for a new team, and resurrected past traditions.

- Decision to Upgrade Facilities

Since the time of the second-cycle certification, Southeastern has upgraded several of its facilities. A new Soccer Complex has been opened. Strawberry Stadium (football facility) received an addition to its west side. This addition included a new press box, suites, and about 150 premium seats called the Victory Club section. A list of upgrades is presented below:

- Strawberry Stadium upgrades (football facility)
- Southeastern Soccer Complex
- Southeastern Softball Complex
- Improvements to North Campus Gym which includes Softball and Soccer locker rooms and offices
- New weight room facility
- Academic support center
- Volleyball locker rooms and offices
- Women's basketball locker rooms and offices

Those involved with the decision-making process related to these upgrades are listed below:

- a. Chancellor or president; The President approved all facilities upgrades listed above.
- b. Athletics committee; The Athletics committee was aware of all upgrades and construction projects, but had no major involvement.
- c. Faculty senate; The Faculty senate had no role or involvement in the upgrade to facilities.
- d. Student-athlete advisory committee; The Student-athlete advisory committee had no role or involvement in the upgrade to facilities.
- e. Director of Athletics; The AD was instrumental in developing a capital outlay plan to upgrade the facilities for various sports, as well as, an academic support center for student-athletes. Given the level of allocated funds and private donations, the AD prioritized projects based on the immediate needs of the particular programs involved and on the condition of the facilities in need of improvement.
- f. Faculty athletics representative; The Faculty athletics representative did have a role.
- g. Senior woman administrator; The Senior Woman Administrator worked with the AD to formulate the capital outlay plan for the facilities.
- h. Other individual(s) or campus constituencies;
 1. Vice President for Administration and Finance
The Vice President for Administration and Finance provided fiscal oversight for the projects as dictated by his job description. He worked in his role as a consultant to the President's cabinet, including the AD in order to make sure that the requisite fiscal responsibility was part of the development process for each of the projects listed above.
 2. Director of Facility Planning
The Director of Facility Planning provided approval of designs, plans in accordance with state guidelines for all facility projects.
 3. Vice President for University Advancement
The Vice President for University Advancement solicited additional funding for the various projects.
 4. Lions Athletic Association (LAA)
The Lion Athletic Association is the booster club affiliate for the Southeastern Athletic Department. The primary objective is to provide support to the University intercollegiate athletic program; therefore, the LAA shall not engage in activities contrary to this objective. The LAA can solicit and accept funds of all kinds. Southeastern and the LAA entered into an affiliation agreement, approved by the Board of Supervisors, with the University of Louisiana System in an effort to help solicit funds for these projects.

- Decisions related to personnel changes/additions

Since the second-cycle certification, Southeastern has hired two ADs. The first AD became very ill and could not continue. This resulted in the search and hire of the current AD. In addition to these hiring decisions related to the AD position, Southeastern has made the following personnel changes since the second-cycle certification.

- Five Senior Women's Administrators (SWAs)

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- Three head football coaches
- Two Men's basketball head coaches
- Women's basketball head coach
- Two Baseball head coaches
- Women's volleyball head coach
- Track/Cross Country coach
- Assistant AD for Academic Affairs
- Added personnel to expand the academic-support unit

Those involved with the decision-making process related to these personnel changes/additions are listed below:

- a. Chancellor or president; Related to the hiring of the two Directors of Athletics, the President organized a search committee and charged them with the task of following the policies and procedures of the University in providing him with a recommendation for hiring a new AD. Regarding all of the other positions listed above, the President approves these hires as is the case with the hire of all university personnel.
- b. Athletics committee; While certain members of the Athletics committee have served on some search committees in their own capacity, the Athletics committee generally did not have a role other than being part of the interviewing process.
- c. Faculty-senate (or other faculty governing board); The Faculty senate had no role or involvement in personnel changes/additions.
- d. Student-athlete advisory committee; The Student-athlete advisory committee had no role or involvement in personnel changes/additions.
- e. Director of Athletics; The AD plays a major role in the hiring of head coaches for the various sports. Also, the AD approves hiring of all coaches and personnel within the Athletic Department. The AD's approval is then sent to the President for final campus approval. Final approval of all university employee hires is given by the Board of Supervisors for the University of Louisiana System.
- f. Faculty athletics representative; The Faculty athletics representative is directly involved in the hiring of head coaches and administrative level support staff.
- g. Senior woman administrator; The Senior woman administrator is directly involved in the hiring of head coaches and administrative level support staff.
- h. Other individual(s) or campus constituencies;

The Center for Student Excellence has a direct role in helping the Athletic Department in the hiring of Academic Support Staff including the Assistant Athletic Director for Academic Affairs and the Academic Coordinators.

6. Describe the institution's written governance policies regarding the administration and oversight of the athletics program, including the specific role and responsibilities of the institution's governing board. Describe how the policies are communicated to the governing board on an annual basis.

The institution has written governance policies regarding the administration and oversight of the athletics program. Likewise, the institution's governing board has specific roles and responsibilities. The Board dictates policy to the President and directs that the President is responsible for athletics. While the President regularly updates the Board, there is no specific requirement that this be done on an annual basis. The Board does provide guidelines on how the universities within the University of Louisiana System should manage their athletic programs. These guidelines can be found in the section of the Bylaws and Rules of the University of Louisiana System titled "Intercollegiate Athletics of the Board Rules, Athletic Travel Policy, Entertainment Expenses Related to Athletic Events Policy" (Chapter 5).

As can be seen in the organizational chart for the Athletics Department, which shows a direct line between the AD and the President, Southeastern is in compliance with the University of Louisiana System rules mentioned above. Changes in departmental policies and procedures require the approval of the President and the Board of Supervisors. This approval is required for policy changes in all departments. Therefore, the Athletics Department is subject to the same basic oversight process as all other departments.

The bylaws and rules discussed above also state that the Athletic Committee of the Board shall meet at least twice annually to review the athletic programs at each member institution (Chapter 5, Section V). This requirement is intended to assist the Board in its oversight of the athletic programs at the respective member institutions. The

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Board has created the Athletic Committee, which meets at regularly scheduled board meetings, to approve athletic items and receive reports relating to athletic activities from its member institutions. Additionally, Southeastern is required to provide various reports to the Board to assist in its determination of whether system universities are following Board policies and rules. These reports include, but are not limited to, the following:

- The Annual Athletic Budget
- Quarterly Financial Reports which include athletic information
- The Annual Athletic Review which includes minimum agreed-upon procedures required by the NCAA

The Board also sends Policy and Procedures Memoranda from time to time that are intended to maintain the institution's awareness of new policies and procedural adjustments that will affect its athletics programs.

Finally, the Board requires that Southeastern's Internal Audit Department include in its Annual Audit Plan a review of certain athletic activity. The required areas sometimes vary from year to year. Examples of items included in the required areas for review have included the following:

- Information concerning outside athletic camps
- Athletic travel activity
- Athletic ticket revenue collections
- Advertising by vendors on university athletic websites

7. Since the institution's previous self-study, list the decisions related to intercollegiate athletics in which the institution's governing board or individual board members have been involved and describe the extent of the governing board's involvement with those decisions.

During the year of 2000, the Athletic Committee of the University of Louisiana Board of Supervisors addressed items related to Southeastern on June 23, August 25, and December 8. The following actions were discussed at the Athletic Committee meetings:

- Approved, in concurrence with the Personnel Committee, Southeastern's request to approve Mr. Frank Pergolizzi as Director of Intercollegiate Athletics effective June 26, 2000 (June 23, 2000 meeting).
- Approved Southeastern's request to revise athletic ticket prices for the 2000-2001 academic year (August 25, 2000 meeting).
- Approved Southeastern proposed Complimentary Athletic Ticket Policy and the proposed Promotional Athletic Ticket Prices and Events (December 8, 2000 meeting).

During the year of 2001, the Athletic Committee of the University of Louisiana Board of Supervisors addressed items related to Southeastern on February 23 and October 26. The following actions were discussed at the Athletics Committee meetings:

- Approved Southeastern Louisiana University's request for promotional athletic ticket prices (February 23, 2000 meeting).
- Approved Southeastern Louisiana University's Complimentary Ticket Policy and promotional Athletic Ticket Prices and events (October 26, 2001 meeting).

During the year of 2002, the Athletic Committee of the University of Louisiana Board of Supervisors addressed items related to Southeastern on March 1, April 26, June 28, and October 25. The following actions were discussed at the Athletics Committee meetings:

- Dr. Moffett updated the Board on the progress of Southeastern Louisiana University plans to restore its football program (March 1, 2002 meeting).
- Approved Southeastern Louisiana University's Fall 2003 football season ticket prices (April 26, 2002 meeting).
- Approved Southeastern Louisiana University's employment contract of Mr. Hal Mumme as Head Football Coach, effective July 1, 2002, subject to approval of staff and legal counsel that all documents conform to statutory and administrative requirements (June 28, 2002 meeting).
- Approval of Southeastern Louisiana University's request for approval of the 2002-2003 Athletic Ticket Prices and Promotional Events Prices (October 25, 2002 meeting).

During the year of 2003, the Athletic Committee of the University of Louisiana Board of Supervisors addressed items related to Southeastern on February 28 and May 30. The following actions were discussed at the Athletics Committee meetings:

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- Approval of Southeastern Development Foundation to install synthetic turf to Strawberry Stadium (football facility).
- Approval of affiliation agreement between Southeastern and Southeastern Athletic Association (SAA) (May 30, 2002 meeting).

During the year of 2004, the Athletic Committee of the University of Louisiana Board of Supervisors addressed items related to Southeastern on March 26 and December 3. The following actions were discussed at the Athletics Committee meetings:

- The Board of Supervisors for the University of Louisiana System does hereby approve Southeastern Louisiana University's request to name the University Athletic Building the Dugas Athletic Building in honor of the Dugas Family (March 26, 2004 meeting).
- Approved the employment contract for Mr. William Kennedy, Head Men's Basketball Coach at Southeastern Louisiana University, effective November 1, 2004 (December 3, 2004).

During the year of 2005, the Athletic Committee of the University of Louisiana Board of Supervisors addressed items related to Southeastern on February 25 and April 29. The following actions were discussed at the Athletics Committee meetings:

- Approved the employment contract and agreement for Mr. Dennis Roland, Head Football Coach at Southeastern Louisiana University, effective January 19, 2005 (February 25, 2005 meeting).
- Approved Southeastern Louisiana University's request for approval to name the Baseball Diamond in honor of Mr. Pat Kenelly (April 29, 2005 meeting).

During the year of 2006, the Athletic Committee of the University of Louisiana Board of Supervisors addressed items related to Southeastern on January 6, April 28, and August 25. The following actions were discussed at the Athletics Committee meetings:

- Approved Southeastern Louisiana University's request to amend the employment contract for Mr. Dennis Roland, Head Football Coach January 6, 2006 meeting).
- Approved Southeastern Louisiana University's request to name Mr. Dennis Roland, Interim Athletic Director effective March 16, 2006 (April 28, 2006 meeting).
- Approved Southeastern Louisiana University's request for approval of the form and authorizing the execution of (a) first amendment to agreement to lease with option to purchase, and (b) first amendment to ground and building lease agreement in connection with the University's comprehensive housing plan to include partial financing and the implementation of the University's intermodal transportation facility and Strawberry Stadium renovations (August 25, 2006 meeting).

During the year of 2007, the Athletic Committee of the University of Louisiana Board of Supervisors addressed items related to Southeastern on April 27, June 29, October 26, and December 5. The following actions were discussed at the Athletics Committee meetings:

- Approved Southeastern Louisiana University's request to enter into a grounds and facilities lease agreement with University Facilities, Inc. a private, not-for-profit 501(c)3 corporation to construct an athletic weight room and training facility (April 27, 2007).
- Approved Southeastern Louisiana University's request to appoint Dr. Joel Erdmann as the Director of Intercollegiate Athletics effective May 28, 2007 (June 29, 2007 meeting).
- Approved Southeastern Louisiana University's employment agreement with Ms. Julie Langford, Head Volleyball Coach, for the period October 1, 2007 through January 31, 2009 (October 26 meeting).
- Approved Southeastern Louisiana University's employment agreement with Mr. Blake Hornbuckle, Head Soccer Coach, for the period October 1, 2007 through January 31, 2010 (October 26 meeting).
- Approved Southeastern Louisiana University's employment agreement with Mr. Jay Artigues, Head Baseball Coach, for the period October 1, 2007 through June 30, 2010 (October 26 meeting).
- Approved Southeastern Louisiana University's employment agreement with Mr. Jason Hayes, Head Tennis Coach, for the period October 1, 2007 through June 30, 2010 (October 26 meeting).
- Approved Southeastern Louisiana University's employment agreement with Mr. Pete Langlois, Head Softball Coach, for the period October 1, 2007 through June 30, 2009 (October 26 meeting).
- Approved Southeastern Louisiana University's employment agreement with Mr. Sean Brady, Head Track and Field/ Cross Country Coach, for the period October 1, 2007 through June 30, 2010 (October 26 meeting).
- Approved Southeastern Louisiana University's employment agreement with Mr. Jim Yarbrough, Head Men's Basketball Coach, for the period October 1, 2007 through April 30, 2010 (October 26 meeting).
- Approved Southeastern Louisiana University's employment agreement with Mr. Mike Lucas, Head Football Coach, for the period October 1, 2007 through January 31, 2010 (October 26 meeting).

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During the year of 2008, the Athletic Committee of the University of Louisiana Board of Supervisors addressed items related to Southeastern on February 29, October 24, and December 5. The following actions were discussed at the Athletics Committee meetings:

- Approved Southeastern Louisiana University's employment agreement with Ms. Lori Jones, Head Women's Basketball Coach, for the period October 1, 2007 through April 30, 2010 (February 29 meeting).
- Approved Southeastern Louisiana University's employment agreement with Mr. Tim Baldwin, Head Golf Coach, for the period October 1, 2007 through June 30, 2008 (February 29 meeting).
- Approved Southeastern Louisiana University's request for approval to amend and extend a lease agreement with University Facilities, Inc. (UFI), a private, not-for-profit 501(c)3 corporation, to construct an athletic weight room and training facility (October 24 meeting).
- Approved Southeastern Louisiana University's Complimentary Ticket Policy and promotional Athletic Ticket Prices and events (December 5, 2008 meeting).

8. Describe how the institution's governing board decisions regarding the athletics program are consistent with those of other on-campus units.

The institution's governing board decisions regarding the athletics program are consistent with those of other on-campus units. All relative decisions and legislation concerning the operations of the Athletic Department and other campus departments follow standard board procedures and protocol through the President's office.

9. For each of the following individuals or groups:

- a. Explain the role and authority of the individual or group as it relates to intercollegiate athletics;
- b. Describe how the individual or group has the opportunity (if any) to provide meaningful input into the formulation of athletics department policies (e.g., review admissions data, review academic performance data, receive periodic reports from athletics department); and
- c. Describe how the individual or group has the opportunity (if any) to periodically review policy implementation related to athletics.
 1. Athletics board or committee;
 2. Faculty senate (or other faculty governing body);
 3. Faculty athletics representative;
 4. Student-athlete advisory committee; and/or
 5. Other individual(s) or campus group(s).

(1) Athletics board or committee

a. The role of the Athletic Committee is to approve all policies and procedures governing the athletic department. Through these actions the committee shall uphold the academic expectations of the University. The committee serves in an advisory role to the President in the areas including but not limited to budgeting, facilities, gender equity and diversity, and academic integrity.

b. The group has the ability to provide significant input into the policies and procedures of the athletic department. The group is provided meaningful data concerning the operations of the department and also exposed to strategic planning of the department and creation of its priorities. Area in which the committee is provided information includes but is not limited to budget information, academic achievement and support, APR and GSR, facility renovation and planning, significant personnel actions, department policies and procedures, the student-athlete handbook, missed class time due to team travel, and student-athlete health and wellness issues.

c. Any revision to the department's policy and procedures manual or the student-athlete handbook is approved by the Athletic Committee. The policy and procedures manual and student-athlete handbook are available to the committee and reviewed periodically to ensure the contents are contemporary and applicable.

(2) Faculty senate

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The Faculty Senate is informed of and consulted concerning significant athletic department issues (such as the third cycle certification process or the return of football) but does not have an active role in the creation of policies within the department nor does it have authority over the department and its operations.

(3) Faculty Athletics Representative

a. The Faculty Athletic Representative (FAR) serves as a liaison for the Athletic Committee and Athletic Department to the President of the University, representing the faculty's perspective in the governance of intercollegiate athletics. The FAR is considered an active member of the department and is included on all correspondences to department, head coaches, and administrative staff. The FAR has an open invitation to all meetings and events and attends such quite often.

b. At periodic intervals the Faculty Athletic Representative is appraised by the Athletic Department of all matters relating to recruiting, admissions, academic progress, graduation rates etc. The Faculty Athletics Representative reviews these as well as other matters brought to his/her attention to ensure that NCAA, Southland Conference, and University regulations are being strictly followed.

c. The FAR has input into all department policies and procedures. As the chair of the Athletic Committee, the FAR leads the group in examination and discussion of policy.

(4) Student-Athlete Advisory Committee

a. The Student-Athlete Advisory Committee (SAAC) is made up of student-athletes assembled to provide insight into the student-athlete experience during their college careers. In addition, the SAAC provides input and feedback concerning department policy and NCAA/Southland Conference legislation.

The Committee is generally made up of two student-athletes from each sport program with the exception of men's tennis, women's tennis and men's golf, which each have one representative. The SAAC meets at least once a month during the traditional academic year. This Committee provides a forum to discuss issues relative to student-athlete wellness and the student-athlete experience.

The SAAC members offer input on rules, regulations, and policies that affect them and their colleagues. They may forward recommendations addressing student-athletes' concerns to the athletics administration. The Committee also organizes and participates in community service and on-campus projects.

b. The SAAC is informed of significant issues within the department by its advisor and other athletic department personnel. It provides feedback through the advisor to the Athletic Director and other applicable department administrators. The committee is also presented with annual proposed NCAA legislation and forwards the committee's vote to the conference office through a designated representative who attends the annual Southland Conference SAAC meeting.

c. The SAAC annually reviews policies and procedures within the student-athlete handbook. It is also appraised of pertinent contemporary issues that directly or indirectly impact the sport programs and/or the student-athlete experience. The SAAC is also encouraged to provide feedback concerning departmental or campus programming intended to address gender/diversity and student-athlete wellness issues.

10. 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.

The Lions Athletic Association is a 501(c)3 organization with a constitution and bylaws that govern the organization. This organization is a fundraising arm for the Athletic Department. Southeastern maintains oversight of this organization by having two senior executive members. The Vice-President for Institutional Advancement and the Vice President for Administration and Finance, serve on the board of this organization as non-voting members. This ensures a proper coordination of fund raising activities as well as the financing activities of the overall athletic program.

11. Provide the composition of the athletics board or committee (including titles and positions).

Athletic Committee List
2008-2009

Governance and Commitment to Rules Compliance

Bentley, Chris: Associate Professor, General Studies
Bolton, Kenneth: Associate Professor/Department Head, Sociology & CJ
Busekist, David: Instructor, Mathematics
DeVaney, Thomas: Associate Professor, Educational Leadership & Tech.
Doughty, Michael: Professor, Chemistry & Physics
Gibson, Alice: Instructor, Kinesiology & Health Studies
Guendouzi, Jackie: Associate Professor, Communications Sciences & Disorders
Howard, Gary: Associate Professor, Biological Sciences
Kihm, Holly: Assistant Professor, Counseling & Human Development
Lane, Kenneth: Professor, Educational Leadership & Tech.
Little, Gina: Instructor, Chemistry & Physics
Mayer, Thomas: Associate Professor, Marketing/Finance
Morris, Joe: Associate Professor, Accounting
Chair, Athletic Committee/Faculty Athletic Representative
Oescher, Jeff: Associate Professor, Educational Leadership & Tech.
Simpson, Rick: Associate Professor/Department Head, Accounting
Wallace, Dawn: Associate Professor, General Business
Walkwitz, Edward: Associate Professor, Kinesiology & Health Studies
Watson, Erin: Assistant Professor, Biological Sciences
Wiemelt, Jeffrey: Associate Professor, English
Solomon, Zealon: Student
Administrative Support:
Erdmann, Joel: Athletic Director
Kennemer, Sherry: Associate AD/SWA, Compliance
Pittman, Kathy: Alumni Director
Pregeant, Gene: EEO/ADA Officer
Smith, Stephen: VP Administration & Finance

12. Describe how the institution's chancellor or president and his/her designees maintain control with respect to the budget, accounting, purchasing and debt management of the athletics program. In addition, identify key individuals, other than the chancellor or president, with responsibilities in these areas.

Southeastern has a budgetary process in place that is consistent across all departments. While the President approves the final budget and ultimately approves any additional budgetary requests, the approval process begins with those who have immediate oversight of the particular unit's budget and then progresses to the Vice President for Administration and Finance before finally culminating with President. This process is indicative of a system with a number of built-in checks and balances. For the Department of Athletics, the key players in the process, in addition to the President and the Vice President for Administration and Finance, are the Athletic Accounting Technician and the AD.

Institutional control is initiated by providing a limited amount to Athletics via the university operating budget. Additional amounts require approval. Documentation of receipts and expenditures follow a specific procedure and are subject to periodic review. Finally, requests for additional funds require another round of approvals. The specifics of the process are described below:

Governance and Commitment to Rules Compliance

- Budget: Athletics is allotted a specific amount at the beginning of the fiscal year, in accordance to the Board of Regents policy. All transactions for the University are processed through the accounting system. This includes Athletics transactions. Funds are divided into expenditure categories; e.g., salaries, supplies, phone, memberships, Xerox, travel, professional services, etc. These funds cannot be moved between categories without the approval of the Vice President for Administration and Finance. Requests for additional funds must be submitted through the Vice President for Administration and Finance to the President for review and approval.

- Accounting: The Athletics Department has an Accounting Technician whose job is to process and maintain the financial transactions for the department. This Technician has access to transaction records and is, therefore, able to run reports as often as needed (daily if necessary) in order to evaluate the balance in various accounts. At a minimum, reports are run monthly and reviewed by the Vice President for Administration and Finance.

- Purchasing: The Department Head (AD) has the authority to approve routine supplies/items to be purchased up to \$1,000 following the state purchasing guidelines. All purchases made by departments for amounts greater than \$1,000 must receive approval through Southeastern's Purchasing Department. This includes any athletics-related transactions.

- Debt Management: The Lions Athletic Association (LAA) is the fundraising arm of the Athletic Department. This organization may incur debt on behalf of the athletic program. The LAA has an oversight board (The Board of the LAA). This board must approve all debt obtained by the organization on behalf of the Athletics Department. The Vice President for Administration and Finance and the Vice President for University Advancement are non-voting members of this Board. This non-voting board membership ensures the coordination of all fundraising and financing activities related to the athletic program. This includes the securitization of any debt.

13. Describe how the institution's chancellor or president and his/her designated authority review the budget of the athletics program to at least the same extent that they do for other on-campus programs and departments. In addition, identify the authority (e.g., president's cabinet, finance committee) designated with this responsibility.

A few months in advance of the beginning of the next fiscal year, each department is required to submit a request for additional items needed in the next year's budget. Each Vice President meets with the Department Heads, Directors, or Deans in charge of the areas that report to them. They discuss requests for the particular area. The President meets with each Department Head/Director that reports directly to the President, and with each Vice President in those areas that report through the Vice President, to discuss the budgets for their respective divisions. Since the AD reports directly to the President, who in turn has delegated authority to the Vice President for Administration and Finance to oversee the finances related to Athletics, the AD meets with both the President and the Vice President for Administration and Finance to review the budget requests related to athletics.

In addition to this annual review, the Vice President for Administration and Finance also performs monthly variance analysis by comparing budgeted amounts versus the actual amounts incurred. This monthly analysis ensures that the Athletic Department is meeting budget projections for revenues, as well as, expenses. Appropriate budgetary adjustments are made during the year to ensure that the Athletics Department does not operate in a deficit mode.

14. Describe the process by which the institution's chancellor or president and his/her designee(s) conduct an administrative review of the NCAA comparative data (i.e., dashboard indicators) on an annual basis. In addition, specify the individual(s), other than the chancellor or president, involved in this administrative review.

Each year when NCAA comparative data are made available to the President, the information is shared with the Director of Athletics and the Chief Financial Officer. These individuals meet with the President to review how Southeastern's data compare with that of peers in the Southland Conference and other comparative categories. Significant variances that are noted may warrant further review and analysis.

15. If the institution has developed a plan for improvement(s) for Operating Principle 1.1, describe the institution's efforts to ensure the plan for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

No plan for improvement has been developed for Operating Principle 1.1 because Southeastern believes itself to be in compliance with the requirements established in Operating Principle 1.1.

Governance and Commitment to Rules Compliance

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 that athletics program or athletics interests).
- Published policies of the institution's governing board which relate to the athletics program or athletics interests.
- Institutional organizational chart.
- Athletics department organizational chart.
- List of athletics booster organizations and their officers.
- Description of athletics booster group policies and procedures (e.g., constitution and bylaws).

Governance and Commitment to Rules Compliance

Operating Principle

1.2 Rules Compliance

Self-Study Items

1. List all "conditions for certification" imposed by the Committee on Athletics Certification in its second-cycle certification decision (if any) as they relate to Operating Principle 1.2 (Rules Compliance). In each case, provide:

- a. The original "condition" 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 opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

1. Condition

Southeastern Louisiana University (Southeastern) did not have any "conditions for certification" imposed by the Committee on Athletics Certification in its second-cycle certification decision as it relates to Operating Principle 1.2 (Rules Compliance).

Action

N/A

Action Date

N/A

Explanation for partial or non-completion

N/A

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 second-cycle certification process for Operating Principle 1.2 (Rules Compliance). In each case, provide::

- a. The original plan;
- 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 plans.

Please note, the institution will not be required to fulfill an element of a second-cycle plan if the element does not affect conformity with a current operating principle.

1. Original Plan

Southeastern instituted an organized and comprehensive Rules Education program in four areas: 1) Coaching Staff, 2) Student-Athletes, 3) Representatives of Athletic Interests, and 4) Institutional Staff Members (non-athletic).

Action

Governance and Commitment to Rules Compliance

Based on the four areas, the following actions were taken by the institution:

1) Coaching Staff

- a. Compliance Coordinator is responsible for the education plan
- b. All coaches have NCAA manual and all forms of pertinent information
- c. Other forms of written compliance material is distributed to coaches
 - (1) Recruiting guide
 - (2) Conference operating manual
 - (3) Guide for college bound student-athletes
- d. Monthly meeting with departmental staff with substantial compliance related material being discussed
 - (1) Mandatory meeting for all staff members
 - (2) Minutes available for review by departmental staff
 - (3) Topics discussed but not limited to:
 - (a) Recruiting
 - (b) Financial aid
 - (c) Eligibility
 - (d) Official Visits
 - (e) Camps
- e. Monthly Head Coaches meeting where other applicable information is presented
 - (a) Based on departmental staff meeting and monthly Head Coaches meeting, Head Coaches receive rules education training twice a month.
- f. Compliance Coordinator presents summary of new legislation to departmental staff as it occurs
- g. All coaches who recruit off campus are required to pass NCAA Recruiting test
- h. When applicable, departmental staff attends compliance seminars

2) Student-Athletes

- a. Compliance Coordinator and Head Coach responsible for rules education.
- b. Annual Fall meetings are conducted by the Director of Athletics or the Compliance Coordinator for rules to educate the student-athletes. This is in conjunction with other student-athlete paperwork that will be completed at the beginning of the Fall semester. The Athletic Department administers this program to student athletes by sports. For instance, one session will include the football athletes, another session will include the men's and women's basketball athletes, and another session may include the men's baseball and women's softball athletes. Topics discussed include but are not limited to
 - (1) Eligibility
 - (2) Financial Aid
 - (3) Recruiting
 - (4) Employment

3) Representative of Athletic Interests

- a. Compliance Coordinator and the Executive Director of the Lions Athletic Association (LAA) is responsible for rules education
- b. Compliance Coordinator reviews rules and compliance with LAA staff at their meetings
- c. Rules education brochure is distributed to all boosters, season ticket holders
 - (1) Each time a booster pays for season tickets for a sport, he/she will receive a rules education brochure. For instance, if a booster purchases season tickets for football, men's basketball, baseball, and softball, he/she will receive 4 rules education brochures.

Governance and Commitment to Rules Compliance

- 4) Institutional Staff Members (non-athletic)
 - a. Compliance Coordinator is responsible for rules education
 - b. NCAA Manual is given to the following areas or individuals
 - (1) Admissions
 - (2) Financial Aid
 - (3) Scholarship Office
 - (4) Registrar's Office
 - (5) Faculty Athletic Representative
 - c. Selected members have and continue to attend NCAA seminars
 - d. Compliance Coordinator or Director of Athletics has an annual meeting with applicable staff to discuss rules compliance and new NCAA legislation

Action Date

Southeastern's Rules Education program began as of May 29, 2001 and is ongoing and continuous.

Explanation for partial or non-completion

All actions have been completed.

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

No additional plans for improvement/recommendations as they relate to Operating Principle 1.2 (Rules Compliance) have been developed by Southeastern since the second-cycle certification decision was rendered by the Committee on Athletics Certification.

4. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals within the athletics department. Specifically, the institution must provide written evidence that all individuals inside the athletics department (e.g., coaches, staff) have statements regarding the importance of rules compliance in all of the following documents:

- a. Contracts or letters of appointment;
- b. Performance evaluations; and
- c. Job descriptions.

Southeastern ensures that rules compliance is a central element in personnel matters for individuals within the Athletics Department by including it in all pertinent documents related to the hiring and evaluation of personnel.

a. The contracts/letters of appointment of all head coaches, assistant coaches, and staff members in the Athletics Department currently include a statement requiring knowledge of NCAA rules.

b. The annual performance evaluation document used to evaluate all head coaches, assistant coaches, departmental staff, and civil service employees in the Athletics Department currently includes a component addressing NCAA rules compliance.

c. The job descriptions of all head coaches, assistant coaches, and departmental staff include a statement regarding the importance of NCAA rules compliance.

Governance and Commitment to Rules Compliance

5. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals outside the athletics department who are involved in rules-compliance activities. Specifically, the institution must provide written evidence that all individuals outside the athletics department who are involved or associated with athletics (including, but not limited to, individuals who have responsibility for admission, certification of academic standing, evaluation of academic performance and administration of financial aid for student-athletes) have statements regarding the importance of rules compliance in all of the following documents:

- a. Contracts or letters of appointment;
- b. Performance evaluations; and
- c. Job descriptions.

Southeastern ensures that rules compliance is a central element in personnel matters for individuals employed outside of the Athletics Department, who are involved in rules-compliance activities, by including it in all pertinent documents related to the hiring and evaluation of these personnel.

a. The letters of appointment of all individuals employed outside of the Athletics Department, who are involved or associated with athletics (admissions certification, evaluation of academic performance, and administration of financial aid for student-athletes), include statements regarding the importance of NCAA rules compliance.

b. The annual performance evaluation documents used to evaluate all individuals employed outside of the Athletics Department, who are involved or associated with athletics (admissions certification, evaluation of academic performance, and administration of financial aid for student-athletes), currently include a component addressing the importance of NCAA rules compliance.

c. The job descriptions of all key individuals employed outside of the Athletics Department, who are involved or associated with athletics (admissions certification, evaluation of academic performance, and administration of financial aid for student-athletes), include statements regarding the importance of NCAA rules compliance.

6. Provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athlete's admission to the institution, certification of academic standing, and evaluation of academic performance.

- Responsibility for determining student-athlete's admission to the institution

1. Steve Soutullo, Assistant Vice President for Enrollment Management
2. Jeff Rhodes, Dean of Enrollment Management

- Responsibility for certification of student-athlete's academic standing

1. Steve Soutullo, Assistant Vice President for Enrollment Management
2. Jeff Rhodes, Dean of Enrollment Management
3. Sherry Kennemer, Associate AD for Compliance/SWA

- Responsibility for evaluation of student-athlete's academic performance

1. Steve Soutullo, Assistance Vice President for Enrollment Management
2. Jeff Rhodes, Dean of Enrollment Management
3. Sherry Kennemer, Associate AD for Compliance/SWA

7. Provide the name(s) and title(s) of the individual(s) (other than the institution's compliance officer/director) who the chancellor or president designates as being responsible for the institution's rules compliance.

The President has designated the following individuals (other than the Compliance Coordinator) as being responsible for the institution's rules compliance:

1. Joel Erdmann, AD
2. Joe Morris, Associate Professor of Accounting and Faculty Athletics Representative.

Governance and Commitment to Rules Compliance

8. Identify the individuals inside and outside the athletics department who have rules-compliance responsibilities. Describe the reporting lines for and responsibilities assigned to these individuals, including but not limited to:

- a. Faculty athletics representative;
- b. Director of athletics;
- c. Compliance officer/director;
- d. Coaches; and
- e. Other key individuals (e.g., admissions director, financial aid personnel, registrar) who are responsible for documenting and monitoring compliance with NCAA rules, including but not limited to:

1. Eligibility certification;
2. Investigation and self reporting of violations;
3. Monitoring of financial aid; and
4. The NCAA Division I Academic Performance Program (APP).

a) Faculty Athletics Representative reports to the President.

Responsibilities include:

- Investigations and self-reporting violations
- Eligibility certification
- Monitoring of financial aid
- Oversees student-athlete exit interviews
- Monitors the results of the NCAA Coaches Certification Test (recruiting test)
- Assist with oversight of all NCAA and Southland Conference regulations

b) Athletics Director reports to the President.

Responsibilities include:

- Investigations and self-reporting violations
- Eligibility certification
- Monitoring of Financial Aid
- Academic Performance Program (APP)
- Oversight of all NCAA and Southland Conference Regulations

c) Compliance Officer reports to the President and Assistant Vice President for Enrollment Management.

Responsibilities include:

- Investigations and self-reporting violations
- Eligibility certification
- Monitoring of Financial Aid
- Academic Performance Program (APP)
- Recruiting Regulations
- Playing and Practice Seasons
- Oversight of all NCAA and Southland Conference Regulations

d) Coaches—Head Coaches report to the AD. Assistant Coaches report to the Head Coach.

Responsibilities include:

- Eligibility certification
- Monitoring of Financial Aid
- Academic Performance Program (APP)
- Recruiting Regulations
- Playing and Practice Seasons
- Assist with oversight of all NCAA and Southland Conference regulations

e) Others

1) Assistant AD for Academic Support reports to Associate AD for Student Services, Compliance Officer, and Senior Woman Administrator.

Responsibilities include:

Governance and Commitment to Rules Compliance

- Academic Performance Program (APP)
 - Eligibility certification
 - Assist with oversight of all NCAA and Southland Conference regulations
- 2) Associate AD for External Affairs reports to AD.
Responsibilities include:
- Assists with the rules education of all external constituent groups
- 3) Ticket Manager reports to the Associate AD for External Affairs.
Responsibilities include:
- Assists with the rules education of all external constituent groups
- 4) Assistant AD for Media Relations reports to the AD.
Responsibilities include:
- Assist with the rules education of all external constituent groups (Website)
- 5) Dean of Enrollment Management (Admissions, Financial Aid, and Registrar's Office) reports to the Assistant Vice President for Enrollment Management.
Responsibilities include:
- Eligibility certification
 - Monitoring of Financial Aid
 - Admissions Process
- 6) Admissions Personnel report to the Dean of Enrollment Management.
Responsibilities include:
- Admissions Process
- 7) Financial Aid Personnel report to the Dean of Enrollment Management.
Responsibilities include:
- Monitoring Financial Aid
- 8) Registrar's Office Personnel report to the Dean of Enrollment Management.
Responsibilities include:
- Assist in Eligibility Certification
- 9) Office of Institutional Research and Assessment reports to the Provost/VP for Academic Affairs.
Responsibilities include:
- Academic Performance Program (APP)
 - Graduation Success Rate (GSR)
 - Federal Graduation Rate
- 10) Office of Internal Audit reports to the President.
Responsibilities include:
- Eligibility Certification
 - Academic Performance Program (APP)

9. 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. Please note, all policies and procedures must be available during the evaluation visit.

Governance and Commitment to Rules Compliance

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

10. Describe how the institution's written compliance policies and procedures are communicated on an annual basis to athletics department staff and individuals outside the athletics department with rules compliance responsibilities.

The institution's written compliance policies and procedures are communicated on an annual basis to athletics department staff in various ways. Each Fall, at an annual meeting of departmental staff, an updated Policy and Procedures manual and a contemporary Compliance Handbook are given to each staff member (includes all departmental personnel, coaches, and Faculty Athletics Representative). During this meeting, areas of emphasis related to rules compliance are covered. Also, the Compliance Coordinator sends every staff member a monthly compliance newsletter. Finally, the AD sends case studies of rules violations to departmental staff frequently.

The Athletics Department conducts annual meetings with individuals employed outside of the Athletics Department that have rules compliance responsibilities. The AD and/or the Compliance Coordinator meet with these individuals to discuss rules compliance. These individuals include, but are not limited to, employees in the admissions, financial aid, and registrar's offices. Selected employees from these areas also receive the monthly compliance newsletter from the Compliance Coordinator.

11. Describe the institution's rules-education efforts for all individuals associated with the athletics department, including the frequency and topics reviewed with each of the following groups:

- a. Boosters;
- b. Student-athletes;
- c. Athletics department staff;
- d. Coaches;
- e. Faculty; and
- f. Institutional staff outside the athletics department.

Southeastern's rules-education effort for all individuals associated with the Athletics Department is an on-going process.

- a. Boosters—every season ticket holder is given a brochure titled "Rules and Regulations: What every Alumnus, Booster, Donor, Mentor, Faculty, Staff, and Friend of the University should know." Topics covered are as follows:
- Am I considered to be a Southeastern Athletics Interest (Booster)?
 - Is Southeastern responsible for the actions of its Boosters and their support groups?
 - "Rules of thumb" to keep in mind
 - Rules Governing Currently Enrolled Student-Athletes
 - Rules Governing Contact with Prospective Student-Athletes

Governance and Commitment to Rules Compliance

This information is communicated to Boosters on an annual basis. Also, each time a booster pays for season tickets for a sport, he/she will receive a rules education brochure. For instance, if a booster purchases season tickets for football, men's basketball, baseball, and softball, he/she will receive four rules education brochures.

b. Student-athletes—During the Fall meeting, each student-athlete is given a Student-Athlete Handbook. A Spring meeting is conducted for those athletes entering in the second semester. Topics discussed include the following:

- Eligibility
- Financial Aid
- Recruiting
- Employment

c. Athletics Department staff—This group meets monthly and spends a substantial amount of time at each meeting on rules-education. Topics discussed include the following:

- Recruiting
- Financial Aid
- Eligibility
- Official Visits
- Camps

d. Coaches—Head Coaches meet twice a month and discuss rules education. The topics discussed include the following:

- Recruiting
- Financial Aid
- Eligibility
- Official Visits
- Camps

Assistant coaches are included in the Athletics Department staff.

e. Faculty—Faculty are informed of relevant rules-education through the faculty/staff electronic newsletter called the ByLion.

f. Institutional staff employed outside of the Athletics Department—The AD and/or the Compliance Coordinator meet with these individual on a semiannual basis. During these meetings, written educational materials and interpretations are provided to appropriate staff members as needed. Staff members are given a copy of the NCAA Manual. Topics discussed include the following:

- Eligibility
- Financial Aid
- Admissions

12. Provide the name(s) and affiliation(s) of the individual(s) responsible for conducting the institution's rules-compliance evaluation. Further, describe the process used in selecting this authority outside the athletics department to ensure the individual(s) does not have day-to-day compliance responsibilities for the institution's athletics department and is knowledgeable of NCAA legislation and rules-compliance practices. Also, provide the date of the institution's most recent rules-compliance evaluation.

Southeastern is a member of the Southland Conference. Beth Chapman, on behalf of The Compliance Group, was retained by the Southland Conference to conduct the compliance review required by the conference for conference members, including Southeastern.

As a member of the Southland Conference, Southeastern is mandated by the conference to have an authority outside of the Athletics Department evaluate the institution's rules-compliance practices. Ms. Chapman does not have day-to-day compliance responsibilities for the Athletics Department and is knowledgeable of NCAA legislation and rules-compliance practices.

Southeastern's most recent rules-compliance evaluation was conducted on November 4-5, 2008. The final report, complete with Southeastern's response to each recommendation, is dated April 6, 2009

13. The rules-compliance evaluation must determine that the institution's compliance practices are engaged and functioning and must include the required areas listed below. Indicate by clicking "yes" or "no" which areas were included in the institution's most recent rules-compliance evaluation.

Governance and Commitment to Rules Compliance

	Yes	No
Governance and organization.	X	
Initial-eligibility certification.	X	
Continuing-eligibility certification.	X	
Transfer-eligibility certification.	X	
Academic performance program.	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	
Amateurism.	X	
Commitment of personnel to rules-compliance activities.	X	

14. Describe the process used by the institution during the development of the self-study to review the most recent rules-compliance evaluation to determine if corrective actions are necessary. In addition, identify the individuals involved with this review.

The final report, complete with Southeastern's response to each recommendation, is dated April 6, 2009. The process used by the institution during the development of the self-study to review the most recent rules-compliance evaluation to determine if corrective actions are necessary was conducted by the Steering Committee Chair and the Subcommittee Chair of the Governance and Commitment to Rules Compliance. Each of us read the report and agree with the assessments made by the reviewer as well as the plans and specific timelines established by the Athletic Department. The individuals involved with this review include:

Dr. Joel Erdmann, Director of Athletics
 Dr. Rick Simpson, Steering Committee Chair
 Mr. Duane Donald, Subcommittee Chair, Governance & Commitment to Rules Compliance
 Ms. Sherry Kennemer, SWA & Compliance Officer

15. Identify relevant corrective actions planned as a result of the process described in Self-Study Item No. 14 or actions previously planned or implemented from the most recent rules-compliance evaluation. Provide:

- a. The plan or actions implemented; and
- b. The date(s) of actions taken or specific timetable for completion of the plan(s).

As indicated in Question 12 above, the report has just recently been completed. The summary finding was that Southeastern has an effective compliance program. Contained within many of the recommendations are references to the steps that Southeastern has already taken to implement many of the recommendations made by the peer-review team at the time of the second-cycle visit. The recommendations, for the most part, are ways in which Southeastern's Athletic Department can continue to improve in these areas. As will be seen, the University's response to most of the recommendations is that it agrees and will comply. Since the report has just been completed, most of these changes will be implemented during the next academic year. Specific time lines are listed below on a recommendation by recommendation basis.

The compliance report classified recommendations for improvement into several categories. These same categories will be used in the information provided below:

RECOMMENDATIONS FOR THE RULES EDUCATION/INTERPRETATION AREAS

Governance and Commitment to Rules Compliance

a. Plan and University response:

- Recommendation 1: Provide NCAA sports-specific legislation information to coaches in sports other than football.
- Response to Recommendation 1: University agrees and will add more sports-specific rules education.
- Recommendation 2: Share department's monthly compliance newsletter with staff outside of the athletics department.
- Response to Recommendation 2: University agrees and will share the newsletter with such offices as the Office of the Registrar, Admissions, and Financial Aid.
- Recommendation 3: Make minor changes to the Student-Athlete Handbook including information about transfer rules, student-athlete's role in reporting potential NCAA rules violations, and a statement regarding reduction in aid for violation of team rules.
- Response to Recommendation 3: University agrees and will make these changes to the handbook. The grant-in-aid form currently in use already includes language about the potential reduction or cancellation of aid during the term of the award.
- Recommendation 4: Consider addition of index to Compliance Manual once it is completed.
- Response to Recommendation 4: University agrees and an index will be included.
- Recommendation 5: Make sure all interpretations requiring more than a brief manual reference are tracked and that the Policy and Procedures Manual makes clear that the "Interpretation of Rules" policy is applicable to coaches and staff inside and outside of the Athletics Department.
- Response to Recommendation 5: University agrees and will comply.
- Recommendation 6: Consider the establishment of a "compliance committee" outside of the Athletics Department. Certain charges for the committee and potential members are suggested.
- Response to Recommendation 6: University agrees and has begun the process of creating an "eligibility committee." The charge of the committee and its normal operations will include the recommendations made here.

b. Dates of Action and/or timetable for completion of actions

- Recommendation 1: Summer, 2009
- Recommendation 2: April, 2009
- Recommendation 3: Summer, 2009
- Recommendation 4: Summer, 2009
- Recommendation 5: April, 2009
- Recommendation 6: Spring/Summer, 2009

RECOMMENDATIONS FOR INITIAL/CONTINUING ELIGIBILITY AND ADMISSIONS AREAS

a. Plan and University response:

- Recommendation 1: Designate a certifying official outside of the Athletics Department.
- Response to Recommendation 1: University agrees and will move toward this goal. Given the complexity of this assignment, a time of transition will be required in order to adequately train the new certifying official, however.
- Recommendation 2: As new certification processes are developed, the University should ensure that student-athlete progress-toward-degree status is calculated and shared in a timely manner.
- Response to Recommendation 2: University agrees and will comply.
- Recommendation 3: Consider whether the Assistant AD for Student Services should be involved in the initial analysis of the academic qualifications of recruited prospects that are provided to coaches.
- Response to Recommendation 3: University agrees and plans to move this individual into a more central role in the initial analysis of the academic qualifications of recruited prospects.
- Recommendation 4: In order to comply with NCAA Bylaw 14.10.1, the President should approve a summary of the process by which student-athlete eligibility is certified.
- Response to Recommendation 4: University agrees and will comply.

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- Recommendation 5: Final transcripts of transfer students should be entered into PeopleSoft in a timely manner.
- Response to Recommendation 5: University agrees and will examine a process/policy which will ensure that these transcripts are entered into the PeopleSoft system in a timely manner.
- Recommendation 6: The University should continue to explore ways to improve PeopleSoft applications in order to make more timely inquiries into student-athlete academic progress and into prospects NCAA qualifier status and remaining admission applications required. Also, registrar's office staff should be trained to recognize Athletic Department registration holds and informed that only the Athletic Department should be allowed to remove these holds since only Athletic Department personnel can determine the impact that course choice, drop/add decisions, etc. will have on student-athlete eligibility.
- Response to Recommendation 6: University agrees and will continue to explore ways to improve PeopleSoft. In addition, student-athletes and the staff in the Office of the Registrar will receive additional training regarding the importance of holds and their proper removal.
- Recommendation 7: Create more extensive advance registration for student athletes.
- Response to Recommendation 7: The University will explore options for an expanded priority registration window.
- Recommendation 8: Review job descriptions and position announcements of both non-coaching Athletics Department staff and staff outside of the Athletics Department involved with compliance in order to ensure that language regarding NCAA compliance is included.
- Response to Recommendation 8: University agrees and is inserting such descriptors/statements in job descriptions and advertisements.

b. Dates of Action and/or timetable for completion of actions

- Recommendation 1: Summer, 2009
- Recommendation 2: Summer, 2009
- Recommendation 3: Summer/Fall, 2009
- Recommendation 4: Summer, 2009 ? Note that the anticipated certifying process has been submitted to and endorsed by the Southland Conference Office
- Recommendation 5: Summer/Fall, 2009
- Recommendation 6: Summer/Fall, 2009
- Recommendation 7: Summer/Fall, 2009
- Recommendation 8: May, 2009

RECOMMENDATIONS FOR THE INVESTIGATIVE AND SELF-REPORTING PROCESS AREA

a. Plan and University response:

- Recommendation 1: Make two major changes to the Policy and Procedures Manual. First, add the area of "investigation and reporting of rules violations" to the job duties of the Associate AD for Students in order to reflect the fact that this individual already performs these duties. Second, the Assistant Vice President for Enrollment Management should be included in the group responsible for dealing with potentially major rules violations. Other "minor" recommendations regarding the involvement of other individuals (e.g., President) in the loop regarding potentially serious rules violations, requiring athletic staff to report knowledge of potential rules violations, etc. are also listed.
- Response to Recommendation 1: University agrees and will add the recommendations to its policy in this area.

b. Dates of Action and/or timetable for completion of actions

- Recommendation 1: May, 2009

RECOMMENDATIONS FOR RECRUITING AREA

a. Plan and University response:

- Recommendation 1: Establish policy regarding the frequency of recruiting log submission and the consequences for coaches of not submitting recruiting logs. Also, at some point in the future, consider testing the veracity of recruiting logs via spot checks.
- Response to Recommendation 1: University agrees and will comply.

Governance and Commitment to Rules Compliance

- Recommendation 2: Add current monitoring practice of requiring prior approval by the Associate AD for Students for recruiting-related travel expense reimbursement in the Policy and Procedures Manual.

- Response to Recommendation 2: University agrees and will comply.

- Recommendation 3: Need to create forms to add student athletes to squad lists in a timely manner (prior to any engagement in any athletic-related activity) and to track prospective student athletes in the University's locale during the summer prior to enrollment.

- Response to Recommendation 3: University agrees and will comply.

b. Dates of Action and/or timetable for completion of actions

- Recommendation 1: Summer, 2009

- Recommendation 2: Summer, 2009

- Recommendation 3: Summer, 2009

RECOMMENDATIONS FOR THE BOOSTER CLUB AREA

a. Plan and University response:

- Recommendation 1: Expand NCAA legislation education efforts related to booster activity and student-athlete interaction in order to demonstrate institutional control. Specific targeted groups include both the Lions Athletic Association (LAA) and the Athletics Department staff.

- Response to Recommendation 1: University agrees and will comply.

- Recommendation 2: Identify, monitor, and provide additional NCAA education (via e-mail or other mailing) to "high-access" boosters.

- Response to Recommendation 2: University agrees and will comply.

- Recommendation 3: Consider adding to the Athletics Department website easily-referenced summaries of NCAA extra benefit legislation that is applicable to all areas.

- Response to Recommendation 3: University agrees and will comply.

- Recommendation 4: Consider a policy requiring a reconciliation statement for all fund-raising activity generating more than a pre-set amount (e.g., \$500).

- Response to Recommendation 4: University agrees and will comply.

b. Dates of Action and/or timetable for completion of actions

- Recommendation 1: May, 2009

- Recommendation 2: Summer, 2009

- Recommendation 3: Summer, 2009

- Recommendation 4: Summer, 2009

RECOMMENDATIONS FOR THE FINANCIAL AID AREA

a. Plan and University response:

- Recommendation 1: Consider system whereby Associate AD for Students approves outside awards of financial aid before they are posted to the student-athlete's account in order that appropriate reductions in Athletic Department aid may be made.

- Response to Recommendation 1: University agrees and will comply.

- Recommendation 2: Examine the possibility of allowing staff in the financial aid office to share access to the NCAA CAi software. This would provide them with a better understanding of NCAA financial aid legislation.

- Response to Recommendation 2: University agrees and will explore this option with the Office of Financial Aid. Due to a recent vacancy in the Director's position, however, this change may take additional time to implement.

- Recommendation 3: Consider expanding the role of the financial aid office to include classification of outside aid and a "second check" role related to individual and team limits and percentages in conjunction with the Athletic Department personnel with primary responsibility in this area. If the financial aid office is ultimately able to assume such responsibilities, written documentation of these responsibilities should be developed in order to prepare for a smooth transition during future employee turnover.

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- Response to Recommendation 3: University agrees and will explore this option with the Office of Financial Aid.

b. Dates of Action and/or timetable for completion of actions

- Recommendation 1: Summer/Fall, 2009

- Recommendation 2: Summer/Fall, 2009

- Recommendation 3: Summer/Fall, 2009

RECOMMENDATIONS IN OTHER AREAS

a. Plan and University response:

- Recommendation 1: Gather additional information concerning student-athlete summer employment. The report suggests gathering job plans in late spring, doing spot checks in jobs at greatest risk for violations during the summer, and collecting final employment data in early fall.

- Response to Recommendation 1: University agrees and will comply.

- Recommendation 2: Ensure that Athletic Committee's role is properly documented in all University and Athletic Department documentation. Also, assure that Athletics Department's organizational chart shows that the Associate AD for Students reports to the Assistant Vice President for Enrollment Management with a dotted line to the Athletic Director in order to accurately reflect the actual reporting lines.

- Response to Recommendation 2: University agrees and will comply.

- Recommendation 3: Should move forward with plans to require all head coaches to evaluate assistant coaches on compliance responsibilities.

- Response to Recommendation 3: University agrees and will comply.

- Recommendation 4: Coaches should be required to complete reconciliation forms after conducting all camps. These forms should include, but not be limited to, the names of employees, rate of pay and responsibilities, income and expenses for the camp, and the name of the bank that houses camp-related bank accounts. Also, Southeastern should consider providing brief NCAA rules education sessions or one-page handouts on NCAA legislation related to camps to coaches and support staff planning to conduct camps. These guidelines should stress NCAA Bylaw 13.12.11 which provides that any camp owned or operated by an athletics staff member is considered an institutional camp and is subject to all applicable NCAA legislation.

- Response to Recommendation 4: University agrees and will comply.

- Recommendation 5: Coaches' team playing and practice logs need to be reviewed on a regular basis by the compliance office. Also, the University should establish a policy related to the frequency with which logs should be submitted and the consequences for coaches that fail to submit these logs. Finally, the University should consider requiring all or a representative group of student-athletes to verify practice records completed by coaches.

- Response to Recommendation 5: University agrees and will comply. Note that members of the Student-Athlete Advisory Committee on each team will be asked to sign the practice and competition logs.

- Recommendation 6: The University should consider whether the Assistant AD for Student Services should have an alternate reporting line to the Provost/Vice President for Student Affairs since the Center for Student Excellence (which provides academic support, including tutors, for all students) is under the Provost/Vice President for Students Affairs.

- Response to Recommendation 6: The University will explore this recommendation.

- Recommendation 7: Southeastern should complete its planned Tutor's Handbook. When complete, it should require tutors to sign a document acknowledging receipt of the handbooks and that the provisions contained therein were reviewed. This is important since the handbook will contain material related to NCAA legislation related to tutor interaction with student-athletes (e.g., academic fraud, extra benefits, etc.).

- Response to Recommendation 7: University agrees and will comply.

- Recommendation 8: Southeastern should continue to explore options for the Athletics Department to secure tutors outside of the Center for Student Excellence. While the current process, of securing tutors within the Center for Student Excellence, works well for student-athletes enrolled in large classes, it is sometimes difficult to secure tutors for smaller, upper level classes.

- Response to Recommendation 8: The University will explore this recommendation.

Governance and Commitment to Rules Compliance

- Recommendation 9: Southeastern should document in either the Policies and Procedures Manual or the Compliance Manual the current policy against coaches contacting individuals in offices outside of the Athletics Department.

- Response to Recommendation 9: University agrees and will comply.

b. Dates of Action and/or timetable for completion of actions

- Recommendation 1: Spring/Summer, 2009

- Recommendation 2: Summer, 2009

- Recommendation 3: May, 2009

- Recommendation 4: Summer, 2009

- Recommendation 5: Summer, 2009

- Recommendation 6: Summer, 2009

- Recommendation 7: Summer, 2009

- Recommendation 8: Summer, 2009

16. Submit a copy of the report from the institution's most recent rules compliance evaluation. [Please use the file upload link contained within this question to submit a copy of the institution's most recent rules compliance evaluation.]

The report can be seen as a separate document. A copy will be uploaded per the instructions provided above.

17. If the institution has developed a plan for improvement(s) for Operating Principle 1.2, describe the institution's efforts to ensure the plan for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

No plan for improvement has been developed for Operating Principle 1.2 because Southeastern believes itself to be in compliance with the requirements established in Operating Principle 1.2.

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

- 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.
- Performance evaluation criteria for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Rules compliance policies and procedures for all of the following areas: initial eligibility certification, continuing eligibility certification, transfer eligibility certification, academic performance program, financial aid administration, recruiting, camps and clinics, investigations and self-reporting of rules violations, rules education, extra benefits, playing and practice seasons, student-athlete employment and amateurism.
- Documentation required by the institution to maintain compliance with NCAA rules (e.g., compliance manual, samples of recruiting logs, sample of eligibility files).
- Documentation related to secondary rules violations for the last three years and the institutional response to these violations.
- Conference manual.
- Athletics department policies and procedures manual.
- Documentation related to rules education program for boosters, student-athletes, athletics department staff, coaches, faculty and institutional staff outside the athletics department (e.g., meeting agendas).

Academic Integrity

Operating Principle

2.1 Academic Standards

Self-Study Items

1. List all "conditions for certification" imposed by the Committee on Athletics Certification in its second-cycle certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards). In each case, provide:

- a. The original "condition" 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 opportunities for enhancement developed by the peer-review team unless those same items were adopted as by the Committee on Athletics Certification.

1. Condition

Southeastern Louisiana University (Southeastern) did not have any "conditions for certification" imposed by the Committee on Athletics Certification in its second-cycle certification decision as it relates to Operating Principle 2.2 (Academic Support).

Action

N/A

Action Date

N/A

Explanation for partial or non-completion

N/A

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 second-cycle certification process as they relate to Operating Principle 2.1 (Academic Standards). Specifically include:

- a. The original plan;
- 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 plans.

Please note, the institution will not be required to fulfill an element of a second-cycle plan if the element does not affect conformity with a current operating principle.

1. Original Plan

Southeastern Louisiana University did not develop any plans for improvement during its second cycle certification as related to Operating Principle 2.1 (Academic Standards).

Action

N/A

Academic Integrity

Action Date

N/A

Explanation for partial or non-completion

N/A

3. Describe any additional plans for improvement/recommendations as they relate to Operating Principle 2.1 (Academic Standards) developed by the institution since the second-cycle certification decision was rendered by the Committee on Athletics Certification, including any plans or recommendations developed through the institution's involvement in the Division I Academic Performance Program (APP) Data Review process, if applicable. Provide:

- a. The additional plan;
- b. The action(s) taken by the institution; and
- c. The date(s) of the action(s).

Southeastern has not developed any additional plans for improvement since the second cycle. However, Southeastern is presently in the process of responding to an NCAA APP Data Review. This review will not be complete until after the deadline for this self-study report (May 1, 2009). Upon completion of the APP Data Review, a plan for improvement will be developed as it relates to Operating Principle 2.1 (Academic Standards). Southeastern will: (a) outline the plan, (b) indicate actions taken by the institution, and (c) indicate dates of the actions taken.

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.

To apply for admission to Southeastern Louisiana University, a student must complete the application for admission available on our website at www.selu.edu and submit her/his ACT scores and vaccination documentation to the Office of Admissions. Students who are residents of Louisiana have their high school transcript submitted to the Office of Admissions through the STS service administered by the Board of Regents in Baton Rouge. Students who are not residents of Louisiana must request that their high school submit an official transcript to the Office of Admissions at Southeastern Louisiana University.

To be eligible for regular admission, a student must have completed, or be on track to complete the Board of Regents' core curriculum, then meet one of the following three criteria:

- Have an ACT composite score of 20 or greater
- Have a cumulative 2.0 GPA (on a 4-point scale)
- Be ranked in the top half of her/his high school graduating class

Finally, to be eligible for regular admission after meeting the above criteria, a student must not place into more than one developmental course (ACT sub-scores used for math and English placement).

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

Academic Integrity

Students who do not meet the above criteria may apply for admission through the alternative criteria process. Students must complete an Alternative Criteria appeal form, available from the Office of Admissions. On this form, a student may explain why the university should admit her/him using criteria such as extraordinary ability in a specific field and ability to succeed academically that is not indicated on standard criteria. The Admissions committee reviews these applications and determines which students will be admitted and with what conditions. By Board policy, no more than 10% of our total entering class for a given semester may be admitted under alternate criteria. As such, when that point is reached, no more alternate criteria appeals are granted.

The admission criteria for Southeastern Louisiana University are set by the Board of Regents for the State of Louisiana.

The Athletics department plays no role in determining the admissibility of any student.

- 6. Compare and explain any differences between the percentage of first-year student-athletes receiving athletics aid who were admitted through any of the processes described in Self-Study Item Number 5 and the percentage of first-year students in general who were so admitted. Provide these comparative data for the four most recent academic years.**

The overall percentage of student-athletes admitted on exception are within the University's allowable exception rate as mandated by the Board of Regents. Athletes represent a very small proportion of the University exception rate.

- 7. Compare and explain any differences in the admissions profiles of student-athletes who received athletics aid with the profiles of students in general by submitting the following information for the four most recent academic years: average standardized test scores for first-year student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups) and for all entering first-year students (by gender and by racial or ethnic group).**

First-Year Student-Athletes who received athletic aid had a lower average ACT sumscore than did the overall first-year student population. For the first two years under review, this difference was minimal, but the gap has increased over the two most recent years. The athletic department is aware of this increasing gap. Standardized tests scores are only one factor in a student's overall preparedness. Admissions criteria to the university also factor in a student's high school GPA and their class rank. Because of the nature of standardized tests, students who excel academically may find it difficult to do well on a standardized test. The athletic department and athletics committee will continue to monitor the gap between the ACT sumscore for student-athletes and the student population as part of the overall academic preparedness of students.

- 8. Describe the institution's specific academic support programs to ensure acclimation, academic success and retention of first-year student-athletes with special academic needs and first-year student-athletes admitted through any of the processes described in Self-Study Item Number 5.**

All student-athletes have access to academic support services provided or coordinated by the Sharp Academic Center for student-athletes academic staff. The services are grouped into three Tiers (Academic Training Camp). The academic support services assist student-athletes in acclimating to the university and athletic program. Services also provide ongoing academic support that aides all student-athletes in reaching academic success.

Student-athletes with special academic needs and those admitted using alternative criteria are placed in Tier 1.

Student-Athlete Academic Support

Academic Training Camp

Academic Training Camp is an academic support program for all Southeastern student-athletes designed to assist them in meeting their academic goals while earning the undergraduate degree of their choice from the University. Student-athletes in Tiers 1 and 2 will have an Individual Academic Plan (IAP) designed to meet their specific academic needs.

Goal: To assist student-athletes in becoming independent learners.

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Program Tiers: Each Tier has specific program components (see below). Student-athletes, based upon their semester & cumulative grade point average, high school academic records, academic performance at the University, academic record at other colleges/universities, and Head Coach recommendation are placed into one of three program categories (Tier 1-3).

Individual Academic Plan: An Individual Academic Plan (IAP) is developed for each student-athlete in Tiers 1 and 2. Student-athletes in Tier 3 may have an IAP tailored to their particular academic needs. IAP's are reviewed and signed by the student-athlete and shared with their Head Coach. Any changes in the IAP must be approved in advance by the Asst AD for Academic Affairs and initialed by the student-athlete. Student-athletes are required to meet all obligations in their IAP or risk jeopardizing their status as a Southeastern student-athlete.

Tier I Diagnosed learning disability, 2.0 CUM or below, low ACT/SAT scores, ENGL/MATH 92 placement, low Southeastern term GPA, Southeastern alternative admit, select transfers, recently on probation or suspended:

1. Weekly academic meeting with academic support staff (may meet multiple times per week)
2. Develop weekly "Academic To Do" list
3. Objective-Based Study Hall
4. Academic subject tutor(s) as required
5. Major Adviser meeting ? 2X semester
6. Participation in "SE 101" as a freshman
7. Individual Progress Report & meeting w/each instructor (MBB only)
8. Online Progress Report (OPR) report twice each semester
9. Academic Progress meeting with Asst. AD for Academic Affairs
10. Additional academic requirements as identified by academic support staff

9. For the four most recent academic years, assess and evaluate acclimation, retention and the academic success of student-athletes with special academic needs [as defined by the institution (e.g. at-risk, learning disabled)] and those student-athletes admitted through any of the processes described in Self-Study Item Number 5. If necessary, the institution must develop plans for improvement to ensure acclimation, retention and academic success for these student-athletes.

If the institution does not employ a special, or alternate, admissions process, the institution must assess and evaluate acclimation, retention and the academic success of student-athletes in the lowest (i.e., fourth) quartile of the institution's general student academic profile or for an alternate group defined by a different benchmark (e.g., quintile) typically used by the institution. If necessary, the institution must develop plans for improvement to ensure acclimation, retention and academic success for these student-athletes.

Southeastern identifies at-risk student-athletes through two service providers that work closely together: The Dick and Glory Academic Center (Academic Center) and the Center for Student Excellence (CSE). Operating within the Athletics Department, the Academic Center administers an Academic Training Camp.

Several academic support initiatives are available from CSE, which are delivered through the Academic Training Camp. The first initiative from CSE provides counselors who follow a structured process that addresses academics, careers, financial, and psycho-educational factors. At-risk student-athletes meet with their counselors on a weekly basis. The CSE defines at-risk students as those whose cumulative GPA fall below a 2.0, which is called the SSC List.

Secondly, SE 101 is a freshman orientation course designed to help acclimate students to the university environment. All entering freshman take the course, but student-athletes have the additional "Champs Life Skills" component.

Thirdly, the Online Progress Reporting system (OPR) serves as an early warning system for student-athletes. Faculty report regarding test grades, project grades, missed tests and assignments, absenteeism and dates, and intent to withdraw student-athlete from class. Student-athletes are contacted when inferior grades are reported, (D, F, or W) and head coaches are provided a report.

Lastly, tutoring is available to all Southeastern students from CSE. Tutors are recruited, trained, and evaluated

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through the University Tutorial Program, which is housed in the CSE. The CSE also provides tutoring to student-athletes during Study Hall in the evening hours.

The Academic Training Camp is divided into three tiers. Each student-athlete is placed into one of three program categories (Tiers 1, 2, or 3). Tier 1 student-athletes are the most at risk for retention and academic success issues and are considered to have special academic needs for purposes of this report.

Data for Tier 1 student-athletes for the past four years are not available. The Academic Training Camp system was first initiated in August 2008. The three tiers in the Academic Training Camp are outlined in detail below.

Tier I: Students with a diagnosed learning disability, 2.0 cumulative GPA or below, low ACT/SAT scores, ENGL/MATH 92 placement, low SLU term GPA, SLU alternative admit, select transfers, or recently on probation or suspended:

Typical Individual Academic Plan:

1. Weekly academic meeting with academic support staff*
2. Develop weekly "Academic To Do" list
3. Objective-based Study Hall
4. Academic subject tutor(s) as required*
5. Major Adviser meeting ? twice per semester (academic departmental advisor)
6. Participation in "SE 101" as a freshman*
7. Individual Progress Report & meeting with each instructor (men's basketball only)
8. Online Progress Report (OPR) report twice each semester*
9. Academic progress meeting with Assistant AD for Academic Affairs
10. Additional academic requirements as identified by academic support staff

*Coordinated with CSE

Tier II: New student-athletes, new transfers, student athletes with recent probation, low Southeastern cumulative or semester GPA.

Typical Individual Academic Plan:

1. Academic meeting with academic support staff as required*
2. Study Hall
3. Major Adviser meeting ? once per semester (academic departmental advisor)
4. Participation in "SE 101" as a freshman*
5. Academic subject tutor(s) as needed*
6. Online Progress Report (OPR) report twice each semester*
7. Additional academic requirements as identified by academic support staff

*Coordinated with CSE

Tier III: All other student-athletes.

Typical Individual Academic Plan:

1. Academic subject tutor(s) as requested*
2. Major Adviser meeting ? once per semester (academic departmental advisor)
3. Meet with academic support staff once per semester*
4. Online Progress Report (OPR) report twice each semester*

*Coordinated with CSE

Southeastern has an alternate admissions criteria process as described in Operating Principle 2.1 Item 5 above. There is presently no separate formal intervention program for alternate-admissions-criteria students in general. Often, these students are placed in a developmental course that will require lab time. These students, including student-athletes, are required to take SE 101. These student-athletes also are subject to the support systems described above, which are accessible through the Athletics Department and the CSE.

Although there is not data for the four most recent academic years on identification and support of students with special academic needs, Southeastern believes the system now in place and documented in this report is sufficient to effectively identify student-athletes with special academic needs and ensure their acclimation, retention, and academic success.

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10. List the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify initial eligibility for student-athletes. In addition, provide name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' initial eligibility.

The compliance coordinator (Sherry Kennemer) is the certifying officer for determining the initial eligibility of student-athletes. The following is the procedure that is followed to determine and communicate this eligibility.

- Each program will be responsible for providing to the compliance coordinator accurate and up-to-date recruiting information (identification of those prospective student-athletes being recruited and required documentation concerning the prospect).
- The compliance coordinator will create and maintain a master listing of all prospects for each sport program (including those that have or have not signed a letter-of-intent or grant-in-aid).
- The listing will contain information in two areas:
 - NCAA Eligibility Status (Eligibility Center), and
 - Admissions Status.
- The compliance coordinator will continually update the list to identify the eligibility and admissions status of the prospect. This information will follow the eligibility policies of the NCAA, Southland Conference and Southeastern Louisiana University.
- Sport programs are responsible to work with each prospect to secure pending eligibility and admissions information.
- The compliance coordinator will work closely with the admissions office and will be the department contact to declare eligibility and admission status of prospective student-athletes.
- The NCAA Eligibility Center will declare the eligibility status of all incoming high school prospects.
- The sport program's master list with eligibility and admission information will serve as the official document from the compliance officer to the sport program identifying the eligibility and admission status of all incoming freshman.

Prior to practice and/or competition the Eligibility Committee will meet to verify and confirm the eligibility status of incoming student-athletes.

- The University's Eligibility Committee consists of:
 - Compliance Coordinator/Certifying Officer (Sherry Kennemer)
 - Faculty Athletic Representative (Joe Morris)
 - Enrollment Services Designee (Jeff Rhodes)
 - Assistant AD for Academic Support (Hope Williams)
- The Southland Conference "Eligibility to Compete Initial and Mid-Term Declaration form will then be completed listing all eligible student-athletes for a sports program. This form will be signed by the certifying officer (Sherry Kennemer), the faculty athletic representative (Joe Morris), the compliance coordinator (Sherry Kennemer), the enrollment services designee (Jeff Rhodes), the head coach and the athletic director (Joel Erdmann) and provided to the conference office prior to a sport program's competition with another institution. These documents will be retained in the compliance coordinator's office for no less than seven years.

11. List the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify transfer eligibility for student-athletes. In addition, provide name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' transfer eligibility.

The certification of eligibility for transfer student-athletes is one which involves a cumulative effort of personnel inside and outside of the department of athletics. The purpose of the process is to certify that transfer student-athletes are meeting NCAA, Southland Conference and Institutional standards concerning progress towards degree.

The compliance coordinator (Sherry Kennemer) is the certifying officer for determining the eligibility of transfer student-athletes. The following is the procedure that is followed to determine and communicate this eligibility.

- Each program will be responsible for providing to the compliance coordinator and members of the academic support unit accurate and up-to-date recruiting information (identification of those prospective transfer student-athletes being recruited and required documentation concerning the prospect).

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- The compliance coordinator along with the academic support unit will create and maintain a master listing of all transfer prospects for each sport program (including those that have or have not signed a letter-of-intent or grant-in-aid).

- The listing will contain information in the following areas:
 - NCAA Eligibility Status (Eligibility Center),
 - Transferable Hours into Southeastern (Certifying Institution),
 - Grade Point Average from Transferring Institution(s),
 - Admissions Status.

- The compliance coordinator will continually update the list to identify the eligibility and admissions status of the prospect. This information will follow the eligibility policies of the NCAA, Southland Conference and Southeastern Louisiana University.

- Sport programs are responsible to work with each transfer prospect to secure pending eligibility and admissions information.

- The compliance coordinator will work closely with the admissions office to determine the admission status of transfer prospects.

Prior to practice and/or competition the Eligibility Committee will meet to verify and confirm the eligibility/progress towards degree status of transfer student-athletes. The certifying officer is the compliance coordinator. The Eligibility Committee will work with the certifying officer and validate data used in determining transferable credit hours, transfer GPA, progress towards degree, degree-applicable hours, percentage towards degree, six hour rule, twenty four hour rule and eighteen hour rule.

- The University's Eligibility Committee consists of:
 - Compliance Coordinator/Certifying Officer (Sherry Kennemer)
 - Faculty Athletic Representative (Joe Morris)
 - Enrollment Services Designee (Jeff Rhodes)
 - Assistant AD for Academic Support (Hope Williams)

The "Eligibility Verification for Student-Athletes Entering After August 2003" form will be completed for each transfer student-athlete and reviewed by the eligibility committee. Consensus among all committee members is required to certify the continuing eligibility of a transfer student-athlete.

The Southland Conference "Eligibility to Compete Initial and Mid-Term Declaration form will then be completed listing all eligible student-athletes for a sports program. This form will be signed by the certifying officer, the faculty athletic representative, the compliance coordinator, the enrollment services designee, the head coach and the athletic director and provided to the conference office prior to a sport program's competition with another institution. These documents will be retained in the compliance coordinator's office for no less than seven years.

12. List the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify continuing eligibility for student-athletes. In addition, provide name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' continuing eligibility.

The certification of continuing eligibility for existing student-athletes is one which involves a cumulative effort of personnel inside and outside of the department of athletics. The purpose of the process is to certify that existing student-athletes are meeting NCAA, Southland Conference and Institutional standards concerning progress towards degree.

The Eligibility Committee

The purpose of the eligibility committee is to insure educational professionals outside of the athletic department verify and confirm the eligibility/progress towards degree status of student-athletes. The certifying officer is the compliance coordinator. The Eligibility Committee will work with the certifying officer and validate data used in determining progress towards degree such as degree-applicable hours, grade point average, percentage towards degree, six hour rule, twenty four hour rule and eighteen hour rule.

At the completion of each semester or at other applicable times (e.g. subsequent to interim classes) the eligibility status of each student-athlete will be determined and verified by.

- The Compliance Coordinator/Certifying Officer - Sherry Kennemer (member of the eligibility committee),
- The Asst. Athletic Director of Academic Support - Hope Williams (member of the eligibility committee),
- Representative of Enrollment Services - Jeff Rhodes (member of the eligibility committee),

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- The Faculty Athletic Representative - Joe Morris (member of the eligibility committee),
- The Head Coach, and
- The Director of Athletics - Joel Erdmann.

A file for each student-athlete containing applicable academic information used to determine continuing eligibility will be retained in the office of enrollment services. These files will be updated with contemporary transcripts and other academic information such as class drop/add and change of major forms. The file will also contain a Southland Conference "Eligibility Verification for Student-Athletes Entering After August 2003" form which tracks all pertinent eligibility information and the semester by semester progress of the student-athlete.

The "Eligibility Verification for Student-Athletes Entering After August 2003" form will be completed and reviewed by the eligibility committee. Consensus among all committee members is required to certify the continuing eligibility of a student-athlete.

The Southland Conference "Eligibility to Compete Initial and Mid-Term Declaration form will then be completed listing all eligible student-athletes for a sports program. This form will be signed by the certifying officer, the faculty athletic representative, the compliance coordinator, the enrollment services designee, the head coach and the athletic director and provided to the conference office prior to a sport program's competition with another institution. These documents will be retained in the compliance coordinator's office for no less than seven years.

13. Analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate for student-athletes who received athletics aid and the most recent four-class average Federal Graduation Rate of all students.

If the most recent four-class average Federal Graduation Rate for student-athletes is lower than the most recent four-class average Federal Graduation Rate for all students, the institution must develop a plan for improvement to address the issue.

The Federal Graduation Rate (FGR) for all students for 2006-2007 is 26%. The FGR for student-athletes is 53%. Thus, student-athletes have over twice the FGR of university students taken as a whole. This comparison is very favorable. An analysis of subgroups is presented in Item 14 below, which provides more insight into this difference.

14. Analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate for all student-athlete subgroups (i.e., team, gender, ethnicity, ethnicity within team) and the most recent four-class average Federal Graduation Rate for all students, including comparable student-body subgroups (i.e., gender, ethnicity).

If the most recent four-class average Federal Graduation Rate of a student-athlete subgroup is lower than the most recent four-class average Federal Graduation Rate for all students or comparable student-body subgroup, the institution must develop a plan for improvement to address the issue.

Men's Sports:

The team FGR for baseball (55%), basketball (60%), cross-country track (57%), and other men's team sports (50%) are each higher than both the FGR rate for all students (26%) and for the all-male student subgroup (19%). The FGR for all male student-athletes (55%) is substantially higher than its counterpart for all male students (19%). These differences show that men's sports, taken as a whole, are outperforming the graduation rate of the general student population.

An analysis of ethnicity shows the FGR for male Black student-athletes (50%) and White student-athletes (64%) is higher than the FGR for both all Black students (17%) and all White students (27%), and all male Black students (9%) and all male White students (20%), respectively. While the FGR for non-resident alien student-athletes (30%) is higher than the FGR for all students (26%), it is lower than the FGR for both all non-resident alien students (51%) and all male non-resident alien students (59%).

It is somewhat unclear why the FGR for male non-resident alien student-athletes is below that of their counterparts in the general student population. It may be that this subgroup FGR statistic is sensitive to small changes due its

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relatively small sample size. Non-resident alien student-athletes may also have more life challenges than their counterparts in the general student population.

Men's team sports do not have any American Indian, Asian, Hispanic, or Other student-athletes.

An analysis of ethnicity within men's team sports shows the FGR for Black and White student-athletes in baseball (N/A and 55%, respectively), basketball (67% and 50%, respectively), and cross-country track (33% and 100%, respectively) are higher than the respective FGR for all Black students (17%) and all White students (27%), and all male Black students (9%) and all male White students (20%). In the Others category, the FGR for White student-athletes (100%) is higher than both the FGR for all White students (27%) and all White male students (20%). While the FGR for male non-resident aliens in the Others category (33%) is above the FGR for all students (26%), it is below the FGR for the non-resident alien category for all students (51%) and all male students (59%).

The FGR for male non-resident alien student-athletes in the Others category is below that of their counterparts in the general student population. As speculated above, it may be that this subgroup FGR statistic is sensitive to small changes due its relatively small sample size. Non-resident alien student-athletes may also have more life challenges than their counterparts in the general student population. Since all non-resident alien student-athletes fall into the Others category, the same plan for improvement above would apply to this issue.

Women's Sports:

The team FGR for basketball (67%), cross-country track (60%), and Other women's team sports (48%) are each higher than both the FGR for all students (26%) and for the all-female student subgroup (30%). The FGR for all female student-athletes (52%) is much higher than its counterpart for all female students (30%). These differences show that women's sports, taken as a whole, are outperforming the graduation rate of the general student population.

An analysis of ethnicity shows the FGR for female Asian (100%), Black (73%), Hispanic (33%), and White (51%) student-athletes is higher than each respective FGR counterpart for all students: Asian (24%), Black (17%), Hispanic (22%) and White (27%); and for all female students: Asian (30%), Black (20%) and White (33%).

The FGR for female American Indians (0%) is less than the FGR for its counterpart for all students (22%) and all female students (17%). It may be that this subgroup FGR statistic is sensitive to small changes due its relatively small sample size.

The FGR for female Nonresident Aliens (38%) is less than the FGR for its counterpart for all students (51%) and all female students (39%). Once again, it may be that this subgroup FGR statistic is sensitive to small changes due its relatively small sample size. Female non-resident alien student-athletes may also have more life challenges than their counterparts in the general student population.

Women's team sports do not have any student athletes in the Other category.

An analysis of ethnicity within women's team sports shows that in basketball, the FGR for Black and White student-athletes (100% and 67%, respectively) are higher than the FGR for all Black students (17%) and all White students (27%), as well as all female Black students (20%) and all female White students (33%). The FGR for female Hispanic student-athletes playing basketball (0%), however, is less than the FGR for all Hispanic students (22%) and all female Hispanic students (24%).

It may be that this subgroup FGR statistic is sensitive to small changes due its relatively small sample size.

In cross-country track, the FGR for Black and Nonresident Alien student-athletes (63% and 100%, respectively) is higher than the FGR for all Black students (17%) and all Nonresident Alien students (51%), as well as all female Black students (20%) and all female nonresident students (39%). The FGR for White student-athletes (0%), however, is less than the FGR for all White students (27%) and all female White students (33%).

It is not immediately apparent why female White student-athletes running cross-country track have a lower FGR than their counterparts in the general student population.

In the Others category, the FGR for Asian (100%), Black (100%), Hispanic (50%), and White (50%) student-athletes are higher than their respective FGR for all students who are Asian (24%), Black (17%), Hispanic (22%) and White (27%), as well as all female students who are Asian (30%), Black (20%), Hispanic (24%), and White (33%). The FGR for American Indian and Nonresident Alien student-athletes (0% and 29%, respectively), however, is less than the respective FGR for all American Indian and Nonresident Alien students (22% and 51%, respectively) and all female American Indian and Nonresident Alien students (17% and 39%, respectively).

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It may be that this subgroup FGR statistic is sensitive to small changes due its relatively small sample size. Female American Indian and Non-resident Alien student-athletes may also have more life challenges than their counterparts in the general student population.

Plans for improvement in these areas can be found in the OP 2.1 Plan for Improvement.

- 15. Analyze, explain and address any differences between the corresponding Federal Graduation Rate projected by the most recent NCAA Division I Academic Progress Rate (APR) for each sports team and the most recent multiyear four-class average Federal Graduation Rate for all students.**

If a sports team's projected Federal Graduation Rate is lower than the most recent four-class average Federal Graduation Rate for all students, the institution must develop a plan for improvement to address the issue.

The multiyear four-class average FGR for all students is 26%.

Men's Sports:

The Team Projected FGR for tennis and indoor track are acceptable due to their APR being above a 925.

The Team Projected FGR is greater than 26% for baseball (30%), cross country (40%), football (40%), golf (40%), and outdoor track (40%). Basketball's Team Projected FGR, however, is only 15%.

During this period, men's basketball went through a period of head coach transition and possibly not enough attention was paid to recruiting student-athletes with the high potential for academic success. The men's basketball team APR has improved since this time. The plan for improvement below has already largely been implemented.

Women's Sports:

The Team Projected FGR is greater than 26% for basketball (30%) and Softball (35%). The Team Projected FGR for cross country, soccer, tennis, indoor track, outdoor track, and volleyball are acceptable due to the fact their APR is above 925.

Plans for improvement are available in the OP 2.1 Plan for Improvement.

- 16. Analyze, explain and address any differences between the most recent four-cohort average Graduation Success Rate (GSR) for each sports team and the most recent four-cohort GSR for all student-athletes.**

If the most recent four-cohort GSR for any sports team is lower than the GSR for all student-athletes, the institution must develop a plan for improvement to address the issue.

The four-cohort average GSR for all student-athletes is 72%.

Men's Sports:

The Team GSR is greater than 72% for baseball (73%), basketball (77%), cross country track (80%), and golf (100%). The Team GSR for Tennis, however, is only 56%.

The reason for the lower GSR in Men's Tennis is not clear. It is assumed, however, that there was a combination of eligibility and retention issues that led to the lack of graduation success. A smaller sample size also may have had a significant influence on this particular GSR.

An examination of team grade point averages (Fall 04 = 3.65, Spring 05 = 3.05, Fall 05 = 3.54, Spring 06 = 3.41, Fall 06 = 3.51, Spring 07 = 3.10) and team single-year Academic Progress Rates (04-05 = 950, 05-06 = 1000, 06-07 = 929) for the sport of men's tennis in the past three years should indicate/predict a much improved GSR.

Women's Sports:

The Team GSR is greater than 72% for cross country track (92%), softball (76%), tennis (75%), and volleyball (86%). The Team GSR for basketball and soccer, however, is only 52% and 59%, respectively.

Women's Basketball: The reason for the lower GSR in Women's Basketball is not clear. It is assumed, however, that there was a combination of eligibility and retention issues that led to the lack of graduation success. The last three years of APR (04-05 = 786, 05-06 = 1,000, 06-07 = 893) and GPA (Fall 04 = 2.27, Spring 05 = 2.42, Fall 05 = 2.83, Spring 06 = 2.93, Fall 06 = 2.86, Spring 07 = 2.63) date demonstrates improvement, and then decline.

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Women's Soccer: The reason for the lower GSR in Women's Soccer is not clear. It is assumed, however, that there was a combination of eligibility and retention issues that led to the lack of graduation success. The last three years of APR (04-05 = 886, 05-06 = 1,000, 06-07 = 977) and GPA (Fall 04 = 2.77, Spring 05 = 2.87, Fall 05 = 2.89, Spring 06 = 3.26, Fall 06 = 2.92, Spring 07 = 2.88) data demonstrates reasonable improvement and stability.

Plans for improvement can be found in the OP 2.1 Plan for Improvement.

17. Analyze, explain and address any differences between the most recent four-class retention rate for student-athlete subgroups (i.e., sport, gender, ethnicity, ethnicity within teams) and the most recent four-class retention rate for all student-athletes.

If the most recent four-class retention rate for any student-athlete subgroup is lower than the retention rate for all student-athletes, the institution must develop a plan for improvement to address the issue.

The most recent four-class retention rate (APR) for all student-athletes is 926. An analysis of ethnicity and ethnicity within team of student-athletes is not possible since the data are not available in the ACS.

Men's Sports:

An analysis of gender shows the APR for all men student-athletes (919) is below that of all student-athletes (926). The men's team APR retention rate is greater than that of all student-athletes (926) and all male student-athletes (919) for cross country (977), tennis (958), indoor track (979), and outdoor track (943). Football has a team APR (925) greater than 919, but less than 926. Men's teams having an APR retention rate less than 919 are baseball (851), basketball (871), and golf (918).

Retention of male student-athletes in general is less than that of women student-athletes. Men's teams having the most difficulty with retention are baseball and basketball. These teams, in particular, usually have a significant number of junior college transfers, which may have contributed to the lower retention rates.

Women's Sports:

An analysis of gender shows the APR retention rate for women student-athletes (937) is higher than that of all student-athletes (926). The women's team APR retention rate is greater than 937 for cross country (983), tennis (1000), indoor track (972), and outdoor track (955). The retention rate for soccer (928) is less than 937 but greater than 926. Women's teams having an APR retention rate less than 926 are basketball (898), softball (889), and volleyball (924).

Retention of women student-athletes in general is higher than that of men student-athletes. Women's teams having the most difficulty with retention are basketball and softball. Excessive recruitment of junior college transfers may have contributed to the lower retention rates.

Plans for improvement can be found in the OP 2.1 Plan for Improvement.

18. Describe the athletics department's written policies and procedures related to scheduling competitions and practices to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, including how the institution monitors this area.

Missed Class Policy

The purpose of the missed class policy is to provide guidance in competition and practice scheduling with regard to minimizing missed classes. An official departmental excused absence is dictated by appropriate documentation signed by the Athletic Director or the Senior Woman Administrator and the Vice President for Academic Affairs.

1. Student athletes will not miss any regularly scheduled classes for any practice activities.
2. For home competition, student athletes may not miss class if that class ends two hours or more before the scheduled competition time.
3. For away competition, student athletes shall not miss any classes prior to 30 minutes before the scheduled time of departure.
4. For away competition with overnight travel, no team shall depart more than 48 hours prior to the time of competition and must return within 36 hours subsequent to the end of the competition.
5. Proposed competition schedules will be evaluated concerning missed class due to travel. The head coach will submit a proposed schedule to the Director of Athletics with a summary of missed class dates. The Director of Athletics will provide to the Faculty Athletics Representative and the Faculty Athletic Committee at least one month

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prior to the start of a sport's season, a listing of all competition in that sport which will necessitate student-athletes being absent from class. This listing will include the time and date of competition, destination, conference/non-conference competition, departure time, travel time, and return time. For the purposes of calculating missed days the following guide will be used:

Day of Departure

- Depart at prior to 12:00 noon = one day
- Depart after 12:00 noon but before 3:00p.m. = one-quarter day
- Depart after 3:00pm = 0 days

Day of Return

- Return before 8:00 a.m. = 0 days
- Return 8:00a.m. to 12:00 noon = three quarter day
- Return after 12:00 noon = One day

6. No student-athlete should miss more than 20% of the scheduled class meetings due to competition in any one semester. This 20% excludes participation in conference or NCAA championship play. Exception to this 20% must be approved by the Faculty Athletic Representative and the Faculty Athletic Committee.

7. The Athletic Academic Support Office will present individual, written notifications of possible missed classes, to the instructors of all-student-athletes prior to the occurrence of any absences. Student-athletes are required to retain a copy of this sheet and remind their instructor of their absence, at least 7 days prior to each contest which affects their class attendance.

8. It is expected that student-athletes will be responsible for submitting all assignments on time as directed by the instructor and advance arrangements will be initiated by the student-athlete for any tests which will be missed.

9. The Southeastern General Catalogue contains the policy regarding excused student absences. It is expected that faculty members will not penalize student-athletes for missing classes due to conflicts with contractually scheduled athletic contest and related travel.

10. It is expected that coaches will not penalize student-athletes for missing practices due to conflicts with regularly scheduled classes for which student-athletes are enrolled. This includes student-athlete required attendance for course field trips, special labs, etc.

11. Southeastern's traditional week of finals runs Monday to Friday. No competition or travel will occur during final exams other than that mandated by conference or NCAA scheduling. All efforts should be made to not travel on the Sunday prior to exams. There may be instances where travel to games could occur on Friday to the relatively small number of finals given on that day.

12. Student-athletes who believe that they have received a lack of reasonable accommodation of the provisions of this missed class policy by a coach should immediately contact the Athletics Director or the Faculty Athletics Representative.

19. Describe the institution's written missed-class policies for all students, including any exceptions or differences that exist for student-athletes.

Missed Class Policy

The purpose of the missed class policy is to provide guidance in competition and practice scheduling with regard to minimizing missed classes. An official departmental excused absence is dictated by appropriate documentation signed by the Athletic Director or the Senior Woman Administrator and the Vice President for Academic Affairs.

1. Student-athletes will not miss any regularly scheduled classes for any practice activities.
2. For home competition, student-athletes will not miss class if that class ends two hours or more before the scheduled competition time.
3. For away competition, student-athletes will not miss any classes prior to 30 minutes before the scheduled time of departure.
4. For away competition with overnight travel, no team shall depart more than 48 hours prior to the time of competition and must return within 36 hours subsequent to the end of the competition.
5. Proposed competition schedules will be evaluated concerning missed class due to travel. The head coach will submit a proposed schedule to the Director of Athletics with a summary of missed class dates. The Director of Athletics will provide to the Faculty Athletics Representative and the Athletic Committee at least one month prior to the start of a sport's season, a listing of all competition in that sport which will necessitate student-athletes being absent from class. This listing will include the time and date of competition, destination, conference/non-conference competition, departure time, travel time, and return time. For the purposes of calculating missed days the following guide will be used:

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Day of Departure

- Depart at or prior to 12:00 noon = one day
- Depart after 12:00 noon but before 3:00 p.m. = one-quarter day
- Depart after 3:00 p.m. = 0 days

Day of Return

- Return before 8:00 a.m. = 0 days
- Return 8:00 a.m. to 12:00 noon = three quarter day
- Return after 12:00 noon = One day

6. No student-athlete should miss more than 20% of the scheduled class meetings due to competition in any one semester. This 20% excludes participation in conference or NCAA championship play. Exception to this 20% must be approved by the Faculty Athletic Representative and the Athletic Committee.

7. The Athletic Academic Support Office will present individual written notifications of possible missed classes to the instructors of all-student-athletes prior to the occurrence of any absences. Student-athletes are required to retain a copy of this sheet and remind their instructor of their absence, at least 7 days prior to each contest which affects their class attendance.

8. It is expected that student-athletes will be responsible for submitting all assignments on time as directed by the instructor, and advance arrangements will be initiated by the student-athlete for any tests which will be missed.

9. The Southeastern General Catalogue contains the policy regarding excused student absences. It is expected that faculty members will not penalize student-athletes for missing classes due to conflicts with contractually scheduled athletic contests and related travel.

10. It is expected that coaches will not penalize student-athletes for missing practices due to conflicts with regularly scheduled classes for which student-athletes are enrolled. This includes student-athlete required attendance for course field trips, special labs, etc.

11. Southeastern's traditional week of finals runs Monday to Friday. No competition or travel will occur during final exams other than that mandated by conference or NCAA scheduling. All efforts should be made to not travel on the Sunday prior to exams. There may be instances where travel to games could occur on Friday due to the relatively small number of finals given on that day. These exceptions are subject to the approval of the Athletics Committee.

12. Student-athletes who believe that they have received a lack of reasonable accommodation of the provisions of this missed class policy by a coach should immediately contact the Athletics Director or the Faculty Athletics Representative.

Each department and each instructor within the department has specific absence policies available on their syllabus. Any exceptions regarding athletes can be found in LION ATHLETIC POLICY AND PROCEDURES 2008-2009.

20. Using supporting data, analyze, explain and address missed class time for the last two years for each sports team.

The Department of Athletics has implemented a new means of calculating and monitoring student-athlete missed class time due to team travel. Prior to 2008-2009, travel schedules were scrutinized and approved by the Director of Athletics. This process took into account missed class time; however, specific quantitative guidelines did not exist. As can be found in the department's policies and procedures manual, below are the guidelines for determining acceptable missed classes as approved by the Athletic Committee.

For the purposes of calculating missed days the following guide is used:

Day of Departure

- Depart at or prior to 12:00 noon = one day (1.0)
- Depart after 12:00 noon but before 3:00 p.m. = one-quarter day (.25)
- Depart after 3:00 p.m. = 0 days

Day of Return

- Return before 8:00 a.m. = 0 days
- Return 8:00 a.m. to 12:00 noon = three quarter day (.75)
- Return after 12:00 noon = One day (1.0)

Assumptions of Calculations

- There are 45 Monday-Wednesday-Friday classes per semester
- There are 30 Tuesday-Thursday classes per semester
- These designated missed class days assume that every student-athlete one every team is attending every trip (which does not occur). These are team missed class days, not individual student-athlete class days. Thus even if a

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student-athlete has no M-W-F classes if the team misses a M-W-F they are calculated as missing class on that day. It also does not take completely into account evening classes. If a team departs campus after 3:00 no missed class days are assessed. Offsetting that somewhat is if a team returns to campus after 12:00 noon on a class day one full missed class day is calculated despite evening classes could be attended on that day. Therefore these calculations are not exact calculations for each individual student-athlete but reasonable estimates that can be used to monitor missed class days for a team as a whole.

The department's expectation is that no program should miss more than 20% of a class in any one semester. In the academic years 2007-08 and 2008-09 the following programs did not exceed this 20% expectation.

- Baseball
- Men's Basketball
- Women's Basketball
- Cross Country (M & W)
- Football
- Soccer
- Softball
- Women's Tennis
- Volleyball

The following programs did exceed the 20% expectation.

- Golf
- Spring 2008 (29% of M-W-F)
 Fall 2008 (21% of M-W-F)
 Spring 2009 (23% of T-R)

Golf is often limited to access to courses on Monday's, Tuesdays and Wednesday's. Therefore this leads to elevated missed classes. This will be monitored closely in the future and attention will be paid to the alternatives which will decrease missed class times and also closely tracking the team's GPA and APR performance.

- Men's Tennis
- Spring 2008 (23% of T-R)

Men's tennis usually stays well within the 20% expectation. However this instance of elevated missed class days of T-R classes will be noted and addressed. This may have been impacted by re-scheduled contests due to inclement weather. This will be monitored closely in the future and attention will be paid to the alternatives which will decrease missed class days and also closely track the team's GPA and APR performance.

- Track and Field M & W
- Spring 2008 (24% of M-W-F and 21% of T-R) Spring 2009 (22% of M-W-F)

Track and field has a unique travel process. Often times multi-event and field event student-athletes will leave a day or two earlier and return earlier than the runners and jumpers (while they are all calculated as a group). Thus this percentage is likely a bit skewed. It may be beneficial to explore monitoring each individual student-athlete's actual missed class days rather than that of the team(s) as a whole. This would be rather work intensive but may prove to be beneficial and demonstrate that less class days are actually being missed than identified in this manner. This will be monitored closely in the future and attention will be paid to the alternatives which will decrease missed class days and also closely track the team's GPA and APR performance.

21. Describe the means by which the athletics department's policies and procedures regarding the scheduling of athletics competition and practices (as described in Self-Study Item No. 18) and the institution's missed class policies (as described in Self-Study Item No. 19) are communicated in writing to student-athletes, athletics department staff members and appropriate faculty and administrative staff.

Presently, students bring a slip provided by the athletic department to their professor prior to attending an activity. The student-athlete and professor make arrangements for missed work and test.

The LION athletic policy and procedures 2008-2009 states "The Athletic Academic Support Office will present individual, written notifications of possible missed classes, to the instructors of all-student-athletes prior to the occurrence of any absences. Student-athletes are required to retain a copy of this sheet and remind their instructor of their absence, at least 7 days prior to each contest which affects their class attendance."

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22. If the institution has developed a plan for improvement(s) for Operating Principle 2.1, describe the institution's efforts to ensure the plan for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

The academic standards plan was created following an examination of the specific program areas by the subcommittee in coordination with Athletic Department personnel. All Athletic Department personnel, student-athletes, members of the Athletic Committee, and various other constituent groups were given notification of the existence of the plan and encouraged to examine the document and provide feedback. The feedback received was evaluated by the subcommittee and changes made if such changes were deemed to make a contribution to the plan for improvement.

The Steering Committee approved the self-study report, including the Academic Standards section (OP 2.1) and the plans for improvement contained in this section. As stated in the introductory section of the self study, both the Steering Committee and each subcommittee is made up of a diverse group of individuals. The membership of each represents a balance between individuals who work within the Athletic Department and individuals who work outside of the Athletic Department. Therefore, broad-based participation was involved in both the preparation and the approval of these plans for improvement.

Finally, both the President and the AD are members of the Steering Committee. Their participation in the Steering Committee's approval of the self-study, and the plans for improvement contained therein, are indicative of the institutional support required for such plans.

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

- Most recent Federal Graduation Rates report.
- Most recent Academic Progress Rate report.
- Most recent Graduation Success Rate report.
- Most recent institutional catalog and/or bulletin.
- 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 president or chancellor, faculty senate or director of athletics concerning the academic performances of sports teams (if any).
- A random sampling of 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, and transfer documentation).
- Athletics department manual and/or policies and procedures.
- Student-athlete handbook.
- Institutional handbook for students.
- Scheduling policies.
- Missed class policies.

Academic Integrity

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Prior to August 2008, no organized system to document identifying student-athletes with special academic needs and ensure their acclimation, retention, and academic success.	Fully implement a formal system to identify students-athletes with special academic needs and ensure their acclimation, retention, and academic success.	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a. Implement the Academic Training Camp, identifying student-athletes in Tier 1 as those have special academic needs. b. For each student-athlete in Tier 1, develop and monitor a customized IAP. 2. <ol style="list-style-type: none"> a. Complete construction of the Academic Center, which will house Student Support Services. b. Acclimate student-athletes to use of the new Academic Center. 3. Use the CSE services to help further identify students with special academic needs and enhance their success through Lion's Table, SSC List, freshmen mentoring, academic advising, and the OPR system. 	Assistant AD for Academic Affairs Athletic Director Assistant AD for Academic Affairs Director of Center for Student Excellence	Step 1: Immediately and ongoing Step 2: a. April ?August 2009 b. Starting August 2009 Step 3: Immediately and ongoing

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Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
<p>FGR for male non-resident alien SAs is less than FGR for non-resident alien and male non-resident alien students</p>	<p>Ensure that FGR for male non-resident SAs is at least equal to that of non-resident alien and male non-resident alien students.</p>	<ol style="list-style-type: none"> 1. Assess special needs of male international SAs 2. Provide an orientation program for male international SAs 3. Place entering male international SAs in the appropriate academic support program (Tier 1, 2, or 3) according to existing policy 4. Review the academic credentials of all prospects prior to offering a scholarship to ensure S-A of all ethnicities are adequately prepared 5. Make full use of new Academic Center, which provides enhanced academic support services such as counseling, advising, registration and a quiet, controlled study environment 6. Annual evaluations of head coaches will include elements relating to (1) recruiting academically prepared prospects and (2) adequate support of and involvement with the academic support program, and (3) team GPA, APR, and graduation rates 7. Each head coach's contract will include incentives pertaining to APR, which ultimately affects the success rates of the S-As and team 	<p>Step 1: Director of Multicultural and International Student Affairs Office</p> <p>Step 2: Assistant to the AD / Lifeskills and Academic Liaison and appropriate coaches</p> <p>Step 3: Assistant AD for Academic Affairs</p> <p>Step 4: Athletic Director</p> <p>Step 5: Assistant AD for Academic Affairs</p> <p>Step 6: Athletic Director</p> <p>Step 7: Athletic Director</p>	<p>Step 1: Survey and/or interviews by October 1, 2009</p> <p>Step 2: On or before September 1, 2009</p> <p>Step 3: August 2009 ? May 2010</p> <p>Step 4: Prior to signing S-A</p> <p>Step 5: Starting April 2009 and ongoing</p> <p>Step 6: End of each academic year</p> <p>Step 7: Beginning of each academic year</p>

Academic Integrity

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
<p>FGR for male non-resident alien SAs is less than FGR for non-resident alien and male non-resident alien students.</p>	<p>Ensure that FGR for male non-resident SAs is at least equal to that of non-resident alien and male non-resident alien students.</p>	<ol style="list-style-type: none"> 1. Assess special needs of male international SAs 2. Provide an orientation program for male international SAs 3. Place entering male international S-As in the appropriate academic support program (Tier 1, 2, or 3) according to existing policy 4. Review the academic credentials of all prospects prior to offering a scholarship to ensure S-A of all ethnicities are adequately prepared 5. Make full use of new Academic Center, which provides enhanced academic support services such as counseling, advising, registration and a quiet, controlled study environment 6. Annual evaluations of head coaches will include elements relating to (1) recruiting academically prepared prospects and (2) adequate support of and involvement with the academic support program, and (3) team GPA, APR, and graduation rates 7. Each head coach's contract will include incentives pertaining to APR, which ultimately affects the success rates of the S-As and team 	<p>Step 1: Director of Multicultural and International Student Affairs Office</p> <p>Step 2: Assistant to the AD / Lifeskills and Academic Liaison and appropriate coaches</p> <p>Step 3: Assistant AD for Academic Affairs</p> <p>Step 4: Athletic Director</p> <p>Step 5: Assistant AD for Academic Affairs</p> <p>Step 6: Athletic Director</p> <p>Step 7: Athletic Director</p>	<p>Step 1: Survey and/or interviews by October 1, 2009</p> <p>Step 2: On or before September 1, 2009</p> <p>Step 3: August 2009 ? May 2010</p> <p>Step 4: Prior to signing S-A</p> <p>Step 5: Starting April 2009 and ongoing</p> <p>Step 6: End of each academic year</p> <p>Step 7: Beginning of each academic year</p>

Academic Integrity

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
<p>FGR for female American Indian SAs is less than FGR for all students and all female students.</p>	<p>Ensure that FGR for female American Indian SAs is at least equal to that of all students and all female students.</p>	<ol style="list-style-type: none"> 1. Assess special needs of female American Indian SAs 2. Provide an orientation program for female American Indian SAs 3. Place entering female American Indian SAs in the appropriate academic support program (Tier 1, 2, or 3) according to existing policy 4. Review the academic credentials of all prospects prior to offering a scholarship to ensure S-A of all ethnicities are adequately prepared 5. Make full use of new Academic Center, which provides enhanced academic support services such as counseling, advising, registration and a quiet, controlled study environment 6. Annual evaluations of head coaches will include elements relating to (1) recruiting academically prepared prospects and (2) adequate support of and involvement with the academic support program, and (3) team GPA, APR, and graduation rates 7. Each head coach's contract will include incentives pertaining to APR, which ultimately affects the success rates of the S-As and team 	<p>Step 1: Director of Multicultural and International Student Affairs Office</p> <p>Step 2: Assistant to the AD / Lifeskills and Academic Liaison and appropriate coaches</p> <p>Step 3: Assistant AD for Academic Affairs</p> <p>Step 4: Athletic Director</p> <p>Step 5: Assistant AD for Academic Affairs</p> <p>Step 6: Athletic Director</p> <p>Step 7: Athletic Director</p>	<p>Step 1: Survey and/or interviews by October 1, 2009</p> <p>Step 2: On or before September 1, 2009</p> <p>Step 3: August 2009 - May 2010</p> <p>Step 4: Prior to signing S-A</p> <p>Step 5: Starting April 2009 and ongoing</p> <p>Step 6: End of each academic year</p> <p>Step 7: Beginning of each academic year</p>

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Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
<p>FGR for female non-resident alien SAs is less than FGR for all non-resident alien and female non-resident alien students.</p>	<p>Ensure that FGR for non-resident SAs is at least equal to that of non-resident alien and female non-resident alien students.</p>	<ol style="list-style-type: none"> 1. Assess special needs of female international SAs 2. Provide an orientation program for female international SAs 3. Place entering female international SAs in the appropriate academic support program (Tier 1, 2, or 3) according to existing policy 4. Review the academic credentials of all prospects prior to offering a scholarship to ensure S-A of all ethnicities are adequately prepared 5. Make full use of new Academic Center, which provides enhanced academic support services such as counseling, advising, registration and a quiet, controlled study environment 6. Annual evaluations of head coaches will include elements relating to (1) recruiting academically prepared prospects and (2) adequate support of and involvement with the academic support program, and (3) team GPA, APR, and graduation rates 7. Each head coach's contract will include incentives pertaining to APR, which ultimately affects the success rates of the S-As and team 	<p>Step 1: Director of Multicultural and International Student Affairs Office</p> <p>Step 2: Assistant to the AD / Lifeskills and Academic Liaison and appropriate coaches</p> <p>Step 3: Assistant AD for Academic Affairs</p> <p>Step 4: Athletic Director</p> <p>Step 5: Assistant AD for Academic Affairs</p> <p>Step 6: Athletic Director</p> <p>Step 7: Athletic Director</p>	<p>Step 1: Survey and/or interviews by October 1, 2009</p> <p>Step 2: On or before September 1, 2009</p> <p>Step 3: August 2009 ? May 2010</p> <p>Step 4: Prior to signing S-A</p> <p>Step 5: Starting April 2009 and ongoing</p> <p>Step 6: End of each academic year</p> <p>Step 7: Beginning of each academic year</p>

Academic Integrity

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
<p>FGR for female Hispanic SAs in basketball is less than FGR for all Hispanic and female Hispanic students.</p>	<p>Ensure that FGR for Hispanic SAs in basketball is at least equal to that of all Hispanic and female Hispanic students.</p>	<ol style="list-style-type: none"> 1. Assess special needs of female Hispanic SAs 2. Provide an orientation program for female Hispanic SAs 3. Place entering female Hispanic SAs in the appropriate academic support program (Tier 1, 2, or 3) according to existing policy 4. Review the academic credentials of all prospects prior to offering a scholarship to ensure S-A of all ethnicities are adequately prepared 5. Make full use of new Academic Center, which provides enhanced academic support services such as counseling, advising, registration and a quiet, controlled study environment 6. Annual evaluations of head coaches will include elements relating to (1) recruiting academically prepared prospects and (2) adequate support of and involvement with the academic support program, and (3) team GPA, APR, and graduation rates 7. Each head coach's contract will include incentives pertaining to APR, which ultimately affects the success rates of the S-As and team 	<p>Step 1: Director of Multicultural and International Student Affairs Office</p> <p>Step 2: Assistant to the AD / Lifeskills and Academic Liaison and women's basketball coach</p> <p>Step 3: Assistant AD for Academic Affairs</p> <p>Step 4: Athletic Director</p> <p>Step 5: Assistant AD for Academic Affairs</p> <p>Step 6: Athletic Director</p> <p>Step 7: Athletic Director</p>	<p>Step 1: Survey and/or interviews by October 1, 2009</p> <p>Step 2: On or before September 1, 2009</p> <p>Step 3: August 2009 ? May 2010</p> <p>Step 4: Prior to signing S-A</p> <p>Step 5: Starting April 2009 and ongoing</p> <p>Step 6: End of each academic year</p> <p>Step 7: Beginning of each academic year</p>

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Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
<p>FGR for white SAs in women's cross country track is less than FGR for all white and female white students.</p>	<p>Ensure that FGR for white SAs in women's cross country track is at least equal to that of all white and female white students.</p>	<ol style="list-style-type: none"> 1. Provide mentoring for white SAs in women's cross country track as needed 2. Review the academic credentials of all prospects prior to offering a scholarship to ensure S-A of all ethnicities are adequately prepared 3. Make full use of new Academic Center, which provides enhanced academic support services such as counseling, advising, registration and a quiet, controlled study environment 4. Annual evaluations of head coaches will include elements relating to (1) recruiting academically prepared prospects and (2) adequate support of and involvement with the academic support program, and (3) team GPA, APR, and graduation rates 5. Each head coach's contract will include incentives pertaining to APR, which ultimately affects the success rates of the S-As and team 	<p>Step 1: Assistant to the AD / Lifeskills and Academic Liaison, Director of Center for Student Excellence, and women's cross country track coach</p> <p>Step 2: Athletic Director</p> <p>Step 3: Assistant AD for Academic Affairs</p> <p>Step 4: Athletic Director</p> <p>Step 5: Athletic Director</p>	<p>Step 1: August 2009, and ongoing thereafter as needed</p> <p>Step 2: Prior to signing S-A</p> <p>Step 3: Starting April 2009 and ongoing</p> <p>Step 4: End of each academic year</p> <p>Step 5: Beginning of each academic year</p>

Academic Integrity

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
<p>FGR for female American Indian and non-resident alien SAs is less than FGR for their respective subcategories for all students and female students.</p>	<p>Ensure that FGR for American Indian and non-resident alien SAs is at least equal to that of their respective subcategories for all students and female students.</p>	<ol style="list-style-type: none"> 1. Assess special needs of female American Indian and international SAs in "Other" sports 2. Provide an orientation program for female American Indian and international SAs in "Other" sports 3. Place entering female American Indian and international SAs in the appropriate academic support program (Tier 1, 2, or 3) according to existing policy 4. Review the academic credentials of all prospects prior to offering a scholarship to ensure S-A of all ethnicities are adequately prepared 5. Make full use of new Academic Center, which provides enhanced academic support services such as counseling, advising, registration and a quiet, controlled study environment 6. Annual evaluations of head coaches will include elements relating to (1) recruiting academically prepared prospects and (2) adequate support of and involvement with the academic support program, and (3) team GPA, APR, and graduation rates 7. Each head coach's contract will include incentives pertaining to APR, which ultimately affects the success rates of the S-As and team 	<p>Step 1: Director of Multicultural and International Student Affairs Office</p> <p>Step 2: Assistant to the AD / Lifeskills and Academic Liaison and appropriate coaches</p> <p>Step 3: Assistant AD for Academic Affairs</p> <p>Step 4: Athletic Director</p> <p>Step 5: Assistant AD for Academic Affairs</p> <p>Step 6: Athletic Director</p> <p>Step 7: Athletic Director</p>	<p>Step 1: Survey and/or interviews by October 1, 2009</p> <p>Step 2: On or before September 1, 2009</p> <p>Step 3: August 2009 ? May 2010</p> <p>Step 4: Prior to signing S-A</p> <p>Step 5: Starting April 2009 and ongoing</p> <p>Step 6: End of each academic year</p> <p>Step 7: Beginning of each academic year</p>

Academic Integrity

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Basketball's Team Projected FGR is less than the multiyear four-class average FGR for all students.	Ensure that basketball's Team Projected FGR is at least equal to the multiyear four-class average FGR for all students.	<ol style="list-style-type: none"> 1. Coaches will express clear academic and graduation expectations throughout the recruiting process and closely examine prior academic performance as it may predict future academic performance. <ol style="list-style-type: none"> a. There must be a balance of academic and athletic ability and skills (ability to succeed at this level). b. Academic profiles of all prospective student-athletes will be reviewed by the Athletic Director prior to an official visit or offering scholarships. 2. <ol style="list-style-type: none"> a. Establish more frequent meetings with applicable student-athletes, coaches and academic support personnel to review expectations and academic plans. b. On a regular basis review study skills, time management, decision-making, appropriate behavior in and out of the classroom, communication skills, course and major selection, degree progress and all pertinent academic matters. 3. Student-athletes will actively participate in designated academic support program offerings such as study hall, tutoring and mentoring sessions. 4. <ol style="list-style-type: none"> a. Online Progress Reports (OPRs) will be delivered twice per semester. b. Grades are evaluated and areas of underperformance are identified and addressed 5. Continue to use all campus learning resources, such as the Center for Student Excellence, supplemental instructional services, campus tutors, math tutoring lab, writing center, Office of Disability Services and the Counseling Center. 	<ol style="list-style-type: none"> Step 1: Athletic Director Head Coaches Assistant Coaches Student Services and Academic Support Step 2: Head Coaches Assistant Coaches Assistant AD for Academic Affairs Various Academic Support Personnel Step 3: Head Coaches Assistant Coaches Assistant AD for Academic Affairs Various Academic Support Personnel Step 4: Head Coaches Assistant Coaches Assistant AD for Academic Affairs Various Academic Support Personnel Step 5: Head Coaches Assistant Coaches Assistant AD for Academic Affairs Various Academic Support Personnel Step 6: Head Coaches Assistant Coaches Assistant AD for Academic Affairs Various Academic Support Personnel Step 7: Assistant AD for Academic Affairs Step 8: Athletic Director 	<ol style="list-style-type: none"> Step 1: Immediately and ongoing Step 2: Immediately and ongoing Step 3: Immediately and ongoing Step 4: Immediately and ongoing Step 5: Immediately and ongoing Step 6: Immediately and ongoing Step 7: Starting April 2009 and ongoing Step 8: End of each academic year

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Operating Principle

2.2 Academic Support

Self-Study Items

1. List all conditions for certification imposed by the Committee on Athletics Certification in its second-cycle certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support). In each case, provide:

- a. The original condition 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 opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

1. Condition

Southeastern Louisiana University (Southeastern) did not have any "conditions for certification" imposed by the Committee on Athletics Certification in its second-cycle certification decision as it relates to Operating Principle 2.2 (Academic Support).

Action

N/A

Action Date

N/A

Explanation for partial or non-completion

N/A

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 second-cycle certification process as they relate to Operating Principle 2.2 (Academic Support). 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 plans.

Please note, the institution will not be required to fulfill an element of a second-cycle plan if the element does not affect conformity with a current operating principle.

1. Original Plan

The Committee on Athletic Certification (CAC) noted that the institution's self-study did not address how the academic-support services are to be periodically reviewed by an academic authority outside of the department of athletics. Thus, the institution must develop and submit a plan for evaluation of the institution's athletics academic support program by an appropriate authority external to the athletics department in order to assess the effectiveness of the program.

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Action

Then Athletic Director, Frank Pergolizzi responded in a letter to Mr. Keith Gill, Director of Member Services for the NCAA, that Southeastern had three academic support divisions. Mr. Pergolizzi explained that it was the Student Enhancement Services Division (SES) that was the overseer of the Athletic Department's academic support services. He further explained that it was the College of Basic Studies that evaluated the SES staff; therefore, the academic support services provided to student-athletes were evaluated outside of the Athletic Department on a periodic basis. He attached to the letter the latest evaluation of academic support services for student-athletes.

Action Date

The letter was dated May 29, 2001.

Explanation for partial or non-completion

N/A

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

- a. The additional plan;
- b. The action(s) taken by the institution; and
- c. The date(s) of the action(s).

a. Date of Original Plan: February, 2008

b. Actions Taken: Southeastern applied for a NCAA Division I Academic Performance Program Supplemental Support Fund to enhance academic support services for all student-athletes. Plans were developed to remodel an existing space in order to house an academic support center for student-athletes. Plans were also developed to create a new position and hire an Assistant AD for Academic Affairs.

c. The date(s) of the action(s). Spring/Summer, 2008.

4. Explain how the institution is organized to provide academic support and advising services to student-athletes, either through institutional programming or student-athlete support services. In addition, provide a description of reporting lines and responsibilities assigned to specific staff members.

Academic Support Services and Advising for all student-athletes is coordinated by the Assistant Athletic Director for Academic Affairs and an academic staff of professional coordinators and graduate assistants. In cooperation with the Center for Student Excellence (CSE), and individual academic departments, all student-athletes receive services designed to meet their individual academic needs.

A. Academic Advising is provided by either the CSE or the individual academic department, depending on the number of student credit hours (SCHS) the student-athlete has obtained. While there is some variability depending on the student-athlete's major, the assigned responsibility for academic advising generally breaks down as follows:

1. Student-athletes with less than thirty SCHS are advised in the CSE. The Center's staff provides classroom scheduling and degree-plan counseling to all freshmen in coordination with the material covered in the required course they must take, Southeastern 101. Center staff report to the Interim Director of the CSE who reports to the Interim Provost and Vice President for Academic Affairs who reports to the President of Southeastern (President).

2. Student-athletes with thirty or more SCHS are generally advised by faculty members in their academic departments (the department of their major). Faculty in these departments use various means of meeting with students each semester and working with them as they schedule classes to make certain that they are taking the course work that will result in the most efficient path toward progression and graduation. Departmental faculty report to their Department Heads who report to their respective Deans who report to the Interim Provost and Vice President for Academic Affairs who reports to the President.

Academic Integrity

B. Academic Support for student-athletes is primarily the responsibility of the Athletic Department. However, CSE staff members do provide some support services to those students with less than thirty SCHS as part of the overall support they provide to all students. Also, the graduate assistants that work with students in the Athletic Department's support services area are provided by the CSE. The Assistant AD for Academic Affairs, working with these graduate assistants provided by the CSE, provides support services for all student-athletes in the Sharp Center for Academic Support for Student-Athletes. Technically, these graduate assistants have two reporting lines. In each case, however, the person to whom they directly report is the same, the Assistant AD for Academic Affairs. However, regarding the work they do with student-athletes with less than thirty SCHS, the reporting line is from the Assistant AD for Academic Affairs to the Associate AD for Student Services to the Interim Director of the CSE to the Interim Provost and Vice President for Academic Affairs to the President. The reporting line for work done with student-athletes with more than thirty hours of SCHS is from the graduate assistants to the Assistant AD for Academic Affairs to the Associate AD for Student Services to the AD to the President.

5. Explain how the institution's staffing, physical space and financial support for student-athlete academic support services has been reviewed by appropriate institutional academic authorities to ensure they meet the academic needs of student-athletes at the institution.

The four-year review discussed in detail in OP 2.2, Questions 8 and 10 below (see the actual report in OP 2.2, Question 7 below) provides this feedback from appropriate institutional academic authorities outside of the Athletics Department. This committee not only analyzes staffing and space issues, but also financial support issues.

6. Using the program areas for academic support services, describe the following (this program analysis must be conducted as part of the self-study process):

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

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

1. Academic counseling/advising. Course selection, class scheduling, priority registration.

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

Student-athletes are provided academic counseling/advising services through a combined effort of athletic academic support personnel and academic advisors from majors and programs on campus.

Student-athletes initially meet with campus/major advisors during designated advising weeks during each semester. The intent of these advising sessions is for the campus/major advisor to identify with the student-athlete, classes that are appropriate to take while maintaining progress towards a particular major. A tentative schedule with alternative classes should result from this meeting.

The student-athlete then presents the tentative schedule to athletic academic support personnel who verifies that the proposed classes do indeed lead to satisfactory progress towards degree requirements from an eligibility standpoint. In addition, the proposed schedules are scrutinized with reference to practice and competition days, dates and times in order to identify if significant conflicts potentially exist.

The verified schedule is then entered into the university's registration system awaiting to be entered as course selections at a later time (entered into their "grocery cart"). Student-athletes are then provided with a one-hour window of priority registration in which courses may be accessed prior to other Southeastern students. If a student-athlete's schedule is properly entered into the registration system (grocery cart) prior to the window of priority registration, the schedule can be easily entered into the registration system during the priority registration time.

Academic Integrity

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

As stated in the athletic academic support system guidelines, the Student-Athlete Handbook and the department's Policy and Procedures Manual, this class registration process is open to all student-athletes.

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

Student-athletes are made aware of this through publication the Student-Athlete Handbook, beginning of the year team meetings, announcements from coaches and flyers placed within and around the department. Generally, teams are provided with times to meet with athletic academic support personnel to finalize schedules and enter courses selected into the registration system.

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

Upon the direction of the President, at least every four years, a committee of academic personnel outside of athletics is charged with evaluating the athletic academic support services program. This evaluation is used to identify areas of strength and areas of improvement.

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

The University's Athletic Committee is annually apprised of the academic support program's policies and procedures. In addition challenges and opportunities concerning the program are identified and discussed. Trends in academic performance of student-athletes and sport programs are presented along with other related areas such as Graduation Success Rates and Academic Progress Rates.

Further, the constant interaction with the Center for Student Excellence provides tremendous opportunities for continuous evaluation and feedback concerning the academic support program from academic authorities outside of athletics.

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).

Tutoring is available to student-athletes through collaboration with the Center for Student Excellence (CSE). Specific subject tutors along with basic subject tutors (math, English etc.) are available during the day at the CSE and are arranged by appointment. Tutors are also available on a more limited basis during the evening structured study program (study hall).

The tutors available to student-athletes are paid \$8 per hour. They must be at least a sophomore, have a minimum GPA of 3.0, must have earned an A or B in the course in which they are tutoring (in some instances academic departmental approval is required), must have passed an interview process with the tutoring coordinator, must undergo a workshop pertaining to plagiarism, appropriate tutoring practices and NCAA rules, and sign an athletic-academic code of ethics statement.

There are also tutoring resources available to all students through the Math Lab and the Writing Center.

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

All student-athletes have access to this service.

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

Student-athletes are made aware of this through publication the Student-Athlete Handbook, beginning of the year team meetings, and interaction with academic support personnel.

Academic Integrity

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

Upon the direction of the President, at least every four years, a committee of academic personnel outside of athletics is charged with evaluating the athletic academic support services program. This evaluation is used to identify areas of strength and areas of improvement.

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

The University's Athletic Committee is annually apprised of the academic support program's policies and procedures. In addition challenges and opportunities concerning the program are identified and discussed. Further, the constant interaction with the Center for Student Excellence provides tremendous opportunities for continuous evaluation and feedback concerning the academic support program from academic authorities outside of athletics.

- 3. 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 Assistant Athletic Director for Academic Affairs is charged with submitting, collecting, collating and reporting student-athlete grade checks three times per semester. The system is referred to as the on-line progress report (OPR). Notice is report is sent to faculty and instructors who enter attendance, current grade and comments into the system. The progress reports are organized into an excel spreadsheet by sport program through use of a system query and provided to applicable administrators and coaches.

The system allows for a fairly easy and prompt method of tracking student-athlete academic and attendance standing which leads to timely follow-up by support personnel and coaches.

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

This service is available to report on all student-athletes.

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

The student-athletes are made aware of the OPRs through the Student-Athlete Handbook, beginning of the year meetings and announcements by coaches and academic support personnel. Student-athlete awareness is probably not as wide-spread as desired and follow-up and feedback concerning the OPR to every student-athlete is marginal for academically strong student-athletes.

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

Upon the direction of the President, at least every four years, a committee of academic personnel outside of athletics is charged with evaluating the athletic academic support services program. This evaluation is used to identify areas of strength and areas of improvement.

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

The University's Athletic Committee is annually apprised of the academic support program's policies and procedures. In addition challenges and opportunities concerning the program are identified and discussed. Further, the constant interaction with the Center for Student Excellence provides tremendous opportunities for continuous evaluation and feedback concerning the academic support program from academic authorities outside of athletics.

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4. 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).

Students at the University have access to the Office for Disability Services which facilitates the process of academic accommodations for students with disabilities and works in collaboration with other University departments in an attempt to ensure full participation in all activities, programs, and services of the University.

In accordance with applicable law and University policy, Southeastern Louisiana University ensures equal opportunity for all qualified students with disabilities, without regard to disability, in the programs and services provided by the University.

A person with a disability is any person with a physical or mental impairment, which substantially limits one or more major life activities. Disabilities include but are not limited to physical disabilities, blind or visual impairment, deaf or hearing impairment, psychological disorders, learning disabilities, and ADHD.

Student-athletes have access to the services provided by the Office for Disability Services and athletic academic support personnel are vigilant in identifying student-athletes who may benefit from these services and facilitating interaction with the office.

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

All students and student-athletes have access to these services.

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

Student-athletes are provided the General Catalogue, the Student Handbook and the Student-Athlete Handbook. These documents contain information about the identification of learning disabilities and the Office for Disability Services. The athletic academic support personnel also inform student-athletes as to the office's existence.

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

Upon the direction of the President, at least every four years, a committee of academic personnel outside of athletics is charged with evaluating the athletic academic support services program. This evaluation is used to identify areas of strength and areas of improvement.

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

The University's Athletic Committee is annually apprised of the academic support program's policies and procedures. In addition challenges and opportunities concerning the program are identified and discussed. Further, the constant interaction with the Center for Student Excellence provides tremendous opportunities for continuous evaluation and feedback concerning the academic support program from academic authorities outside of athletics.

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

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

At-risk student-athletes are scrutinized throughout the recruiting process. Once an at-risk student-athlete commits to attend Southeastern they are identified and academic personnel prepare for their arrival to campus by inserting them into the at-risk programming. Current student-athletes may become classified as at-risk according to their academic performance.

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At-risk student-athletes are loosely defined, but not restricted to the following guidelines:

- Diagnosed learning disabilities
- 2.0 cumulative GPA or lower
- Low ACT/SAT Scores
- Placement in developmental math or english
- Low term GPA
- Alternative criteria admissions
- Selected student-athletes based upon professional judgment

At-risk student-athletes receive the following programming:

- Mandatory attendance for a designed number of hours to a structured study program (study hall)
- Weekly or bi-weekly individual meetings with academic support personnel
- On-line progress reports
- Academic subject tutors as required
- Access to all University academic support programming (i.e. The Center for Student Excellence, Math Lab, Writing Center)

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

These services are open to all those student-athletes classified as at-risk.

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

Student-athletes are made aware of these services through the athletic academic support guidelines, the student-athlete handbook, at beginning of the year meetings and through communication with academic support staff and coaches.

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

Upon the direction of the President, at least every four years, a committee of academic personnel outside of athletics is charged with evaluating the athletic academic support services program. This evaluation is used to identify areas of strength and areas of improvement.

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

The University's Athletic Committee is annually apprised of the academic support program's policies and procedures. In addition challenges and opportunities concerning the program are identified and discussed. Further, the constant interaction with the Center for Student Excellence provides tremendous opportunities for continuous evaluation and feedback concerning the academic support program from academic authorities outside of athletics.

6. Academic support facilities. Availability of study rooms, computers and labs.

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

Up to the time of the submission of this self study, the athletic academic support program had very limited access to functional facilities in which to offer services to student-athletes. The Assistant Athletic Director of Academic Services and Academic Counselors/Graduate Assistants has average-sized offices in which to meet with student-athletes. Larger rooms which could be used for group study and tutoring were located at the Center for Student Excellence in Southeastern Hall three blocks from the athletic department. Classrooms at various academic buildings on campus were secured for the evening study hall and tutoring programming. Student-athletes had/have access to computer labs and study labs that are available to the general student body at various areas around campus.

The University applied for and received in June, 2008 a grant from the NCAA Division I Academic Performance Program Supplemental Support Fund. The grant has made possible the renovation of an

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existing 3,000 square foot facility centrally located to the athletic department which will house four offices for academic support personnel, four tutor rooms (two for three to six students and two for one to two students), twenty computers, and a large study area filled with enough library-style tables, study carrels and chairs to comfortably accommodate 40 to 50 student-athletes. The department plans to move into the facility in the summer of 2009.

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

All student-athletes will have access to defined use of the academic support center.

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

Student-athletes will be made aware of the academic support center through beginning of the year meetings. In addition the policies of the center will be published in the student-athlete handbook. All department staff and coaches will be able to direct student-athletes to the location of the academic center.

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

Upon the direction of the President, at least every four years, a committee of academic personnel outside of athletics is charged with evaluating the athletic academic support services program. This evaluation is used to identify areas of strength and areas of improvement.

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

The University's Athletic Committee is annually apprised of the academic support program's policies and procedures. In addition challenges and opportunities concerning the program are identified and discussed. Further, the constant interaction with the Center for Student Excellence provides tremendous opportunities for continuous evaluation and feedback concerning the academic support program from academic authorities outside of athletics.

7. Academic evaluation of prospective student-athletes. Review of academic profiles of prospective student-athletes.

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

The department has recently implemented a system in which prospective student-athlete academic credentials are evaluated prior to and during the recruiting process. Coaches are required to present appropriate information to the Associate Athletic Director for Student Services or Assistant Athletic Director for Academic Services (I.D. number for access to eligibility information within the Eligibility Center and applicable transcripts and test scores) so an evaluation of the academic status of each prospect can be conducted. This information is ultimately brought to the Athletic Director who ultimately approves or disapproves a prospect to come on an official visit or be offered a scholarship.

Instances in which a prospect is borderline academically may require contact with academic-related references or a face to face interview with the athletic director. The intent of this process is to better evaluate a prospect's ability and willingness to succeed academically and also provide an overview of the academic credentials of all the prospects a sport program is recruiting at any one time.

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

All prospective student-athletes are subject to this review process.

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

Prospective student-athletes must provide information for the institution to appropriately determine their academic ability, admissibility and eligibility.

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

Upon the direction of the President, at least every four years, a committee of academic personnel outside of athletics is charged with evaluating the athletic academic support services program. This evaluation is used to identify areas of strength and areas of improvement.

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

The University's Athletic Committee is annually apprised of the academic support program's policies and procedures. In addition challenges and opportunities concerning the program are identified and discussed. Further, the constant interaction with the Center for Student Excellence provides tremendous opportunities for continuous evaluation and feedback concerning the academic support program from academic authorities outside of athletics.

8. Student-athlete degree selection. Degree program assistance.

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

Student-athletes are provided the opportunity to select a major/degree of their choice. Further, all students have access to the career services center and faculty advisors who are able to inform students as to particular information related to various degrees and associated careers.

Athletic academic support personnel and coaches also provide advice and counsel to each student-athlete. As with all students, matching a student-athletes desires, abilities and talents to the appropriate major is key. Student-athletes are allowed to change majors, however any eligibility implications resulting from changing majors is openly and candidly discussed.

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

All student-athletes are subject to this policy.

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

Student-athletes are made aware of the ability to select a degree program through orientation programming, meetings with advisors and faculty and through interaction with coaches and academic support personnel beginning with the recruiting process.

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

Upon the direction of the President, at least every four years, a committee of academic personnel outside of athletics is charged with evaluating the athletic academic support services program. This evaluation is used to identify areas of strength and areas of improvement.

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

The University's Athletic Committee is annually apprised of the academic support program's policies and procedures. In addition challenges and opportunities concerning the program are identified and discussed. Further, the constant interaction with the Center for Student Excellence provides tremendous opportunities for continuous evaluation and feedback concerning the academic support program from academic authorities outside of athletics.

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

Academic Integrity

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

All students as well as student-athletes are provided the opportunity to access placement testing through the University Testing Office.

It is the mission of the Testing Office to assist all students in assessing their knowledge, skills, and abilities with and in support of Southeastern Louisiana University's institutional goals.

The Testing Office adheres to the highest standards of testing protocol and operates in compliance with institutional, state, and federal regulations with special regard to test security and student confidentiality. The Testing Office also provides departmental, institutional, and national testing opportunities to students and non-students in an atmosphere, which enables examinees to perform to the best of their abilities.

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

The Testing Office is open to all students.

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

Student-athletes are made aware of the Testing Office and its services through the student orientation process, the student handbook, the Student-Athlete Handbook and the General Catalogue.

In addition, athletic academic support staff and coaches can provide information to prospective current student-athletes.

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

Upon the direction of the President, at least every four years, a committee of academic personnel outside of athletics is charged with evaluating the athletic academic support services program. This evaluation is used to identify areas of strength and areas of improvement.

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

The University's Athletic Committee is annually apprised of the academic support program's policies and procedures. In addition challenges and opportunities concerning the program are identified and discussed. Further, the constant interaction with the Center for Student Excellence provides tremendous opportunities for continuous evaluation and feedback concerning the academic support program from academic authorities outside of athletics.

10. Success skills. Study skills, note and test taking, writing and grammar skills, time-management skills.

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

All student-athletes entering Southeastern with less than 30 credit hours are required to take a S.E. 101 student orientation class. All student-athletes are grouped within two to three section each fall. These classes serve as the CHAMPS/Life-skills component of the department. Within the S.E. 101 and CHAMPS/Life-skills curriculum are topics including study skills, note and test taking, time management, critical thinking, stress management and memory techniques.

Athletic academic support personnel also provide instruction in similar skills through individual and group meetings (specifically aimed at at-risk student-athletes). In addition all student-athletes are made aware of the Math and Writing labs which address the development of skills in those areas.

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

All student-athletes have access to this programming.

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

All incoming student-athletes with less than 30 credit hours are required to experience this programming. The Student Handbook and the Student-Athlete Handbook along with athletic academic support personnel and coaches inform all student-athletes of similar programming offered through the Center for Student Excellence and other campus success skills programming throughout each year.

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

Upon the direction of the President, at least every four years, a committee of academic personnel outside of athletics is charged with evaluating the athletic academic support services program. This evaluation is used to identify areas of strength and areas of improvement.

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

The University's Athletic Committee is annually apprised of the academic support program's policies and procedures. In addition challenges and opportunities concerning the program are identified and discussed. Further, the constant interaction with the Center for Student Excellence provides tremendous opportunities for continuous evaluation and feedback concerning the academic support program from academic authorities outside of athletics.

11. Study hall. Availability, facilities, attendance policies.

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

All new student-athletes (freshman or transfer) and all returning student-athletes who have a cumulative GPA of 2.3 or lower are required to attend study hall for a designed number of times per week at a specified length of time. Coaches and athletic academic support staff can dictate a student-athlete who has a GPA in excess of the 2.3 attends study hall. In addition student-athletes are free to attend study hall at their discretion if they do not fall into the above defined groups.

As defined in question #6 the University is completing a renovated academic support center which will serve as the central location for study halls and all academic support functions.

Student-athletes who are required to attend study hall must attend study hall. A lack of attendance, disruptive behavior or lack of productivity can and does result in various means of disciplinary action including suspension from practice and competition.

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

This is available to all student-athletes.

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

Policies pertaining to study hall are available in the Student-Athlete Handbook, presented at beginning of the year meetings and discussed by coaches and athletic academic support staff.

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

Upon the direction of the President, at least every four years, a committee of academic personnel outside of athletics is charged with evaluating the athletic academic support services program. This evaluation is used to identify areas of strength and areas of improvement.

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

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The University's Athletic Committee is annually apprised of the academic support program's policies and procedures. In addition challenges and opportunities concerning the program are identified and discussed. Further, the constant interaction with the Center for Student Excellence provides tremendous opportunities for continuous evaluation and feedback concerning the academic support program from academic authorities outside of athletics.

12. First year/transfer orientation. Availability, attendance requirements.

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

There is a significant, required orientation process for student-athletes who have earned less than 30 credit hours. There is no formal institutional orientation program for transfer students who have earned more than 30 credit hours.

Further, the athletic department does not specifically provide an orientation program for these transfer students. It is advisable for the department to consider some type of orientation program for these transfer student-athletes.

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

N/A

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

N/A

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

Upon the direction of the President, at least every four years, a committee of academic personnel outside of athletics is charged with evaluating the athletic academic support services program. This evaluation is used to identify areas of strength and areas of improvement.

This seems to be an area that needs examination/consideration from a departmental viewpoint.

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

The University's Athletic Committee is annually apprised of the academic support program's policies and procedures. In addition challenges and opportunities concerning the program are identified and discussed. Further, the constant interaction with the Center for Student Excellence provides tremendous opportunities for continuous evaluation and feedback concerning the academic support program from academic authorities outside of athletics.

This seems to be an area that needs examination/consideration from a departmental viewpoint.

13. Mentoring. Availability of mentor, identification and assignment methods frequency of interaction.

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

The department provides a quasi-mentor program for at-risk student-athletes as they meet with athletic academic support personnel. There are selected sport programs which also provide mentor programs which involve adults who serve as mentors and role models. However there is no organized and continuous mentor program available to all student-athletes which involves mentors from outside the athletic department serving in a nurturing role.

The department does have a large number of extremely talented, devoted and professional coaches and staff who have a tremendous opportunity to fulfill that role as a mentor, leader and role model.

Academic Integrity

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

Selected student-athletes have access to various levels of mentor-related activities.

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

The quasi-mentor activities included in the academic support program are presented in the student-athlete handbook and communicated to student-athletes by coaches and academic support personnel. Various sports which have mentor programs communicate that program to the sport's student-athletes.

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

Upon the direction of the President, at least every four years, a committee of academic personnel outside of athletics is charged with evaluating the athletic academic support services program. This evaluation is used to identify areas of strength and areas of improvement.

This seems to be an area that needs examination/consideration from a departmental viewpoint.

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

The University's Athletic Committee is annually apprised of the academic support program's policies and procedures. In addition challenges and opportunities concerning the program are identified and discussed. Further, the constant interaction with the Center for Student Excellence provides tremendous opportunities for continuous evaluation and feedback concerning the academic support program from academic authorities outside of athletics.

This seems to be an area that needs examination/consideration from a departmental viewpoint.

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

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

Post eligibility scholarships are equitably available through the athletic department and occasionally through the individual sport programs. In most instances, partial tuition assistance is provided for qualified student-athletes as defined in the fifth-year aid policy in the Student-Athlete Handbook. There are a small number of graduate assistantships available in various coaching and administrative roles.

Students who have exhausted their eligibility are provided academic support services until graduation if they choose to take advantage of the services.

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

These post eligibility programs are available to qualified student-athletes as defined in the Student-Athlete Handbook.

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

Information pertaining to post eligibility programs is available in the student-athlete handbook and communicated to the student-athletes by coaches and athletic department personnel at beginning of the year meetings and throughout the academic year.

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

Academic Integrity

Upon the direction of the President, at least every four years, a committee of academic personnel outside of athletics is charged with evaluating the athletic academic support services program. This evaluation is used to identify areas of strength and areas of improvement.

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

The University's Athletic Committee is annually apprised of the academic support program's policies and procedures. In addition challenges and opportunities concerning the program are identified and discussed. Further, the constant interaction with the Center for Student Excellence provides tremendous opportunities for continuous evaluation and feedback concerning the academic support program from academic authorities outside of athletics.

- 7.** Please submit a copy of the written report from the most recent academic support services evaluation. [Please use the file upload link contained within this question to submit a copy of the institution's most recent academic support services evaluation.]

Attached is a copy of the institution's most recent Academic Support Services evaluation.

- 8.** Identify the academic authorities outside the athletics department responsible for conducting the institution's academic support services evaluation and explain the process used in selecting these individuals to ensure they do not have day-to-day responsibilities in the academic support services area. Also, provide the date of the institution's most recent academic support services evaluation.

The President of Southeastern Louisiana University appoints a committee to review the academic support services at Southeastern for student-athletes. The areas covered in this report are the eight areas required in the NCAA and National Association for Academic Advisors for Athletics (N4A) Academic Support Services Evaluation Guide.

The following faculty/staff were asked to serve on this committee for 2009: Dr. Josie Walker, Chair and Assistant Dean, College of Business; Ms. Kay Maurin, Director of Disability Services; Ms. Pam Prescott, Advisor and Instructor, General Studies; Mr. Eric Summers, Director of Multicultural and International Student Affairs; Dr. Erin Watson, Faculty Senator and Assistant Professor, Biology.

The date of the latest academic support services evaluation is April, 2009.

- 9.** If the institution used an outside individual or entity (e.g. conference office, peer colleagues) to assist in the coordination or facilitation of the academic support services evaluation, provide the name(s) and affiliation(s) of the individual(s). Further, describe the process used in selecting this authority outside the institution to ensure the individual(s) is knowledgeable of academic support services. Also, provide a description of the authority(s) involvement in the academic support services evaluation.

Southeastern did not use an outside entity or individual to assist in the coordination of facilitation of the academic support services evaluation.

- 10.** Describe the process used by the institution during development of the self-study to review the most recent academic support services evaluation to determine if corrective actions are necessary. In addition, identify the individuals involved in this review.

The final report, complete with Southeastern's response to each recommendation, is dated April 30, 2009. The process used by the institution during the development of the self-study to review the most recent academic support services evaluation to determine if corrective actions are necessary was conducted by the Steering Committee Chair and the Subcommittee Chair of Academic Affairs. Each of us read the report and agreed with the assessments made by the reviewer, as well as, the plans and specific timelines established by the Athletic Department. The individuals involved with this review included:

Academic Integrity

Dr. Joel Erdmann, Director of Athletics
 Dr. Rick Simpson, Steering Committee Chair
 Dr. Barbara Allen, Subcommittee Chair, Academic Integrity

11. Identify relevant corrective actions planned as a result of the process described in Self-Study Item No. 10 or actions previously planned or implemented from the most recent academic support services evaluation. Please provide:

- a. The plan or actions implemented; and
- b. The date(s) of actions taken or specific timetable for completion of the plan(s).

As indicated in the response to Question 10 above, the report has just recently been completed. The summary finding was that Southeastern has an effective academic-support-services program in place. The recommendations, for the most part, indicate ways in which Southeastern's Athletic Department can continue to improve in the areas evaluated. The University's response is that we agree and will comply. In most instances, we agree to comply immediately and on an ongoing basis. Specific recommendations, responses and timelines for compliance are listed below:

1. To continue the collaboration between the Athletic Department's Academic Center and the Center for Student Excellence in providing academic support services to student-athletes.

Response to Recommendation 1: University (Athletic Department) agrees and will comply immediately and on an ongoing basis.

2. To open lines of communication to enhance faculty/staff/student feedback and support in monitoring the progress of student-athletes and in assessing the skills these students need to be successful.

Response to Recommendation 2: Athletic Department agrees and will comply immediately and on an ongoing basis.

3. To continue progress in establishing a single, centralized location for tutoring, study hall, and advising activities.

Response to Recommendation 3: Athletic Department agrees and will comply immediately and on an ongoing basis.

4. To use the OPR to establish active communication for positive and/or negative feedback among the student-athlete, the faculty member, and the athletic support staff, and to maintain consistency in follow-up between student-athletes and coaches.

Response to Recommendation 4: Athletic Department agrees and will comply immediately and on an ongoing basis.

5. To provide complete academic support services information in the student-athlete handbook including contacts for specific services and detailed information about how an athlete can access these services to identify help and support when needed.

Response to Recommendation 5: Athletic Department agrees and will comply immediately and on an ongoing basis.

6. To host information browsers for entering student-athletes with support service departments to ensure that athletes identify and make a connection with other University support personnel who offer academic support services.

Response to Recommendation 6: Athletic Department agrees and will comply immediately and on an ongoing basis.

7. To increase student feedback to address the challenges that come from student perceptions of academic support services provided to them.

Response to Recommendation 7: Athletic Department agrees and will comply immediately and on an ongoing basis.

8. To establish a centralized student-athlete file system by using an electronic tracking system such as Accutrack

Academic Integrity

(Southeastern owns site license) to provide valuable information to the Athletic Support Staff. Support staff can be linked to access information so that data is centralized and easily updated.

Response to Recommendation 8: Athletic Department agrees and will comply immediately and on an ongoing basis.

9. To require student-athletes to complete degree maps and continue to update these maps during their academic career.

Response to Recommendation 9: Athletic Department agrees and will comply immediately and on an ongoing basis.

10. To enhance career exploration for all student-athletes to ensure that the athlete has the information needed to find the major that best fits his/her interests and abilities.

Response to Recommendation 10: Athletic Department agrees and will comply immediately and on an ongoing basis.

11. To discuss academic performance with each student-athlete whether the student is at-risk or performing satisfactorily or above. This recommendation is based on student feedback.

Response to Recommendation 11: Athletic Department agrees and will comply immediately and on an ongoing basis. However, limited resources/personnel may influence the amount and frequency of feedback and may lead to prioritizing according to academic status.

12. To include tutors for upper division classes and decrease the ratio of students to tutors. This recommendation is based on student feedback.

Response to Recommendation 12: Athletic Department agrees and will comply ? resources may influence the availability of specific tutors ?if so, will coordinate with specific academic departments to identify assistance.

13. To include several bound copies of the Student-Athlete Handbook in the Learning Center readily available for student-athletes. This recommendation is based on student feedback.

Response to Recommendation 13: Athletic Department agrees and will comply immediately and on an ongoing basis.

14. To update an academic progress file each semester regarding student's degree plan selection, degree plan progress, advising slips, OPRs, eligibility status, etc. The file would contain information from any and all personnel associated with the student-athlete's academic progress, such as: athletic academic support staff including those people from the CSE and other departments on campus offering services, coaches, faculty, and advisors. This recommendation is based on student feedback.

Response to Recommendation 14: Athletic Department agrees and will explore how to raise the student-athlete's awareness of their academic, degree progress and eligibility status.

12. List all NCAA Division I Academic Progress Rate (APR) improvement plans developed and approved by the institution if required by the NCAA Division I Committee on Academic Performance. Please provide:

- a. The original plan;
- 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.

1. Original Plan

Football, men's basketball, softball, women's basketball: Continue to provide and improve academic support for student-athletes that result in higher team GPA, retention, and eligibility. Utilize Athletic Academic Services to maximize student-athlete academic success and life skills.

Action

Academic Integrity

Establish more frequent meetings with applicable student-athletes, coaches, and academic support personnel to review expectations and academic plan. On a regular basis, review: study skills, time management, decision making, appropriate behavior in and out of classroom, communication skills, course and major selection, degree progress, and all pertinent academic matters. Beginning with the fall 2008 semester all incoming student-athletes required to take Southeastern 101 will register for the classes that members and representatives of the Academic Support Staff teach.

Action Date

2007-2008

Explanation for partial or non-completion

Goal Partially Met. Men's Basketball Coaches met with student-athletes weekly and maintained a contact log on each student-athlete. Student Success Coordinator and Assistant AD for Academic Services met with the Men's Basketball coaching staff twice per month to review student-athlete contact logs and discuss progress.

2. Original Plan

Men's basketball, men's cross country, men's golf, men's track outdoor, women's basketball: Study and Tutoring Sessions Monitor and report class and study hall attendance 100% participation of student-athletes required to attend the Departmental Study Hall program.

Action

Meet the Departmental required number of days a week in organized and supervised study hall. Work with assigned tutors. Athletic Department Staff (AD, Assistant AD for Compliance / Student Services, Student Success Coordinator, Head Coaches and Assistant Coaches) will monitor study hall. Men's Basketball coaches will ensure that there will be organized and supervised study hall on road trips.

Action Date

2007-2008

Explanation for partial or non-completion

Goal Met

3. Original Plan

Football, men's basketball: Utilize all campus resources.

Action

Continue to use all of the learning resources on campus, including the Center for Student Excellence, Supplemental Instructional Services, Campus Tutors, Math Tutoring Lab, Writing Center, Office of Disability Services, and the Counseling Center.

Action Date

Spring 2008

Explanation for partial or non-completion

Goal Met

4. Original Plan

Men's basketball: Monitor course progress of each student-athlete which identifies number of absences, current grade, and faculty comments.

Action

Academic Integrity

Student Success Coordinator sends out Online Progress Reports (OPR) twice per semester. Student-athletes who have unsatisfactory grades reported through the OPR will be required to meet with the Student Success Coordinator. Additional paper progress reports will be sent out as needed. The paper progress reports will require the student-athlete to interact with faculty members. Also, the Student Success Coordinator will contact the faculty as needed. Information regarding student-athletes will be forwarded to coaches and reviewed with student-athletes.

Action Date

Spring 2008

Explanation for partial or non-completion

Goal Met

5. Original Plan

Football, men's basketball: Verify that the academic status of all student-athletes is in good standing at the end of each semester and academic year.

Action

All student-athletes must meet required NCAA academic criteria to be eligible.

Action Date

Spring 2008

Explanation for partial or non-completion

Goal Met

6. Original Plan

Men's basketball: Develop campus-wide knowledge of NCAA academic standards, purpose of the student-athlete support services, and the student-athlete experience.

Action

Student Success Coordinator meets with the Head Men's Basketball Coach on a weekly basis. Student Success Coordinator, Assistant AD for Academics, Assistant AD for Compliance / Student Services, and the Director of Athletics communicates with faculty, Deans, Provost, Faculty Athletic Committee, and other university departments on a regular basis.

Action Date

Spring 2008

Explanation for partial or non-completion

Goal Met

7. Original Plan

Baseball, men's basketball, men's cross country, men's golf, men's track outdoor, softball, women's basketball: 100% of all prospective student-athletes will have the ability and willingness to succeed academically and graduate. All incoming freshman and transfer student-athletes will be evaluated for academic readiness prior to offer of financial aid.

Action

Academic Integrity

Coaches will express clear academic and graduation expectations throughout the recruiting process and closely examine prior academic performance as it may predict future academic performance. There must be a balance of academic ability and athletic skills (ability to perform at this level). Academic profiles of all prospective student-athletes will be reviewed prior to them making an official visit. The Director of Athletics will determine the approval of a grant-in-aid / NLI subsequent to receipt of academic information regarding the prospective student-athlete.

Action Date

Spring 2008

Explanation for partial or non-completion

Goal Partially Met. Coaches began expressing clearer academic expectations and more closely examined the academic history of prospects. Assistant AD for Compliance reviewed transcripts and test scores for all recruits and shared the information with the Director of Athletics.

8. Original Plan

Football, men's basketball, men's golf, softball: Enhance the retention programming efforts to reduce the number of student-athletes transferring and improve the overall APR. Instill a sense of value in receiving a diploma.

Action

Provide programming opportunities for the Men's Basketball team that include career paths, goal setting, and role models. Spring 2008 require student-athletes requesting a release to meet with the Director of Athletics and have an exit interview. Release not granted until meeting has occurred.

Action Date

Spring 2008

Explanation for partial or non-completion

Goal Met

9. Original Plan

Baseball: Increase retention by providing accurate information regarding academic awareness to student-athletes.

Action

Enhance student-athletes knowledge of their degree program by creating an academic plan/map based on course curriculum. This mapping will be complimented by presentations and applications of discussions including study skills, time management, decision making, and other academic strategies.

Action Date

Spring 2008

Explanation for partial or non-completion

Goal Partially Met. Student Success Coordinator met with select student-athletes and discussed their curriculum, study skills, and other academic topics.

10. Original Plan

Baseball: Increase academic awareness among prospective student-athletes.

Action

Academic Integrity

Coaches will create hand outs and a power point presentation that will address academic expectations and the importance of graduating. Instill a sense of value in receiving a diploma.

Action Date

Spring 2008

Explanation for partial or non-completion

Goal Met

11. Original Plan

Baseball, women's basketball: Explore and communicate all summer and 5th Year financial opportunities for all student-athletes in order to further move them toward acquisition of a degree.

Action

The Athletic Department will provide information to student-athletes regarding campus-wide financial resources to attend summer school through the Summer Incentive Scholarship Program. The Athletic Department will also provide 5th Year student-athletes information pertaining to financial assistance available through the department.

Action Date

Spring 2008

Explanation for partial or non-completion

Goal Met

12. Original Plan

Baseball, women's basketball: Enhance retention through the development of leadership skills.

Action

Enroll selected student-athletes in Leadership Training 301 in which the focus is development of leadership skills. Coaches will continually discuss and apply leadership awareness through all aspects of the sport program. Examples of this include team unity, a captain structure, 'Senior Area' in locker room, etc.

Action Date

Spring 2008

Explanation for partial or non-completion

Goal Met

13. Original Plan

Baseball: Develop retention programming that will enhance community and campus involvement.

Action

Student-Athletes will participate in community service activities throughout the academic year.

Action Date

Spring 2008

Explanation for partial or non-completion

Goal Met

14. Original Plan

Academic Integrity

Women's basketball: Increase retention rate by providing additional educational resources that will encourage the student-athletes to be successful.

Action

Women's Basketball PRIDE Association will serve as supervised mentors. Areas of emphasis will include traits, characteristics, and behavior common in academic and professional success. Head Coach will coordinate a series of educational seminars focusing on student-athlete success. Student-Athletes will participate in community service activities throughout the academic year.

Action Date

2007-2008

Explanation for partial or non-completion

Goal Met

15. Original Plan

Women's basketball: Increase communication between coaches and Student Success Coordinator regarding weekly meeting attendance and academic progress.

Action

Coaches will be sent an email on an as needed basis regarding attendance at study hall. They will also be provided assignment check list for 'at risk' student-athletes following their weekly meetings.

Action Date

Spring 2008

Explanation for partial or non-completion

Goal Met

16. Original Plan

Men's cross country, men's golf, men's track outdoor: Provide and improve academic support for student-athletes to maintain team GPA, retention, and eligibility.

Action

Establish monthly meetings with applicable student-athletes to create academic planning/mapping based on course curriculum and discuss semester goals, review study skills, time management, decision making, appropriate behavior in and out of the classroom, communication skills, course and major selection, degree progress, and all pertinent academic matters. Establish meetings with coaches and academic support personnel to review expectations and academic plan.

Action Date

2007-2008

Explanation for partial or non-completion

Goal Met

17. Original Plan

Football, men's cross country, men's golf, men's track outdoor, women's basketball: Student Success Coordinator will identify 'at risk' student-athletes and continually assist and advise according to academic standing and progress as identified in the online progress reports that are sent out twice per semester.

Action

Academic Integrity

After each OPR (Online Progress Report), the Student Success Coordinator will identify inferior grades or problem areas. This information will be forwarded to the Head Coach, Assistant AD for Academic Services, and Assistant AD for Compliance / Student Services. The Student Success Coordinator will intervene with the student-athletes as needed attempting to remedying the current academic problems.

Action Date

Spring 2008

Explanation for partial or non-completion

Goal Met

18. Original Plan

Softball: Increase retention rate by providing additional educational resources that will encourage the student-athletes to be successful.

Action

Areas of emphasis will include traits, characteristics, and behavior common in academic and professional success. Head Coach will coordinate a series of educational seminars focusing on student-athlete success.

Action Date

Spring 2008

Explanation for partial or non-completion

Goal Met

19. Original Plan

Men's cross country, men's track outdoor: Improve the area of registration by dividing track student-athletes into smaller groups for the registration process.

Action

Student Success Coordinator will divide the track team into groups and notify the coach of time and location each group will meet.

Action Date

Spring 2008

Explanation for partial or non-completion

Goal Met

20. Original Plan

Football: Reduce the number of football student-athletes not meeting continuing eligibility requirements.

Action

Football coaches meet with their position players and keep an 'Academic Notebook' on each student-athlete. The position coach forwards information regarding the meetings to the Head Coach.

Action Date

Spring 2008

Explanation for partial or non-completion

Goal Met

Academic Integrity

21. Original Plan

Football: Reduce the number of Junior College football student-athletes not meeting continuing eligibility requirements.

Action

All applicable transfer student-athletes will be required to attend an Athletic Orientation Program. This program will provide information regarding making the transition from Junior College to Southeastern. Workshops/seminars will be held that will include time management, study skills, test preparation, note taking, goal setting, etc.

Action Date

Fall 2008

Explanation for partial or non-completion

Goal Met

13. If the institution has developed a plan for improvement(s) for Operating Principle 2.2, describe the institution's efforts to ensure the plan for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

No plan for improvement has been developed for Operating Principle 2.2 because Southeastern believes itself to be in compliance with the requirements established in Operating Principles 2.2.

Academic Integrity

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Edit element to input the issue.				

Academic Integrity

Special-Admissions

FOR FIRST-YEAR STUDENTS GENERALLY
AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID

		1	2
		All First-Year Students	All First-Year Student-Athletes on Athletics Aid
Year	Percent of Specially Admitted Students		
2008		6.5%	.2%
2007		8.4%	.3%
2006		10.7%	.1%
2005		2.9%	0%

Name of person completing this chart: Michelle Hall
Title: Director of Institutional Research and Assessment

Academic Integrity

Special-Admissions by Sport

FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID BY SPORTS GROUP

Year	All First Year Student-Athletes		Baseball		Men's Basketball		Football		Men's Track/ Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/ Cross Country		Women's Other Sports	
	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4
2007-2008	6	57	1	5	0	3	3	19	0	7	0	1	0	6	0	3	2	13
2006-2007	10	53	2	8	2	3	4	22	0	4	0	0	0	2	1	5	1	8
2005-2006	2	41	0	7	1	1	1	9	0	0	0	3	0	2	0	6	0	13
2004-2005	0	59	0	2	0	2	0	9	0	10	0	5	0	1	0	5	0	20

Name of person completing this chart: Michelle Hall
 Title: Director of Institutional Research and Assessment

Academic Integrity

Test Scores by Gender

FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR
STUDENT-ATHLETES ON ATHLETICS-AID

		Gender							
		Male Students		Male Student Athletes		Female Students		Female Student Athletes	
Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2007-2008	86	1064	81	35	85	1444	77	22
	2006-2007	86	1042	79	37	85	1572	83	16
	2005-2006	86	826	83	20	85	1376	81	21
	2004-2005	85	872	82	34	84	1231	82	25

Name of person completing this chart: Michelle Hall

Title: Director of Institutional Research and Assessment

Academic Integrity

Test Scores by Racial or Ethnic Group

FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR
STUDENT-ATHLETES ON ATHLETICS-AID

		Racial or Ethnic Group - All Entering First-year Students													
		Am. Ind/An		Asian/PI		Black		Hispanic		White		N-R Alien		Other	
	Year	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	2007-2008	87	15	83	24	78	470	87	55	88	1888	71	4	87	52
	2006-2007	86	10	85	27	78	489	84	57	87	1936	82	4	85	91
	2005-2006	84	12	83	24	78	364	84	47	87	1679	76	11	85	65
	2004-2005	83	10	84	19	75	303	84	27	86	1686	92	6	85	52

		Racial or Ethnic Group - All Entering First-year Student Athletes on Aid													
		Am. Ind/An		Asian/PI		Black		Hispanic		White		N-R Alien		Other	
	Year	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	2007-2008					76	27	73	3	86	23				
	2006-2007					73	16	72	3	83	26			89	6
	2005-2006					74	11			85	23	85	5		
	2004-2005					72	12			86	34	84	12		

Name of person completing this chart: Michelle Hall
 Title: Director of Institutional Research and Assessment

Academic Integrity

Test Scores and GPA by Sport

FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS-AID

		Sport Group															
		Football		M e n ' s Basketball		Baseball		Men's Track/ Cross Country		Men's Other Sports and Mixed Sports		W o m e n ' s Basketball		Women's Track/ Cross Country		Women's Other Sports	
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	2007-2008	2.99	19	3.08	3	2.69	5	3	6	3.75	1	3.06	6	2.99	3	3.17	13
	2006-2007	2.93	22	2.95	3	2.99	8	3.4	4		0	2.91	2	2.94	6	3.12	8
	2005-2006	3.07	9	2.64	1	3.14	7		0	2.7	3	3.34	2	3.42	6	3.42	13
	2004-2005	3.25	9	3.34	2	2.98	7	2.92	10	2.39	5	4	1	3.33	4	3.32	20

		Sport Group															
		Football		M e n ' s Basketball		Baseball		Men's Track/ Cross Country		Men's Other Sports and Mixed Sports		W o m e n ' s Basketball		Women's Track/ Cross Country		Women's Other Sports	
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
A v e r a g e Standardized Test Score	2007-2008	80	19	72	3	86	5	84	7	77	1	71	6	72	3	82	13
	2006-2007	77	22	66	3	86	8	79	6		0	71	2	79	6	89	8
	2005-2006	80	9	71	1	86	7		0	89	3	65	2	76	6	86	13
	2004-2005	81	9	63	2	86	7	83	10	85	5	96	1	90	5	79	20

Name of person completing this chart: Michelle Hall
 Title: Director of Institutional Research and Assessment

Academic Integrity

Federal Graduation Rates - Comparison Chart

Information obtained to complete this chart

- 2006-2007 NCAA Federal Graduation Rates Report

	FGR
All Students	26%
Student Athletes	53%

Academic Integrity

Federal Graduation Rates by Racial and Ethnic Group

Information obtained to complete this chart

- 2006-2007 NCAA Federal Graduation Rates Report

Men's Team	Team FGR by Racial and Ethnic Group							Team FGR	All SA's	All Male SA's	All Male Students	All Male Students FGR by Racial and Ethnic Group						
	AM.Ind/AN	Asian/PI	Black	Hispanic	White	N-R Alien	Other					AM.Ind/AN	Asian/PI	Black	Hispanic	White	N-R Alien	Other
Baseball	%	%	%	%	55%	%	%	55%	53%	55%	19%	26%	17%	9%	18%	20%	59%	35%
Basketball	%	%	67%	%	50%	%	%	60%										
CC Track	%	%	33%	%	100%	0%	%	57%										
Others	%	%	%	%	100%	33%	%	50%										
All Male SA's	%	%	50%	%	64%	30%	%	55%										

Women's Team	Team FGR by Racial and Ethnic Group							Team FGR	All SA's	All Female SA's	All Female Students	All Female Students FGR by Racial and Ethnic Group						
	AM.Ind/AN	Asian/PI	Black	Hispanic	White	N - R Alien	Other					AM.Ind/AN	Asian/PI	Black	Hispanic	White	N - R Alien	Other
Basketball	%	%	100%	0%	67%	%	%	67%	53%	52%	30%	17%	30%	20%	24%	33%	39%	36%
CC Track	%	%	63%	%	0%	100%	%	60%										
Others	0%	100%	100%	50%	50%	29%	%	48%										
All Female SA's	0%	100%	73%	33%	51%	38%	%	52%										

All Student's	All Students FGR by Racial and Ethnic Group						
	AM.Ind/AN	Asian/PI	Black	Hispanic	White	N-R Alien	Other
26%	22%	24%	17%	22%	27%	51%	36%

Academic Integrity

Federal Graduation Rates by Sport

Information obtained to complete this chart

- 2006-2007 NCAA Graduation Success Rates Report(Columns 1-2 below)
- 2006-2007 NCAA Federal Graduation Rates Report(Columns 3-6 below)

1	2	3	4	5	6
Men's Team	Team FGR	All Students FGR	All Male Students FGR	All SA's FGR	All Male SA's FGR
Baseball	55%	26%	19%	53%	55%
Basketball	60%				
CC Track	57%				
Golf	60%				
Tennis	43%				

1	2	3	4	5	6
Women's Team	Team FGR	All Students FGR	All Female Students FGR	All SA's FGR	All Female SA's FGR
Basketball	67%	26%	30%	53%	52%
CC Track	60%				
Soccer	40%				
Softball	59%				
Tennis	0%				
Volleyball	70%				

Academic Integrity

Academic Progress Rates

Information obtained to complete this chart

- 2006-2007 NCAA Academic Progress Rate Report(Columns 1-2 below)
- 2006-2007 NCAA Projected Federal Graduation Rate Chart(Columns 3 below)
- 2006-2007 NCAA Federal Graduation Rates Report(Columns 4 below)

1	2	3	4
Men's Team	Team MultiYear APR	Team Projected FGR	All Students FGR
Baseball	902	30%	26%
Basketball	866	15%	
Cross Country	920	40%	
Football	918	40%	
Golf	918	40%	
Tennis	969	%	
Track, Indoor	942	%	
Track, Outdoor	920	40%	

1	2	3	4
Women's Team	Team MultiYear APR	Team Projected FGR	All Students FGR
Basketball	907	30%	26%
Cross Country	974	%	
Softball	917	35%	
Soccer	953	%	
Tennis	991	%	
Track, Indoor	950	%	
Track, Outdoor	944	%	
Volleyball	951	%	

Academic Integrity

Graduation Success Rates

Information obtained to complete this chart

- 2006-2007 NCAA Graduation Success Rates Report(Columns 1-2 below)
- 2006-2007 NCAA Federal Graduation Rates Report(Columns 3 below)

1	2	3
Men's Team	Team GSR	All SA's GSR
Baseball	73%	72%
Basketball	77%	
CC Track	80%	
Golf	100%	
Tennis	56%	

1	2	3
Women's Team	Team GSR	All SA's GSR
Basketball	52%	72%
CC Track	92%	
Soccer	59%	
Softball	76%	
Tennis	75%	
Volleyball	86%	

Academic Integrity

Retention Rates - Men's Sports

Information obtained to complete this chart

- 2006-2007 NCAA Academic Progress Rate Report
- 2006-2007 NCAA Retention Rate Report

Men's Team	Team Retention by Ethnicity							Team Rate
	AM.Ind/AN	Asian/PI	Black	Hispanic	White	N-R Alien	Other	
Baseball								851
Basketball								871
Cross Country								977
Football								925
Golf								918
Tennis								958
Track, Indoor								979
Track, Outdoor								943
ALL SA's								926
ALL Male SA's								919

Academic Integrity

Retention Rates - Women's Sports

Information obtained to complete this chart

- 2006-2007 NCAA Academic Progress Rate Report
- 2006-2007 NCAA Retention Rate Report

Women's Team	Team Retention by Ethnicity							Team Rate
	AM.Ind/AN	Asian/PI	Black	Hispanic	White	N-R Alien	Other	
Basketball								898
Cross Country								983
Softball								889
Soccer								928
Tennis								1000
Track, Indoor								972
Track, Outdoor								955
Volleyball								924
ALL SA's								926
ALL Female SA's								937

Gender/ Diversity Issues and Student-Athlete Well-Being

Operating Principle

3.1 Gender Issues

Self-Study Items

1. List all "conditions for certification" imposed by the Committee on Athletics Certification in its second-cycle certification decision (if any) as they relate to Operating Principle 3.1 (Gender Issues). In each case, provide:

- a. The original "condition" 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 opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

1. Condition

Southeastern Louisiana University did not have any conditions imposed by the Committee on Athletics Certification in its second cycle certification relating to Operating Principle 3.1 (Gender Issues).

Action

N/A

Action Date

N/A

Explanation for partial or non-completion

N/A

2. Report on the implementation of the plan for improvement to address gender issues developed by the institution during its second-cycle certification process. In each case, provide:

- a. The original plan;
- 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 plans.

The Committee on Athletics Certification will not accept the following explanations for partial completion or noncompletion:

- The institution did not possess sufficient funds to implement the plan.
- The institution has had personnel changes since the original development of the plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non numeric hiring goals. As it relates to other program areas, including but not limited to, participation rates and budget increases, specific numerical targets may be appropriate.

Gender/ Diversity Issues and Student-Athlete Well-Being

1. Original Plan

Issue: Accommodation of Interests and Abilities (Participation)

Target: To increase participation opportunities for women student-athletes to 55%.

Action

To phase in an increase in female participation annually.

2000-01 48% female participation
 2001-02 49.5% female participation
 2002-03 51% female participation
 2003-04 52% female participation
 2004-05 53.7% female participation
 2005-06 55.1% female participation
 2006-07 55.6% female participation

Action Date

2000-2007

Explanation for partial or non-completion

Response:

Southeastern Louisiana University met its goals in 2000-2001 (goal - 48%; actual ? 50%) and 2001-2002 (goal ? 49.5; actual ? 50.8%). The addition of football in 2002-2003 caused a large gap between the percentage of male and female student-athletes. Since that time the return of football has meant that Southeastern has been unable to meet the second cycle goals.

Beginning in 2002-2003 Southeastern instituted a survey to measure student interest in sports at the varsity level. The survey is created by the Office of Institutional Research, who additionally gathers, interprets, and reports the findings in an annual document widely distributed and available for public view. All entering students with less than 30 credit hours earned are required to attend orientation. One aspect of orientation involves the completion of an entering freshmen survey that must be completed by all attending. An item included in the freshmen survey asks students about their potential participation and interest in a sport program while at Southeastern. Students are asked at what level they might be interested in participating in 28 sport programs while in college (intramural, club, varsity). The survey is a pencil and paper document. Frequencies for responses are collected and percentages presented in appropriate/ easy-to-read tables.

The top sports with female interest are already offered by Southeastern and there have been two inquiries concerning female sports made to the Athletic Director (One inquiry about women's gymnastics from a university employee; one inquiry about women's golf from a high school student in the region). It appears the University is meeting the interests of female students attending Southeastern. It would be advisable for the department to explore and implement strategies which will control/reduce male sport rosters and increase female sport rosters.

Based on the annual incoming freshmen surveys the institution believes it is meeting the needs and interests of females at the institution; there is no current need for program expansion or the addition of a female sport.

2. Original Plan

Issue: Athletic Financial Assistance

Target: To maintain the percentage of athletic financial aid offered to women student-athletes within 1 percentage point of the percentage of women student-athletes.

Action

Gender/ Diversity Issues and Student-Athlete Well-Being

Action Steps:

- (1) Allocate additional scholarships to women's programs.
- (2) Monitor effectiveness of additional scholarships in producing new and additional athletes.

Action Date

2001-2008

Explanation for partial or non-completion

Response:

Additional scholarships were allocated to women's programs. The number of female participants has steadily increased (except for 2005-06 when there was a dip that was probably partially attributable to Hurricane Katrina). With the exception of 2004-2005 (-4.1%) and 2006-2007 (-1.12%), the goal of maintaining athletic financial aid offered to female student-athletes was within one percentage point of the percentage of women student-athletes. The target was therefore substantially met.

The institution indicated that it would increase scholarships expended on females. An examination of the figures demonstrates that this indeed was done.

The University has increased the number of female scholarships, the total amount of female scholarship monies, and the average scholarship award per female student-athlete.

3. Original Plan

Issue: Operating Expenses

Target: To establish and maintain the percentage of expenditures for operating expenses for women student-athletes to at least equal the percentage of women student-athletes.

Action

Action Steps:

- (1) Monitor current expenditures including booster club accounts.
- (2) Develop budgeting plan (including booster accounts) to achieve targets.

Action Date

2001-2007

Explanation for partial or non-completion

Response:

The target of maintaining the percentage of operating expenses at least equal to the percentage of women student-athletes was met from 2000-2004. After the 2003-2004 year the target was not met. This occurred due to the addition of football and the operational expenses associated with the sport. Despite the fairly consistent increase in female sport program operational expenses the increase did not keep pace with the increase of male sport programs due mainly to the addition of football and the extreme expense associated with that sport.

Prior to the return of football (2003-04) scholarship and operating expenses were equivalent, if not weighted, towards the female gender. Subsequent to the addition of football, the spending per male student-athlete in operational funds did surpass the average per female and that has continued to be the case.

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In recent years equipment and supply operational resources have been increased in every sport; thus resulting in reasonably equitable operational funds for all sports regardless of gender. A zero-based budgeting system has been implemented which tracks the provision of operational funds (supplies/equipment, team and recruiting travel etc.). The intent of this system is to monitor and provide equitable access to operational needs such as uniforms, practice gear, supplies and equipment, team travel and recruiting. Special attention is given to the particular nuances of each program and what is required for the program to be successful.

The Third Cycle Plan will address further ways in which to monitor and properly adjust the operating funds for both men's women's sports in an effort to maintain an equitable environment.

4. Original Plan

Issue: Scheduling of Games and Practice Times

Target: To establish and maintain equitable scheduling of games and practice times in the University Center and Westside Gymnasium.

Action

Action Steps:

- (1) Maintain current policies of scheduling practices.
- (2) Continue to monitor scheduling of competitions.
- (3) Begin administrative oversight of scheduling in Westside Gymnasium.

Action Date

Continuous and Ongoing

Explanation for partial or non-completion

Response:

The University Center is shared by Volleyball and Men's and Women's Basketball. Over the course of the last ten years there was no written policy addressing equitable scheduling of that facility. However, through the efforts of the coaches of those three sports, all teams received equitable scheduling of games and practice time. There now is a scheduling policy in place which ensures fair and equitable access to practice and competition dates and times. This policy is located in the department's policy and procedures manual and provides guidance for fair and equitable use of shared facilities. In general, priority is given to sports which are classified as "in-season".

To date, the coaches have not reported any problems with equitably distributing practice and game times. During the 2007-2008 academic year, all three teams were able to hold the maximum number of games allowed by the NCAA (28 for Volleyball, 29 for both basketball teams).

Westside Gym is no longer an issue as there is very little practice time in this facility except for softball (spring) and soccer (fall).

5. Original Plan

Issue: Tutoring

Action

Action Steps:

- (1) Maintain current practices of providing tutors for athletes (tutors are available in academic center Monday through Thursday evening beginning at 4:00 PM.)

Action Date

Continuous and Ongoing

Explanation for partial or non-completion

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Response:

There are a variety of tutoring and other academic support options available to student-athletes, regardless of gender. The target has therefore been met. Over the course of the last ten years the amount of tutoring services were, at times, sparse. However, at all times during those years, there was a designated academic counselor for the Student Center for Excellence (or its predecessor) assigned to work with student-athletes. That individual was housed at some times in the Center and at some times in the Athletic Department. What services were available were allocated in an equitable manner among male and female student-athletes. Several of the services or requirements are shared by all Southeastern students. For example, all incoming students with fewer than 30 hours are required to take SE 101, the Southeastern freshman success course. Several sections of the course are dedicated for student-athletes, and the student-athlete registers for the time which best fits his/her schedule. Peer tutoring is available to all students through the Center for Student Excellence. The Athletics department has an academic support program which provides various aspects of academic support to all student-athletes according to classification (year in school and year at Southeastern) and academic performance (GPA, test scores etc.). In the Spring 2008 semester 88 male and 29 female student-athletes were required to attend structured study hall. However, any student-athlete may attend if they desire, and coaches can also require further study hall hours for selected student-athletes.

The department is currently expanding its academic support program through the addition of personnel and the creation of a centralized academic support center. The services offered by the center in addition to those available through the Center for Student Excellence are equitably available to applicable student-athletes regardless of gender (access to a quiet study environment, mentoring, counseling, advising, registration, tutoring, study skills and access to technology).

6. Original Plan

Issue: Coaching Staffs

Target: To establish and maintain equitable coaching staffs in Women's Basketball, Women's Soccer, Softball, and Women's Volleyball.

Action

Action Steps:

Upgrade coaching staffs (add positions and/or increase salaries) in selected women's sports:

Women's Basketball
Women's Soccer
XC/Track

Action Date

2000-2007

Explanation for partial or non-completion

Response:

The institution met its targets of creating positions and increasing salaries in women's basketball and xc/track. Soccer did receive a full-time assistant; however, a second soccer assistant position has not been created. Rather than creating the second soccer assistant position, a second softball assistant position was created. This is due to the fact that softball has the comparable male sport of baseball which has two full time assistant coaches and it is a more common practice in the Southland Conference for softball programs to have two full-time assistants (nine of eleven softball programs have two full-time assistants) versus the same in soccer (two of ten soccer programs have two full-time assistants).

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An examination of all coaching staffs in 2007-2008 demonstrates that two men's teams (baseball and basketball) and two women's teams (softball and basketball) had the NCAA maximum allowable coaches, while two men's teams (football and golf) and two women's teams (soccer and volleyball) were below the NCAA limit. The tennis and xc/ track programs have the same coaching staffs for both men and women, thus are equally understaffed.

Cumulatively, women's sport programs are short two of the NCAA allowable total coaches while the men's sport programs are short three. In the combined sports, we are equally understaffed by a total of five positions.

7. Original Plan

Issue: Locker Rooms, Practice, and Competitive Facilities

Target: To accomplish facility improvements as indicated in the following timetable below.

Action

2000-2001 First phase of soccer practice/competition facility including locker room. Also, construct softball locker room. Also, irrigate softball fields.

2001-2002 Construct softball seating and press box, continue improvements to soccer complex, renovate women's basketball locker room, locate new offices for women's basketball.

Action Date

2000-2002

Explanation for partial or non-completion

Response:

Although the timeline for facilities outlined in the second-cycle gender equity plan were not strictly adhered to, the specific facility goals are currently met. The delay in the achievement of the goals was based on funding available through the past several years.

The Southeastern Soccer Complex (new practice and competition facility)
- Opened in 2002

Softball

- Press box and seating opened in 2005
- Irrigation became available in 1999
- Softball Locker room in current location 2002
- Current indoor batting facility 2003

Women's Basketball Offices Equitable to that of Men's Basketball

- Created in 2001-2002

Renovation of Women's Basketball Locker Room

- 2004?2005

Softball and Soccer Offices and Soccer Locker Rooms

- 2007

All sport programs, with the exception of the Golf team, as they practice and play at Carter Plantation Golf Course in Springfield, Louisiana, and the Tennis teams (both Men's and Women's) and the Track and Field teams (both Men's and Women's) have on-site, exclusive-use of locker rooms.

8. Original Plan

Issue: Medical Training and Facilities and Services

Target: To maintain equitable access to medical and training facilities and services.

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Action

The medical and training facilities and services issue within the 2nd cycle gender equity plan directs the reader to see the "attached plan." Attempts to locate the "attached plan" have been unsuccessful. Therefore, this evaluation of the "plan" scrutinizes the current operations of our medical and training facilities and services.

Action Date

2000-2008

Explanation for partial or non-completion

Response:

The target for this area was met. The Dugas Center houses the central sports medicine facility. There is a satellite sports medicine facility in the University Center. There is also a fully functioning treatment center in the North Campus gym which houses softball and soccer. There is no inequity in the sports medicine facilities and services. All sports have full access to the main athletic training room in the Dugas Center and have a certified athletic trainer assigned to the sport. The only sport which has no direct medical coverage for practice is golf. Every home event is staffed with at least a certified athletic trainer. Tennis (Men's and Women's) has medical services for practice and matches in the main athletic training room, while Track & Field (Men's and Women's) has direct access to this training room, being that the track is just outside. The remaining sports have one of the athletic trainers assigned to them. All sports have, at a minimum, an upper-level Athletic Training student in attendance for all practices and games. In addition, there is a strong working partnership with the Department of Kinesiology & Health Studies and the Athletic Training Program. Additional coverage is often provided by the faculty and other support staff of the institution.

Strength and conditioning facilities and services are equitably available and provided to all student-athletes regardless of gender. The head strength coach or the assistant strength coach are assigned to sport programs. Student strength and conditioning interns assist with the implementation of programs and are supervised by either the head or assistant strength coach.

9. Original Plan

Issue: Support Services

Target: To maintain equitable support services for men and women student-athletes (Compliance, Marketing, Housing, Dining Facilities, and Textbooks).

Action

Action:

- (1) To actively market and promote four women's sports (soccer, volleyball, basketball, and softball) and two men's sports (basketball and baseball).
- (2) Maintain gender-neutral compliance services.
- (3) Maintain gender-neutral housing availability.
- (4) Maintain gender-neutral access to dining facilities.
- (5) Maintain gender-neutral availability of textbooks.

Action Date

2000-2002

Explanation for partial or non-completion

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(1) To actively market and promote four women's sports (soccer, volleyball, basketball, and softball) and two men's sports (basketball and baseball).

Response:

All the sports listed above have received the following marketing efforts:

- Every sport program receives a media guide.
- Every sport program receives schedule posters and schedule cards.
- Every sport program has equal access to the athletic website (www.lionsports.net).
- Men's and Women's Basketball, Baseball and Softball have season ticket brochures.
- Men's and Women's Basketball and Baseball have both radio broadcast and audio web-streaming for selected contests.
- Men's and Women's Basketball, Baseball, Softball and Volleyball have "live stats" for all home contests.
- Various programming exists through wide collaboration with student government, registered student organizations, the Greek system, the Campus Activities Board, faculty/staff and community entities that target and promote games and events in all the sport programs mentioned above.
- Most home events are promoted with sandwich board/A-frames that are placed around campus the day of the game.
- Men's and Women's Basketball, Volleyball, Baseball and Softball have either in-game promotions or register to win promotions at most home events.
- All sport programs have recently benefited from a new Hall of Champions which provides a trophy case for each sport program to express its history and promote its current team(s).

(2) Maintain gender-neutral compliance services.

Response:

- The Senior Woman Administrator also serves as the Associate Athletic Director for Student Services and Compliance Coordinator. In this role she provides and monitors equitable access to compliance services for all coaches, student-athletes and other constituencies.

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(3) Maintain gender-neutral housing availability.

Response:

- Athletic Scholarships are currently two-tiered. Men's' and Women's basketball and football are budgeted a higher housing allowance in their scholarship equivalencies. Men's and women's basketball initially received the higher housing allowance to provide access to on-campus apartment housing that was open over the Christmas Holiday. For the most part, that practice continues today.

- Football received the higher housing allowance in 2006-07 to assist in offsetting escalating post-Katrina off-campus housing costs. Currently all football freshman receiving room and board are required to live in the lower-level dorms and generally are not allowed to move off campus or into the on-campus apartments until they achieve a minimal GPA, thus they receive the lower-tiered housing allowance. Football student-athletes who live off-campus receive a slightly higher room and board allowance than the value of the on-campus dorms and meal plan. A relatively small number of football student-athletes receive the higher housing and meal allowance like that of both basketball programs. In the Fall of 2007 six football student-athletes received the higher housing and meal allowance followed by four in the spring of 2008, nine in the fall of 2008 and nine in Spring of 2009.

- Women's Tennis generally receives the same amount of housing and meal allowance as football student-athletes who live off campus.

- Men's and women's basketball have equal access to room and board at the tier one level.

- Football's access to the tier one level of housing creates an appearance of inequity; however in the past two years the budgeted amount provided to football was not utilized. Further, despite this higher budgeted amount for football, the average scholarship award for male student-athletes is less than that of the average scholarship award for female student-athletes (the percentage of scholarship awarded to females surpasses the percentage of female participation).

- The department should remain vigilant in assuring these average awards do not change and the average experience of a male and female student-athlete in reference to room and board is equitable. It may be advisable to consider elevating women's tennis or volleyball to the tier one level for housing.

(4) Maintain gender-neutral access to dining facilities.

Response: All scholarship equivalencies provide the same budgeted food scholarship and allow equal access to dining regardless of gender.

(5) Maintain gender-neutral availability of textbooks.

Response: Any student-athlete receiving a book scholarship receives the same benefit regardless of gender.

10. Original Plan

Issue: Recruitment of Student Athletes

Target: To establish and maintain the percentage of expenditures for the recruitment of women student-athletes to at least equal the percentage of women student-athletes.

2001-02 50%
 2002-03 51%
 2003-04 52%
 2004-05 54%
 2005-06 55%
 2006-07 56%

Action

Action Steps:

- (1) Monitor current expenditures including booster club accounts.
- (2) Develop budgeting plan (including booster accounts) to achieve targets.

Action Date

2001-2007

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Explanation for partial or non-completion

Response:

The percentage of recruiting expenditures for female sport programs was equal or greater than the percentage of female student-athletes in the academic years: 200-2001, 2001-2002, 2002-2003, 2003-2004, and 2004-2005. In 2005-2006 and 2006-2007, the percentage of recruiting expenditures for female sport programs was 8% below the percentage of female student-athletes. This can be attributed to a jump in football and men's basketball recruiting expenditures.

The standard set forth in this target may not have been appropriate in that:

- The recruiting needs of each sport program fluctuate annually.
- Each sport program recruits differently (domestic vs. international local/regional vs. national).

Due to the complexity and dynamic nature of recruiting the department must be vigilant in providing to the best of its ability the resources required to recruit successfully.

- Recruiting funds are requested annually according to recruiting needs for the upcoming year, the department does its best to provide recruiting funds in an equitable fashion.
- All coaches are provided both land-line and cell phones for use in recruiting.
- Each program is provided adequate computer access for recruiting.
- Each program is provided sufficient mailing supplies for recruiting.
- Each program is provided a media guide.
- Courtesy cars or car allowances which positively impact recruiting are reasonably distributed:
 - Three male sport head coaches receive a courtesy car or car allowance (baseball, basketball and football). Three female sport head coaches receive a courtesy car (basketball, softball and tennis)
 - Two male sport assistant coaches receive a car allowance (football and baseball). One female sport assistant coach receives a car allowance (softball).

3. Describe any additional plans for improvement as they relate to Operating Principle 3.1 (Gender Issues) developed by the institution after the second-cycle certification decision was rendered by the Committee on Athletics Certification. In each case, provide:

- a. The additional plan;
- 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 plans.

There were no additional plans for improvement.

At the outset, Southeastern acknowledges that a selected number of specific action steps set forth in the 2nd cycle were not accomplished. Some of these steps, such as achieving participation according to gender proportionate to the actual enrollment, became impractical and more likely improbable due to the addition of football in 2003. In retrospect, an alternative gender issues plan should have been created and followed after the return of football but this did not occur. Reasonable rationale for the lack of an alternative plan is difficult to identify. This is, in part, due to the fact there has been a high degree of administrative turnover and most of the individuals involved are no longer at Southeastern.

However, Southeastern also acknowledges that a selected number of action steps were accomplished and in some instances surpassed. Furthermore, although certain action steps contained in the plan were not taken, other comparable equitable actions were taken which reflect a commitment to the spirit of fairness and equity (i.e. although a second assistant soccer coach was not hired, a second assistant softball coach was).

In order to enhance institutional monitoring and control of the athletic department and its operations Southeastern has implemented a higher degree of oversight of the third cycle plan as well as various departmental policies and procedures. Subject to direction from the Office of the President, the Departments of Internal Audit and Institutional

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Research are charged with annually monitoring and evaluating institutional improvement plans and selected departmental policies and reporting their findings to the Office of the President. Thus, regardless of circumstances within the athletic department the institution, through the use of services outside of the department, will be able to effectively monitor progress pursuant to the third cycle plan.

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.

Southeastern Louisiana University is committed to the fair and equal treatment of both staff and students as related to gender as can be seen in the institution's Gender Plan for 2009 - 2014, as well as the University's Equal Employment Opportunity/Affirmative Action Plan. Our commitment is addressed through sources such as the Equity in Athletics Disclosure Act, as well as close monitoring by the Athletic Director, the Compliance Officer, the Senior Woman Administrator, and the EEO/ADA Compliance Officer.

The Athletic Director reports directly to the President.

The Compliance Officer & the Senior Woman Administrator reports directly to the President/Asst. VP for Enrollment Management with a dotted line to the Athletic Director.

The EEO/ADA Compliance Officer reports directly to the President.

5. Describe how matters concerning gender equity are monitored, evaluated and addressed on a continuing basis.

Southeastern values gender equity. Matters concerning gender equity are monitored, evaluated and address on a continuing basis in the following ways:

- The 2009-2014 Gender Equity Plan will be monitored annually by the Athletic Director, the Senior Woman Administrator, applicable Head Coaches, the Faculty Athletic Representative, and the Athletic Committee. Goals set forth in the plan are scrutinized and recognized as achieved or pending. This annual review is documented in the minutes of the athletic committee and used as future comparative reference. Any deviations from or amendments to the plan must be approved by and justified in writing by the athletic committee.
- Annual reports are scrutinized to identify any disparities from an equity standpoint by the Athletic Director, the Senior Woman Administrator, the Faculty Athletic Director, and other applicable administrators. Reports to be evaluated include, but are not limited to:
 - The EADA Report
 - Expenditures and revenues
 - Participation
 - Coaching staffs
 - The NCAA Squad List
 - Number of student-athletes on each team and department total by gender
 - Number of Competitions
 - Coaches and student-athletes are informed as to how to report any concerns which are equitable in nature (who to go to and how to contact them).

As defined in question one of this operating principle, additional oversight of this plan will be conducted under the direction of the President's Office by the Office of Internal Audit and Institutional Research. The intent of these additional layers of monitoring independent of the Athletics Department is to better ensure appropriate attention and follow-through concerning improvement plans occurs and is under a greater degree of institutional monitoring and control.

6. For the three most recent academic years in which information is available, analyze your institution's Equity in Athletics Disclosure Act (EADA) report (i.e., participation, head coaches and assistant coaches). If any differences exist, your institution must explain (using supporting data) and address any deficiencies in your gender-issues plan for improvement.

Analysis of the past three EADA reports (2006, 2007, and 2008) does demonstrate the following deficiencies in the gender issues plan for improvement. These areas and the reason for the deficiency were addressed in Operating Principle 3.1 question #2. The specific areas in question are:

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- Participation (Accommodation of interests and abilities)
- Operating Expenses
- Coaching Staffs
- Recruitment

7. For the three most recent academic years in which information is available, analyze your institution's NCAA financial report (all revenue and expense categories). If any differences exist, your institution must explain (using supporting data) and address any deficiencies in your gender-issues plan for improvement.

Analysis of the past three NCAA financial reports (2006, 2007, and 2008) does demonstrate the following deficiencies in the gender issues plan for improvement. These areas and the reason for the deficiencies addressed in Operating Principle 3.1 question #2. The specific areas in question are:

- Participation (Accommodation of interests and abilities)
- Operating Expenses
- Coaching Staffs
- Recruitment

8. Using the program areas for gender issues:

- a. Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;
- b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;
- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program; and
- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

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

1. Accommodation of interests and abilities Participation proportionate to enrollment; and/or history and continuing practice of program expansion for the underrepresented gender within the athletics program; and/or full and effective accommodation for the underrepresented gender within the athletics program; and equivalent levels of competition. Institutions must clearly identify methods (e.g., proportionality, history of program expansion, etc.) for addressing accommodation of interests and abilities when presenting gender-issues plans for the future.

- a. Describe how the institution has ensured a complete study of each of the 17 program areas.

Beginning in spring, 2008, a committee was formed to specifically look at the gender issues. The committee was composed of the Athletic Director, the Director of Institutional Research, the Interim Senior Woman Administrator, the Assistant Athletic Director for Compliance, the Assistant Vice-President for Academic Affairs, and the EEO Officer.

The committee gathered data on each of the 17 areas and evaluated it during the spring and summer of 2008. The data was obtained from the Office of Institutional Research, EADA and NCAA Financial Reports and other University and Department resources/documents.

The study was conducted based upon the objective evaluation of the committee through examination of materials and applicable interviews with appropriate personnel. The committee's findings were open to

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examination by athletic department personnel, the campus community and external community. Feedback from those groups was encouraged and considered when finalizing the report.

Data and information gathered and interpreted within this group and study was useful for further similar examination through the specific gender issues area of the self-study.

The gender issues subcommittee examined the three components of accommodation of interests and abilities. The subcommittee acknowledged that female student-athlete participation is not proportionate to the percentage of female enrollment and there is no significant history and continuing practice of program expansion. Therefore, the subcommittee concluded the institution must meet the interests and abilities of the underrepresented gender (females) through the sports programs it currently offers.

The subcommittee examined the institution's survey of all incoming freshmen at Southeastern. This survey includes questions pertaining to interest in sport programs at the intercollegiate level. The subcommittee determined that there is no significant interest in a sport program at the intercollegiate level for females that is not already offered. The subcommittee also feels that this survey effectively measures the interests of female freshmen students at the university. The subcommittee's findings were open to departmental and public scrutiny and ultimately approved by majority vote of the steering committee.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

The information below displays the female student interest in intercollegiate level sports by percentage of total responses since the academic year 2002-2003. The respondents surveyed were attending freshman. The data displays a consistent pattern of minimal interest in sports not already offered at the intercollegiate level. The sports listed below had the highest average and range of average for all sports included in the survey. As can be seen, the highest level of interest in any one year was less than 5%.

Swimming range of percentage interest 2.8% to 4.2%
 Gymnastics range of percentage interest 2.6% to 3.7%
 Bowling range of percentage interest 1.0% to 1.4%

In addition to the survey, actual inquiries concerning the creation of a sport program that are brought forth to Athletic Department personnel are considered. To date, the Director of Athletics, over the past two years, has received two e-mail inquiries about sport programs not currently offered. One inquiry was from a university employee pertaining to gymnastics and the second inquiry was from a high school student inquiring about golf.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

The institution believes it is meeting the interests and abilities of the underrepresented gender (females) due to the minimal indicated interest in participation in various intercollegiate sport programs. Considering the highest level of interest expressed in any sport program over the past 8 years has been less than 5% of the respondents.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

The institution's gender issues plan specific to the accommodation of interests and abilities includes an ongoing survey of interest in intercollegiate sport programs by females. Data from these surveys will be analyzed by the Office of Institutional Research, the Athletic Director, the Senior Woman Administrator, the Faculty Athletic Representative, and the Athletic Committee on an annual basis. Any significant change in the level of interest of a particular sport program will be scrutinized and if appropriate consideration for adding the program will occur.

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

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- a.** Describe how the institution has ensured a complete study of each of the 17 program areas.

The gender equity subcommittee examined historical data provided by the Office of Institutional Research pertaining to the award of athletic scholarships categorized by gender. The subcommittee determined the aid awarded to females and males is substantially proportionate for the academic years from 2000-2008. The subcommittee's findings were open to departmental and public scrutiny and ultimately approved by majority vote by the steering committee.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

The data evaluated by the gender issues subcommittee is presented below:

2000-01 Percentage female participation is 53%; percentage female scholarship is 58.7% (+5.73%).
 2001-02 Percentage female participation is 49%; percentage female scholarship is 53.7% (+4.7%).
 2002-03 Percentage female participation is 44%; percentage female scholarship is 53.5% (+9.5%).
 2003-04 Percentage female participation is 39%; percentage female scholarship is 39.54% (+.54%).
 2004-05 Percentage female participation is 40%; percentage female scholarship is 35.9% (-4.1%).
 2005-06 Percentage female participation is 34%; percentage female scholarship is 33.67% (-.33%).
 2006-07 Percentage female participation is 37%; percentage female scholarship is 35.88% (-1.12%).
 2007-08 Percentage female participation is 35%; percentage female scholarship is 40.75% (+5.75%).

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

Examination of the data provides that from 2000-2008 the athletic scholarships awarded to females and males was substantially proportionate to the rate of participation. In fact, in most years, the underrepresented gender (female) had a higher proportion of the athletic aid awarded.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

The annual scholarship awards will be evaluated and compared by gender by the Office of Institutional Research. The information will be presented to the athletics committee for their validation. In the event where scholarships are not awarded at a rate reflective of participation by gender, the Athletic Director and the Senior Woman Administrator as coordinated with the Athletic Committee will plan to adjust future scholarship awards appropriately.

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

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas.

The gender equity subcommittee evaluated financial reports depicting operational expenses by sport programs. In addition, anecdotal information was obtained from the Athletic Director pertaining to the provision of equipment and supplies. Analysis of the total operating expenses from 2000-2007 demonstrated a higher expenditure per female student-athlete vs. male student-athlete for the years 2000-2001, 2001-2002, 2002-2003, and 2003-2004. From 2004-2007, the expenditure per male increased and was more than that per female. The reason for this change is the addition of football in 2003-2004.

The subcommittee learned from the Athletic Director that in recent years, equipment and supply resources have been increased in every sport; thus resulting in reasonably equitable operational funds for all sports regardless of gender. A zero-based budgeting system has been implemented which tracks the provision of operational funds (supplies/equipment, team and recruiting travel etc.). The intent of this system is to monitor and provide equitable access to operational needs such as uniforms, practice gear, supplies and

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equipment, team travel and recruiting. Special attention is given to the particular nuances of each program and what is required for the program to be successful.

The department utilizes the Adidas shoe and apparel company for the majority of shoe, gear and uniform supplies. Therefore the quality of such items is consistent. The athletic director monitors the replacement of game/competition jerseys to ensure a fair and relatively timely replacement cycle regardless of gender. Like sport programs are specifically monitored attempting to ensure equity in equipment and practice gear (baseball ? softball, men's basketball ? women's basketball, men's tennis and women's tennis, men cross country, indoor and outdoor track and field ? women's cross country, indoor and outdoor track and field).

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

Total operating expenses expressed in average per male and female student-athlete:

2000-2001 Average per male student-athlete is \$10,743; average per female student-athlete is \$11,957.
 2001-2002 Average per male student-athlete is \$11,013; average per female student-athlete is \$13,666.
 2002-2003 Average per male student-athlete is \$8,624; average per female student-athlete is \$12,835.
 2003-2004 Average per male student-athlete is \$14,860; average per female student-athlete is \$15,994.
 2004-2005 Average per male student-athlete is \$18,627; average per female student-athlete is \$14,660.
 2005-2006 Average per male student-athlete is \$20,023; average per female student-athlete is \$18,634.
 2006-2007 Average per male student-athlete is \$19,778; average per female student-athlete is \$15,759.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

The subcommittee recognizes that varying costs are incurred according to the equipment and operational needs of a sport. Different sport programs have different operational, equipment, supplies, and apparel needs. Therefore, the costs associated with the sports can vary despite providing equitable supplies and equipment. The subcommittee does believe that the sport programs are being provided supplies and equipment at an equitable level despite the overall needs of all programs may not be fully met.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

The gender issues plan requires the Athletic Director, the Senior Woman Administrator, and applicable sport supervisors to continue to monitor the amount of equipment and the quality of the equipment on an annual basis. Specific attention will be paid to equitable distribution regardless of gender.

- 4. Scheduling of contests and practice time** Number of contests; number, length, and time of day of practices; time of day of contests; preseason and postseason opportunities, including foreign tours.

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas.

The gender equity subcommittee examined the department's policy and procedures manual and identified a policy pertaining to the sharing of facilities by sport programs and the requirement for fair and equitable access to practice and competition times and dates. The subcommittee learned that the policy is new and that to date no significant fairness or access issues were brought to light.

Generally, all sport programs are able if willing to participate in the maximum number of competitions. Therefore, the subcommittee believes there is fair and equitable access for the scheduling of contests and practice times. The subcommittee's findings were open to departmental and public scrutiny and endorsed by majority vote by the steering committee.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

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The policy pertaining to fair and equitable sharing of practice and competition opportunities in a facility is found in the department's policy and procedures manual. This policy includes a step-by-step process and a means for conflict resolution. Below is a listing of sports at Southeastern, the maximum allowable competitions and competitions experienced in 2007-2008.

Baseball NCAA Limit is 56; 2007-2008 contests 55.
 Softball NCAA Limit is 56; 2007-2008 contests 53.
 Men's Basketball NCAA Limit is 29; 2007-2008 is 29.
 Women's Basketball NCAA Limit is 29; 2007-2008 is 29.
 Men's Cross-Country NCAA Limit is 7; 2007-2008 is 3.
 Women's Cross-Country NCAA Limit is 7; 2007-2008 is 4.
 Football NCAA Limit is 11; 2007-2008 is 11.
 Men's Golf NCAA Limit is 24; 2007-2008 is 23.
 Women's Soccer NCAA Limit is 20; 2007-2008 is 18.
 Men's Tennis NCAA Limit is 25; 2007-2008 is 25.
 Women's Tennis NCAA Limit is 25; 2007-2008 is 22.
 Men's Track NCAA Limit is 18; 2007-2008 is 13.
 Women's Track NCAA Limit is 18; 2007-2008 is 13.
 Women's Volleyball NCAA Limit is 28; 2007-2008 is 28.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

The subcommittee believes through the data presented and the policies in existence that all student-athletes regardless of gender are provided fair and equitable access to practice dates and times and able to compete in an appropriate number of competitions. There are no instances in which a team unfairly has priority access to a facility in an unfair manner.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

The gender issue plan stipulates that the Athletic Director, the Assistant Athletic Director for Facilities and Operations, the Senior Woman Administrator, all Head Coaches, and applicable sport supervisors follow the department's policy regarding scheduling of shared facilities. Practice and competition schedules will be reviewed annually to ensure fairness and equity.

5. Travel allowance Modes of transportation, housing furnished during travel, length of stay before and after competitive events, dining arrangements and per diem for institutional competition and other competitive opportunities (e.g., under NCAA Bylaw 16.8.1.3).

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas.

The gender issues subcommittee examined the Athletic Department policy and procedures along with interviewing members of the athletic administration as to travel policies and procedures. The subcommittee recognizes that travel budgets are created annually and distributed with the intent of providing a means of transportation that is safe, fair, and equitable in nature. The department's policy and procedures manual defines the general means of transportation used by sport programs along with housing/motel and team meal/per diem guidelines. The subcommittee is also aware that like sport programs are specifically monitored to ensure fairness in this area (for example, men's and women's basketball).

The gender issues subcommittee's findings in this area were made available to department personnel and the general public to be scrutinized and ultimately was accepted by majority vote of the steering committee.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

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The existing travel policies guide the distribution of funds which leads to team travel, which is safe, fair, and equitable. The existing policy addresses the use of varying means of transportation generally used by sport programs (charter bus, vans, flights). In addition, there are guidelines as to who may drive and limitations to the distances traveled and along with the time of day the travel is allowed to occur. No teams may have more than 4 student-athletes in a double hotel room. A maximum of \$25 per day per diem is allowed. Coaches may provide cash per diem or purchase team meals as per institutional and NCAA guidelines. Special attention is given to ensure like teams travel in like ways (i.e., men's and women's tennis). Exceptions to this policy may be allowed under unique and infrequent circumstances.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

Subsequent to the review of travel policies and procedures, the subcommittee on gender issues believes that all student-athletes regardless of gender are provided with opportunities for team travel which are safe, fair, and equitable.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

Follow the travel policy in the department's policy and procedure's manual. The Athletic Director, Senior Woman Administrator, Sport Supervisors, and the Athletic Committee will review annually to ensure travel is fair and equitable and will modify policy as needed.

6. Academic support services Availability of, and equitable access to, academic support services that meet the needs of student-athletes based on individual student-athlete academic profiles and/or performance, and equitable criteria for obtaining assistance.

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas.

The gender issues subcommittee examined materials pertaining to the Athletic Department's academic support program. The academic support program policy and procedures are available in the Athletic Policy and Procedures manual. Further, the academic support program was evaluated by a committee external of the Athletics Department. This committee's study including recommendations was available for the subcommittee's evaluation. The subcommittee has determined that the academic support services available to all student-athletes are available in an equal manner regardless of gender. The subcommittee's finding in this area was made available to departmental staff and the general public for their review. In addition, the steering committee through majority vote endorsed the findings of the subcommittee.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

There are a variety of tutoring and other academic support options available to student-athletes, regardless of gender. Several of the services or requirements are shared by all Southeastern students. For example, all incoming students with fewer than 30 hours are required to take SE 101, the Southeastern freshman success course. Several sections of the course are dedicated for student-athletes, and the student-athlete registers for the time which best fits his/her schedule. Peer tutoring is available to all students through the Center for Student Excellence. The Athletics department has an academic support program which provides various aspects of academic support to all student-athletes according to classification (year in school and year at Southeastern) and academic performance (GPA, test scores etc.). In the spring 2008 semester 88 male and 29 female student-athletes were required to attend structured study hall. However, any student-athlete may attend if they desire, and coaches can also require further study hall hours for selected student-athletes.

The department is currently expanding its academic support program through the addition of personnel and the creation of a centralized academic support center. The services offered by the center, in addition to those available through the Center for Student Excellence, are equitably available to applicable student-

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athletes regardless of gender. They include access to a quiet study environment, mentoring, counseling, advising, registration, tutoring, study skills and access to technology.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

The subcommittee believes the examination of the current program and the anticipated expansion of the academic support program does currently and will continue to provide equitable access to all aspects of the academic support program.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

Follow the written policies of the academic support program. This program to be periodically reviewed by an entity outside of the athletic department to ensure it is operating appropriately and equitably. On-going internal program evaluation will be conducted and reported to the athletic committee annually. This process will be conducted by the Associate Athletic Director for Student Services, the Assistant Athletic Director for Academic Affairs, and the Athletic Committee.

7. Coaches Availability of full-time, part-time, assistant and graduate assistants. Training, experience, professional standing, and other professional qualifications. Total rate of compensation package, 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 17 program areas.

The gender equity subcommittee examined data provided by the Office of Institutional Research and Human Resources pertaining to coaching positions and staffs. The subcommittee also utilized feedback from the Athletic Director pertaining to the coaching staff. The subcommittee utilized all information provided to determine its finding concerning the availability and quality of coaches along with other points of consideration, such as compensation, contracts, and conditions of employment. The subcommittee made its findings available to department personnel and the general public and ultimately was endorsed by a majority vote of the steering committee.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

An examination of all coaching staffs in 2007-2008 demonstrates that two men's teams (baseball and basketball) and two women's teams (softball and basketball) had the NCAA maximum allowable coaches, while two men's teams (football and golf) and two women's teams (soccer and volleyball) were below the NCAA limit. The tennis and xc/track programs have the same coaching staffs for both men and women, thus are equally understaffed.

During the academic year 2007-2008, men's basketball, football, women's basketball, and men's and women's track and field each had a graduate assistant coach.

Cumulatively, women's sport programs are short two of the NCAA allowable total coaches while the men's sport programs are short three. In the combined sports, we are equally understaffed by a total of five positions.

All head coaches brought strong experience to their positions and their responsibilities are spelled out in the 2008-2009 Athletics Policy and Procedures Manual. Evaluation of coaching staffs will show a balance of experience and expertise regardless of gender.

During the fiscal year 2008 selected head coaches' salaries were adjusted to meet or exceed the average Southland Conference salary for that position. Discrepancies that exist are not weighted by gender of a

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specific sport program. Each head coach receives an employment contract. Contracts are approved by the athletic director, the president and subject to final approval by the Louisiana Board of Supervisors. The term of the contracts vary and are generally one to three years. Each head coach is provided similar performance bonuses for competitive and academic performance. The buyout guidelines for the contracts are also similar. All head coaches report to the athletic director and are evaluated on an annual basis by the athletic director. Contracts are reviewed at the end of a term but in some circumstances may be extended (rolled-over) during a term.

Each head coach is allowed the opportunity to gain supplemental income through television and radio shows and/or camps. All outside income must be reported as per NCAA and institutional mandates.

No head coaches are required to perform any outside duties not directly related to the coaching role. They are subject to Southeastern Louisiana University employment policy.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

The subcommittee believes the intent of this question is to ensure the institution is providing to each sport program: 1) equitable access to coaching regardless of gender, and 2) appropriate coaching expertise. In addition, coaches from all sports are treated in a fair and equitable way and allowed similar working conditions and terms and conditions of employment. As can be seen from the data provided, the subcommittee believes that all these conditions are being met within the resources available to the University.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

The Athletic Director, the Senior Woman Administrator, the Athletic Committee, and the Office of Human Resources will annually monitor the coaching staffs as to their ability to provide effective coaching according to the number of coaches on staff. If the addition of coaches is warranted comparison to peer programs in the Southland Conference and region will be used to prioritize positions. Also annually monitor and compare coaches' salaries to peer Southland Conference and regional institutions.

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 17 program areas.

The gender issue subcommittee in conjunction with the Director of Athletics examined the quality and availability of practice and competitive facilities, the quality and availability of locker rooms, and the maintenance and preparation of competitive facilities. The findings pertaining to these areas were provided for review to departmental personnel and the general public and ultimately approved by a majority vote of the steering committee.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

Practice Facilities:

Baseball: exclusive use, good quality

Men's Basketball: shared use, good quality

Women's Basketball: shared use, good quality

Football: exclusive use, good quality

Golf: shared use, good quality

Soccer: exclusive use, good quality

Softball: exclusive and shared in the summer, good quality

Men's and Women's Tennis: shared use, poor quality

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Track and Field/CC: shared use, poor quality
 Volleyball: shared use, good quality

Competitive Facility:

Baseball: exclusive use, good quality
 Men's Basketball: shared use, good quality
 Women's Basketball: shared use, good quality
 Football: shared use, good quality
 Golf: shared use, good quality
 Soccer: exclusive use, good quality
 Softball: exclusive and shared in the summer, good quality
 Men's and Women's Tennis: shared use, poor quality
 Track and Field/CC: non-existent
 Volleyball: shared use, good quality

Locker Room Availability:

Baseball: proximate and exclusive use, good quality
 Men's Basketball: proximate and exclusive use, good quality
 Women's Basketball: proximate and exclusive use, good quality
 Football: proximate and exclusive use, good quality
 Golf: non-existent
 Soccer: proximate and exclusive use, good quality
 Softball: proximate and exclusive use, good quality
 Men's and Women's Tennis: non-existent
 Track and Field/CC: non-existent
 Volleyball: proximate and exclusive use, good quality

Maintenance and Preparation:

Baseball: Coaches and Team
 Men's Basketball: University Center
 Women's Basketball: University Center
 Football: Department, Coaches, and Team
 Golf: Carter Plantation
 Soccer: Department and Coaches
 Softball: Coaches and Team
 Men's and Women's Tennis: Department and Coaches
 Track and Field/CC: Department and Coaches
 Volleyball: University Center

An overview of athletic facilities is presented above. All sports have proximate exclusive use of locker rooms with the exception of the golf, men's and women's tennis and men's and women's track and field/cross country. There is no inequity between the genders. Facilities as a whole have improved yet there are areas of significant need (track and field and tennis). There have been drainage issues with the football competitive facility and the soccer field; both are being investigated.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

Examination of the data above will demonstrate that practice and competitive facilities along with locker rooms are equitably available or unavailable.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

Through the collaboration of the Athletic Director, the Assistant Athletic Director for Operations and Facilities, the Senior Woman Administrator, the Associate Athletic Director for External Affairs, and University Facility Planning, the department will continue to explore financial options to facilitate the creation of or renovation to the Track and Tennis facilities. Also pursue professional assistance in identifying factors that are leading to drainage issues at Strawberry Stadium and the Soccer field. In addition, renovations to any and all athletic facilities will continuously be explored. The Athletic Director will

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inform the Athletic Committee as to any proposed renovations or building projects to ensure a gap in equity and fairness is not created.

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; provision of medical and training expenses.

a. Describe how the institution has ensured a complete study of each of the 17 program areas.

The gender issues subcommittee examined the medical and training facilities and services available to the sport programs and student-athletes. This was done through information provided by the Head Athletic Trainer, the Head Strength and Conditioning Coach, the Athletic Director, and the Office of Human Resources. The subcommittee specifically scrutinized the availability of these services and programs in reference to gender. The subcommittee's findings were made available to department personnel and the general public and ultimately endorsed by a majority vote of the steering committee.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

The Dugas Center houses the central sports medicine facility. There is a satellite sports medicine facility in the University Center. There is also a fully functioning treatment center in the North Campus gym which houses softball and soccer. There is no inequity in the sports medicine facilities. All sports have full access to the main athletic training room in the Dugas Center and have a certified athletic trainer assigned to the sport. The only sport which has no direct medical coverage for practice is Golf. Every home event is staffed with at least a certified athletic trainer. Tennis (Men's and Women's) has medical services for practice and matches in the main athletic training room, while Track & Field (Men's and Women's) has direct access to this training room, being that the track is just outside. The remaining sports have, at a minimum, an upper-level Athletic Training student in attendance for all practices and games. In addition, there is a tremendous working partnership with Kinesiology & Health Studies and the Athletic Training program. Additional coverage is often provided by the faculty and other support staff.

The Athletic Training staff is currently composed of:

1. Head Athletic Trainer (male)
2. Three assistant athletic trainers (two females and one male)
3. Four certified graduate assistants (three female and one male)
4. Part-time/split position with the Athletic Training Education Program (ATEP) (female)
5. Collaborative relationship with three other Certified Athletic Trainers in the ATEP (two female and one male)

The University has recently completed a new strength and conditioning facility and currently employs a Head and an Assistant Strength and Conditioning Coach. There is a secondary strength and conditioning facility in the University Center. Each sport program coordinates with the strength and conditioning coaches concerning their programs. There is fair and equitable access to strength and conditioning facilities and services.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

Following the examination of the medical and training facilities and services, the subcommittee determined that the medical and training needs of student-athletes are met in a fair and equitable fashion to the best of the institution's abilities. Each individual team and thus each student-athlete is provided similar access to similar medical and training facilities and services.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

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The Athletic Director, the Senior Woman Administrator, the Head Athletic Trainer, and the Head Strength and Conditioning Coach will annually evaluate the medical and training facilities and services to ensure access to quality services are equitably provided to student-athletes regardless of gender. Including gender-specific medical services and strength and conditioning programs.

10. Housing, 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 17 program areas.

The gender issues subcommittee examined data pertaining to scholarship allocations by gender and access to housing and dining services. The data examined came from the Office of Institutional Research and information provided by the Athletic Director and Senior Woman Administrator. The findings were made available to departmental personnel and the general public and ultimately were approved by a majority vote of the steering committee.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

Housing and dining facilities and services are available for all student-athletes. All of the dorms on campus are relatively new; the oldest dorms were built in 1999. Student-athletes have access to the same meal plans as are available to all Southeastern students. All scholarship equivalencies provide the same budgeted food scholarship and allow equal access to dining regardless of gender.

From a housing perspective athletic scholarships are currently two-tiered. Men's' and Women's basketball and football are budgeted a higher housing allowance in their scholarship equivalencies. Men's and women's basketball initially received the higher housing allowance to provide access to on-campus apartment housing that was open over the Christmas Holiday. For the most part, that practice continues today.

Football began to receive the higher housing allowance in 2006-07. Currently all football freshman receiving room and board are required to live in the lower-level dorms and generally are not allowed to move off campus or into the on-campus apartments until they achieve a minimal GPA, thus they receive the lower-tiered housing allowance. Football student-athletes who live off-campus receive a slightly higher room and board allowance than the value of the on-campus dorms and meal plan. A relatively small number of football student-athletes receive the higher housing and meal allowance like that of both basketball programs. In the Fall of 2007 six football student-athletes received the higher housing and meal allowance followed by four in the spring of 2008, nine in the fall of 2008 and nine in Spring of 2009.

Men's and women's basketball have equal access to room and board at the tier one level. Football's access to the tier one level of housing creates an appearance of inequity; however in the past two years the budgeted amount provided to football was not utilized. Further, despite this higher budgeted amount for football, the average scholarship award for male student-athletes is less than that of the average scholarship award for female student-athletes (the percentage of scholarship awarded to females surpasses the percentage of female participation). Also for the academic year 2008-09 fifteen percent (23 of 154) of male student-athletes receiving aid received the tier one housing allowance while sixteen percent (15 of 95) female student-athletes receiving aid received the tier one housing allowance thus the percentage receiving this housing allowance is equitable considering gender.

The department should remain vigilant in assuring these average awards do not change and the average experience of a male and female student-athlete in reference to housing and dining is equitable. It may be advisable to consider elevating women's tennis or volleyball to the tier one level for housing.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

The subcommittee finds that access to equitable housing and dining, regardless of gender, does exist. The subcommittee, however, does believe that the proportion of male and female student-athletes receiving the Tier 1 housing scholarship should be closely and continually monitored to ensure there is not a benefit

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disproportionately available to males. If indeed a gap in equity begins to exist, strong consideration should be given to either reducing the number of male Tier 1 scholarships or increasing the number of Tier 1 scholarships until equity and fairness is achieved.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

The Athletic Director, the Senior Woman Administrator, the Business Manager, the Faculty Athletic Representative, and the Athletic Committee will review annually the percentage of male and female student-athletes receiving aid that receive the tier one housing allowance. If the percentage receiving the tier one allowance is skewed an adjustment in future years will be required. The purpose of this annual review is to ensure that equitable access to equitable housing and dining is maintained in regards to gender. Specifically, the percentage of student-athletes receiving aid who receive a tier one housing allowance must be similar in regards to gender.

11. Publicity and awards Availability and quality of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices; availability and quality of institutional awards; opportunity for application and/or nomination for other outside awards (e.g., NCAA, national or conference awards).

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas.

The gender issues subcommittee examined the various components included in publicity and awards. Information concerning these various components was obtained from departmental information provided by Human Resources and the Director of Athletics. The results of the examination were made available to department personnel and the general public and eventually endorsed through majority vote of the steering committee.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

All sport programs receive the following marketing and publicity efforts:

- Every sport program receives a media guide. All media guides are similar in quality.
- Every sport program receives schedule posters and/or schedule cards.
- Every sport program has equal access to the athletic website (www.lionsports.net).
- Every sport program has a designated media relations representative.
- Press releases previewing contests along with contest results are created and delivered to all applicable media within and around the region.
- Football, Men's and Women's Basketball, Baseball and Softball have season ticket brochures.
- Football, Men's and Women's Basketball and Baseball have both radio broadcast and audio web-streaming for selected contests.
- Football, Men's and Women's Basketball, Baseball, Softball and Volleyball have "live stats" for all home contests.
- Various programming exists through wide collaboration with student government, registered student organizations, the Greek system, the Campus Activities Board, faculty/staff and community entities that target and promote games and events in all the sport programs mentioned above.
- Most home events are promoted with sandwich board/A-frames that are placed around campus the day of the game.
- Football, Men's and Women's Basketball, Volleyball, Baseball and Softball have either in-game promotions or register to win promotions at all home events.
- All sport programs have recently benefited from a new Hall of Champions which provides a trophy case for each sport program to express its history and promote its current team(s).

The department currently provides several department-wide awards. Academic achievement awards are presented at a spring banquet to those that have earned applicable GPA's during the past two semesters. The department also awards a male and female student-athlete of the year as determined through voting

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by coaches and staff members. Individual sport programs may choose to present team specific awards. The Athletic Director and Senior Woman Administrator will monitor these awards as to their appropriateness and fairness.

The department, mainly through its media relations representatives is diligent in nominating appropriate candidates for Institutional, State, Southland Conference and National awards. These nominations are conducted without regard to gender.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

The subcommittee believes that as demonstrated by the data provide above, the department and institution are promoting the sport programs to the best of their ability in a fair and equitable fashion. In addition, access to and availability of departmental, conference, regional, and national awards is determined without regard to gender. Further, the department mainly through the use of the media relations staff promotes to the best of its ability qualified student-athletes for regional and national awards, regardless of gender.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

The Associate Athletic Director for External Affairs, the Assistant Athletic Director for Media Relations, the Head Coaches, and the Senior Woman Administrator will review annually the overall promotional and marketing services provided to the sport programs (media relations, marketing initiatives, promotional opportunities etc.). In addition, they will monitor the publicity and awards available for the sport programs. The intent of this is to ensure that all sport programs receive similar and equitable marketing and promotional opportunities and access to similar and equitable awards and exposure to awards.

12. Support services Administrative, secretarial, clerical support and office space.

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas.

The gender issues subcommittee examined information provided by the Office of Institutional Research, Human Resources, and the Athletic Department in reference to support services, specifically reviewing personnel and their job duties in regards to providing support to sport programs and student-athletes. The subcommittee's findings were available for review by departmental personnel and the general community and ultimately approved by a majority vote of the steering committee.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

The department of athletics has the following administrative/staff support personnel:

- Athletic Director
- Associate Athletic Director for Student Services/Compliance/SWA
- Associate Athletic Director for External Affairs
- Assistant Athletic Director for Academic Affairs
- Assistant Athletic Director for Facilities and Operations
- Assistant Athletic Director for Media Relations
- Assistant Athletic Director for Sports Medicine
- Assistant Athletic Director for Special Events
- Assistant to the Athletic Director for Ticket Operations
- Assistant to the Athletic Director for Community Service
- Assistant to the Athletic Director for Life Skills and Faculty Liaison
- Business Manager
- Head Strength and Conditioning Coach
- Three Assistant Athletic Trainers
- Two Assistant Media Relations Personnel

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- One Assistant Strength Coach
- Three Administrative Assistants/Office Coordinators

All administrators and support staff are mindful of offering fair and equitable access of services to sport programs. The sports located in the University Center (Volleyball, Women's Basketball, and Men's Basketball) share an administrative assistant. All other sports have access to administrative assistance through the Athletics Department office. All head coaches have individual offices; while most assistant coaches have individual offices. There is a discrepancy between baseball and softball assistant coaches' offices. There is equitable access to office supplies, copy machines, faxes, computers, and other clerical support items.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

The subcommittee analyzed the support services and found that support services although sparse and minimal are equitably sparse and minimal. The subcommittee recognizes and commends the coaches and support personnel for collaborating and utilizing the best of the available services as effectively and efficiently as possible. The subcommittee does feel that an inequity in office space does exist between the sports of baseball and softball and should be rectified in the near future.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

The Athletic Director, Office of Facility Planning, Assistant Athletic Director for Facilities and Operations, and Associate Athletic Director for External Affairs will collaboratively identify funding options for the creation of additional office space for soccer and softball, which ultimately will lead to equitable office space for softball similar to that available for baseball.

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 student-athletes.

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas.

The gender issues subcommittee examined financial records pertaining to recruiting expenses from 2000-2007. In addition, the subcommittee examined similar documentation produced by a similar committee formed in the spring of 2008 whose charge was to evaluate various areas of gender issues and equity. Also, the subcommittee interviewed the Director of Athletics and Senior Woman Administrator to identify any relevant information related to recruiting beyond the expenditure of funds. The findings of the subcommittee were made available to departmental personnel and the general public and ultimately approved by a majority vote of the steering committee.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

Due to the complexity and dynamic nature of recruiting the department must be vigilant in providing to the best of its ability the resources required to recruit successfully. There are some instances when a program must recruit higher number of prospects due to attrition or lesser number due to retention.

- Recruiting funds are requested annually according to recruiting needs for the upcoming year, the department does its best to provide recruiting funds in an equitable fashion. The purpose of these funds is to allow for in-person prospect evaluations and visits by the coaches and the funding of official visits for the prospects. There is a separate line item for recruiting in every sport program budget.

- From 2000-01 through 2004-05 the recruiting money spent reflected the participation rate for females and males. In 2005-06 and 2006-07 the money spent on recruiting did not reflect the participation rate for females and males. More was spent on male sports. The Athletic Director and Senior Woman Administrator must be vigilant in assuring all sport programs are receiving a fair and equitable amount of recruiting money.

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- Selected sports recruit mainly regionally (baseball, men's basketball, women's basketball, football), while others recruit mainly nationally/internationally (golf, soccer, men's and women's tennis and volleyball), while even others have a combination of regional, national and international (softball and men' and women's cross country and track and field). It seems intuitive that the national and international recruiting would be most expensive. However with the smaller squad sizes of those programs and reliance on technology to evaluate and the lack of official visits with selected international prospects the cost of recruiting stays relatively moderate.
- All coaches have the ability to fly or drive in the recruiting process. Prospective student-athletes regardless of gender can be provided air or ground transportation for an official visit. The prospective student-athlete may stay in a motel or on-campus as desired by the head coach and prospect. Meals provided to prospects are similar in nature regardless of sport or gender.
- All coaches are provided both land-line and cell phones for use in recruiting.
- Each program is provided adequate technology for recruiting.
- Each program is provided sufficient mailing supplies for recruiting.
- Each program is provided a media guide.
- Courtesy cars or car allowances which positively impact recruiting are reasonably distributed:
 - Three male sport head coaches receive a courtesy car or car allowance (baseball, basketball and football). Three female sport head coaches receive a courtesy car (basketball, softball and tennis)
 - Two male sport assistant coaches receive a car allowance (football and baseball). One female sport assistant coach receives a car allowance (softball).

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

The subcommittee analyzed the data pertaining to the recruitment of student-athletes and found that fair and equitable recruiting resources are available to sport programs regardless of gender. The specific needs of the programs are ever-changing and will impact the need for recruiting resources. Therefore, the subcommittee recommends this area be continually evaluated as to meeting the reasonable needs of all the sport programs.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

The Athletic Director, the Senior Woman Administrator, the Sport Supervisors, the Head Coaches, and the Business Manager will annually evaluate all programs' recruiting needs and provide budgeted recruiting funds according to those needs in a fair, reasonable, and equitable manner.

In addition, specific attention will include monitoring the experience of female and male prospects on visits ensuring their experiences are adequately equivalent.

14. Retention Programs and services to address retention of staff, coaches and student-athletes from the underrepresented gender within the athletics program; review of retention and promotion of staff and coaches from the underrepresented gender within the athletics program, including professional development opportunities (e.g., mentoring programs), rate of compensation, duration of contracts, conditions relating to contract renewal; programs and services to address retention of student-athletes who are members of the underrepresented gender within the athletics program.

a. Describe how the institution has ensured a complete study of each of the 17 program areas.

The gender issues subcommittee examined the number of female administration, staff, coaches, and student-athletes. This examination included an overview of position titles, job descriptions, and opportunities for advancement. The intent of the examination was to gain an understanding of the participation of females within the operations of the department, opportunities for significant input into the success of the department, and opportunities for advancement. The findings are presented in three categories: 1) administration/staff, 2) coaches, and 3) student-athletes. These findings were open to

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departmental and general public examination and ultimately endorsed through majority vote of the steering committee.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

Response:

The department believes in retaining and/or promoting all able, talented and committed coaches, staff and student-athletes. The following is an overview of programs and services which directly or indirectly enhance the retention or promotion of females in various categories.

Female Staff

There are currently eleven female staff members within the department.

- Associate Athletic Director for Student Services/Compliance/SWA
- Assistant Athletic Director for Academic Affairs
- Assistant to the Athletic Director for Ticket Operations
- Assistant to the Athletic Director for Life Skills and Faculty Liaison
- Business Manager
- Spirit Coordinator
- Two Assistant Athletic Trainers
- Three Administrative Assistants/Office Coordinators

All staff members have an active role in the success of the department. There are defined responsibilities and expectations for each position. Each position is included in various administrative staff meetings, departmental meetings and/or special ad hoc committees concerning contemporary topics within the department or the University. All personnel's input concerning the department's operations is sincerely encouraged.

The Associate Athletic Director for Student Services/Compliance/SWA is a key component to the success of the department and is involved in all significant decision-making. The Athletic Director and the SWA communicate formally and informally daily concerning topics within the department.

Resources for female staff members are similar to those provided to male staff members. Opportunities for professional development are available and encouraged pending available funding. Many female staff members perform various service roles within the campus community. All staff is encouraged to attend conference and national professional meetings. Further, they are encouraged to interact/network with other professionals in their field.

The salary for selected non-classified personnel seems to be within the range of similar positions within the Southland Conference. Annual raises are determined based upon job performance. Staff members, with the exception of the civil service workers, are "at-will" and serve at the pleasure of the University; there are no contracts for employment.

Female Coaches

There are currently six female coaches within the department.

- The Head Women's Basketball Coach (Seven Years)
- The Head Volleyball Coach (Three Years)
- One Assistant Women's Basketball Coach
- Two Assistant Softball Coaches
- One Assistant Women's Soccer Coach

The female head coaches are provided with similar resources, services and programs as the male head coaches. All head coaches have employment contracts which include performance bonuses. The term of the contracts can extent up to three years in length. Performance is reviewed annually and contracts are generally reviewed and renewed at the end of the term of an existing contract. Salary increases are based upon performance unless stipulated contractually. Most head and assistant coaches' salaries are within the average range of the Southland Conference.

All head coaches attend regularly scheduled head coach meetings and other department meetings in which their thoughts and opinions are openly expressed and encouraged. The Head Women's Basketball coach recently served as the Senior Woman Administrator and was actively involved in the operations of the department.

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Most head coaches attend annual Southland Conference meetings and national meetings concerning their sport. They are encouraged to network and attend professional development activities and in most cases are provided the funding to do so.

Head coaches report to the Athletic Director. There is open dialogue concerning career paths and long-term career goals. Sometimes those paths involve coaching or a transition into administration or evolution out of athletics. The purpose of these discussions is to identify the desired path and how to effectively pursue success on that path.

Assistant coaches are also encouraged to network and attend professional development activities of which the expenses are sometimes covered. They are mentored by the head coach and provided opportunities for professional growth and development in the coaching profession.

Female Student-Athletes

Over the past eight years there has been an average of one hundred and three female student-athletes at Southeastern annually. Those female student-athletes participate in one or more of eight female sport programs.

These female student-athletes are provided with the same retention services and programs as male student-athletes. These services and programs include but are not limited to:

- Academic support programming
- Required study hall and mentor sessions according to year of enrollment and GPA.
- Tutoring.
- Technology.
- Quite, structured and monitored study environment.
- Course advising and registration.
- Counseling Services
- Confidential on-campus counseling services.
- Mentoring Programs
- Selected sport programs have created a mentoring program in which female role models talk with and interact with female student-athletes.
- All female sport teams have representation on the Student-Athlete Advisory Committee.
- Career Services
- All female student-athletes have access to and are informed of career services.
- SE 101/Life Skills Classes
- Required for all incoming female and male student-athletes.
- Female special topics seminars
- There has been programming through the athletic training program and the Student-Athlete Health and Wellness committee targeting contemporary female issues.
- Sports Medicine and Strength and Conditioning Services
- All female student-athletes are exposed to fine medical care and strength and conditioning program which assists in preventing and rehabilitating injuries.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

The gender equity subcommittee, after examination of the information provided above, is satisfied with the programs and services which address the retention of administration/staff, coaches, and student-athletes from the underrepresented gender (female). The subcommittee does believe there is a culture of legitimate and sincere equitable value placed on all members of the department and sports programs regardless of gender. The subcommittee further believes the department should be mindful in continuing to provide appropriate educational programs to female student-athletes pertaining to career opportunities within athletic administration and sports management to enhance awareness of career paths and opportunities within those fields.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

The Athletic Director, the Senior Woman Administrator, the Sports Supervisors, and the Faculty Athletic Representative will annually monitor the retention activities pertaining to female staff, coaches, and student-athletes. Specific attention should ensure these activities are contemporary in nature and reflect

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similar activities provided to male staff, coaches, and student-athletes. Attention should be paid to the retention of female student-athletes as compared to retention rate of females in the general student body. In addition, exit interviews should be conducted with all student-athletes to ascertain their reason for departure and thoughts on their experience as a student-athlete.

15. Programs and activities (staff and coaches) Programs and activities that provide opportunities for all athletics department staff and coaches to address gender issues, including those designed to address the needs of the underrepresented gender within the athletics program.

a. Describe how the institution has ensured a complete study of each of the 17 program areas.

The gender issues subcommittee examined current programming and activities that provide opportunities for departmental staff and coaches to address gender issues, including those designed to address the underrepresented gender (females). Information concerning this area was obtained through an examination of past programming and activities presented through the department (sometimes in conjunction with campus-wide programming) and the Student-Athlete Health and Wellness Committee. The findings of the subcommittee were made available to the department and general public for review and subsequently endorsed by majority vote of the steering committee.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

The department is sensitive to the needs of the underrepresented gender. It continually monitors the experience of these student-athletes and explores programs and activities that allow all staff and coaches to address gender issues. Specific programming to openly address gender issues for staff and coaches has been relatively non-existent. The student-athlete experience as a whole is examined and discussed extensively as a department. However specific programming concerning gender issues has not been emphasized.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

As can be seen by the findings of the subcommittee above, the department is sensitive to the needs of the underrepresented gender (females). However, specific programming and activities that provides opportunities for departmental staff and coaches in this area is not sufficient. Therefore, the department should actively pursue identification of gender issues which are relative and pertinent to the department staff and coaches and provide the coinciding programming specific to those issues.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

The Athletic Director, the Senior Woman Administrator, Sport Supervisors, Human Resources, and the EEO/ADA Officer will develop programming for coaches and staff regarding gender issues. The department will gauge interest in subject areas and programs for which staff members would like to receive more information by periodically surveying the staff (specifically surveying at the beginning of every year). We will also invite gender issues experts to speak to coaches and staff and develop and implement mentoring program for new coaches and staff members.

16. Programs and activities (student-athletes) Programs and activities that provide opportunities for all student-athletes to address gender issues, including those designed to address the needs of the underrepresented gender within the athletics program.

a. Describe how the institution has ensured a complete study of each of the 17 program areas.

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The gender issues subcommittee examined current programming and activities that provide opportunities for female student-athletes to address gender issues, including those designed to address the underrepresented gender (females). Information concerning this area was obtained through an examination of past programming and activities presented through the department (sometimes in conjunction with campus-wide programming) and the Student-Athlete Health and Wellness Committee. The findings of the subcommittee were made available to the department and general public for review and subsequently endorsed by majority vote of the steering committee.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

There are several programs available to provide support and information specifically for the underrepresented gender (females). The Athletics Department has held a Women's Symposium for Female student-athletes (Through Spring of 2007), which has addressed issues such as health care, etiquette, and a variety of other issues. PRIDE is a mentorship program for the Women's Basketball team. In addition, all student-athletes must participate in the CHAMPS Life skills programs; this includes presentations by the University Counseling Center on harassment, sexual orientation, and decision-making. In the fall of 2008 a presentation to all student-athletes by the University Counseling Center named Candy, Sex, and Ice Cream covered various topics of sexual decision-making and sexually transmitted diseases. Awareness by all student-athletes of campus programming involving gender issues is probably marginal. This gender issues programming should be better defined and marketed to the all student-athletes.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

As can be seen by the findings of the subcommittee above, the department is sensitive to the needs of the underrepresented gender (female student-athletes). However, specific programming and activities that provides opportunities for female student-athletes may not be as consistent and wide-reaching as needed. Selected sport programs have access to programming at a greater level than the female student-athletes as a whole. Therefore, the department should actively pursue identification of gender issues which are relative and pertinent to female student-athletes and provide the coinciding programming specific to those issues.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

The Head Athletic Trainer, the Senior Woman Administrator, the Student-Athlete Health and Well-Being Committee, and the Head Coaches will communicate current campus programming related to gender issues available to all students and student-athletes (i.e., the Counseling Center, Department of Kinesiology and Health Studies, the Division of Student Affairs, and the Campus Activities Board). On an annual basis, feedback will be requested from the Student Athlete Advisory Committee as to gender-related topics of interest. This feedback will be used to identify coinciding educational programming to be presented to student-athletes as a whole, or if appropriate, to female student-athletes. In order to increase awareness and appropriately promote applicable programming, the department will advertise said programming through fliers, e-mails, announcements, and other means.

17. Participation in governance and decision making Involvement of athletics department staff, coaches and student-athletes from the underrepresented gender within the athletics program in the governance and decision-making processes of the athletics department; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and athletics department staff and coaches (e.g., participation at the conference and/or national level).

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas.

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The gender issues subcommittee examined the involvement of Athletic Department staff, coaches, and student-athletes from the underrepresented gender (females) in the governance and decision-making process of the Athletic Department. Information was examined from the department's policy and procedures manual and the student-athlete handbook. In addition, the department's organizational chart was scrutinized. Further, the Athletic Director and Senior Woman Administrator provided information in this area. The findings were made available to department personnel and the general public and were ultimately endorsed through majority vote of the steering committee.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

Participation by Female Student-Athletes

The Student Athlete Advisory Committee (SAAC) is generally made up of two representatives from each team. The SAAC meets regularly with the athletic administration to provide input and recommendations pertaining to department operations. In addition, the SAAC is presented with proposed Southland Conference and NCAA legislation of which they provide input and ultimately cast a vote in favor of or against such legislation. A member of the SAAC represents Southeastern at annual Southland Conference SAAC meetings. The Southland Conference SAAC members then appoint a conference SAAC representative who then attends applicable NCAA meetings. The SAAC discusses contemporary topics including those which involve gender issues. In addition, the committee also organizes community service projects for student-athletes.

Participation by Female Department Staff and Coaches

The department encourages open and wide discussion of all topics in an unthreatening and transparent environment. All members of the department are encouraged to identify possible areas of concern or ask questions pertaining to the operations of the department. Staff and coaches are informed of alternative campus personnel that they may approach with their concerns if thoughts are not being addressed appropriately within the department (the Faculty Athletic Representative and/or the University's EEOC/Affirmative Action Officer). This information is provided in the department's Policy and Procedures Manual.

Monthly staff meetings are held, specifically to address compliance issues and other department operations. At that time, issues related to gender inequity can be addressed. In addition, head coaches and applicable athletic staff have a monthly meeting which provides another open forum to address any concerns. All department staff and coaches can approach the Athletic Director or the Senior Women Administrator at their convenience to discuss areas of concern. Athletic committee meetings are also available for staff and coaches to attend and express any concerns and/or ask questions concerning gender issues.

Applicable coaches and staff are encouraged to participate in Southland Conference, Regional or National conferences.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

The subcommittee, following an examination of the data presented above, finds that the department is providing appropriate opportunities for participation in governance and decision-making to members of the underrepresented gender (females) concerning departmental operations. It also believes that leadership opportunities exist in an equitable fashion for female and male staff, coaches, and student-athletes.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

The Athletic Director and Senior Woman Administrator will maintain equitable representation of males and females in the SAAC and continue to publicize to all student-athletes the existence and purpose of the SAAC and the potential benefits membership provides. To accomplish this, during the fall student-athlete statements (required paperwork prior to participation) and fall student-athlete orientation, they will introduce student-athletes to the SAAC and its purpose and invite them to become involved. They will also promote the SAAC on the department's website and through press releases of SAAC programming and activities.

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Additionally, they will maintain an open and transparent departmental administrative structure which encourages input from all involved regardless of gender.

Annually and continually encourage staff and coach participation in the operations of the department and pursue participation at regional and national levels.

- 9.** Using the "plan for improvement" section, provide an institutional gender issues plan that addresses all 17 aforementioned program areas for the athletics department. The plan must include all required elements of a plan as noted by the committee. If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to monitor the institution's status in that program area (s).

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

- 10.** Describe how the institution will review its gender-issues plan on an annual basis, including how it will compare the plan with its EADA reports and NCAA financial reports. Further, please provide the names and titles of those individuals who will be responsible for this review.

The gender-issues plan will be reviewed annually by the Athletic Director (Joel Erdmann), the Senior Women's Administrator (Sherry Kennemer), applicable Head Coaches, the Faculty Athletic Representative (Joe Morris), and the Athletic Committee. Goals set forth in the plan will be scrutinized and recognized as achieved or pending. This annual review will be documented in the minutes of the athletic committee and used as future comparative reference. Any deviations from or amendments to the plan must be approved by and justified in writing by the athletic committee. Financial reports such as the EADA and NCAA financial report will be scrutinized. The reports will be examined longitudinally to determine if there is a significant shift in resources specifically from a gender standpoint (scholarship ratio per male/female student-athlete, operational expenses, salaries, coaching positions etc.). If indeed a significant shift does occur deep examination as to its cause will take place and appropriate adjustments, if needed, will be made.

In order to enhance institutional monitoring and control of the athletic department and its operations, Southeastern has implemented a higher degree of oversight of the third cycle plan, the EADA and NCAA financial reports, as well as various departmental policies and procedures. Upon direction from the Office of the President, the Departments of Internal Audit and Institutional Research are charged with annually monitoring and evaluating institutional improvement plans and selected departmental policies and reporting their findings to the Office of the President. Thus, regardless of circumstances within the athletic department the institution, through the use of services outside of the department, will be able to effectively monitor progress pursuant to the third cycle plan.

- 11.** Describe the institution's efforts to ensure the gender-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

If a plan concludes prior to the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan were ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.

The gender issues plan was created following an examination of the specific program areas by the Gender/ Diversity/Wellness Issues Sub Committee in coordination with Athletic Department personnel. All athletic department personnel, student-athletes, members of the Athletic Committee, and various other constituent groups

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were given notification of the existence of the plan and encouraged to examine the document and provide feedback. The feedback received was evaluated by the Gender/Diversity/Wellness Issues Sub Committee and edits/additions were made to the document. The final draft was approved by the Gender/Diversity/Wellness Issues Sub Committee and ultimately approved by majority vote of the Steering Committee. The plan's length is five years and the specific years included are 2009-2014.

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.]
- NCAA financial reports for the three most recent academic years.

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Plan Date Range: 2009-10 thru 2013-14

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Accommodation of interests and abilities	<p>Athletic participation is not proportionate to enrollment and there is no history and continuing practice of program expansion.</p> <p>Therefore, the institution must continue to demonstrate it is fully and effectively accommodating the female student interest in intercollegiate athletics through the sport programs it currently offers.</p>	<p>Continue to evaluate whether there is any significant interest demonstrated by the female student population in participating in sport programs not currently offered by Southeastern.</p>	<p>Continue to conduct an annual survey of interest for all female freshmen at Southeastern.</p> <p>The survey is created by the Office of Institutional Research, who additionally gathers, interprets, and reports the findings in an annual document widely distributed and available for public view. All entering students with less than 30 credit hours earned are required to attend orientation. One aspect of orientation involves the completion of an entering freshmen survey that must be completed by all attending. An item included in the freshmen survey asks students about their potential participation and interest in a sport program while at Southeastern. Students are asked at what level they might be interested in participating in 28 sport programs while in college (intramural, club, varsity). The survey is a pencil and paper document. Frequencies for responses are collected and percentages presented in appropriate/easy-to-read tables.</p> <p>The results of the survey will be examined and any significant responses concerning a sport will be scrutinized. That sport may be considered as a potential emerging intercollegiate sport.</p> <p>Consider conducting an open forum, perhaps in conjunction with SGA, as another resource for exploring potential interest in other women's sports.</p>	<ul style="list-style-type: none"> - Office of Institutional Research - Athletic Director - Senior Woman Administrator - Faculty Athletic Representative - Athletic Committee 	<p>Immediate and ongoing. The survey is given each fall with the results available in the mid-fall semester.</p>

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Athletics scholarships	No issues identified within this program area. Maintenance plan included.	Monitor annual scholarship awards by gender to ensure scholarship dollars are awarded to women and men at the same proportion as their respective rate of participation in the intercollegiate athletic program.	The annual scholarship awards will be evaluated and compared by gender by the office of institutional research. The information will be presented to the athletics committee for their validation. Any occurrence of not meeting the goal must be explained and endorsed by the athletic committee. And if needed, adjustments will be enacted.	- Office of Institutional Research - Athletic Director - Senior Woman Administrator - Faculty Athletic Representative - Athletic Committee	Immediate and ongoing. Each year will be evaluated the summer/fall subsequent to the year of the scholarship awards.
Equipment and supplies	No issues identified within this program area. Maintenance plan included.	Monitor equipment and supplies by gender to ensure there is equitable access regardless of gender.	The athletic department will continue to monitor the amount of equipment and the quality of the equipment that is available keeping in mind fairness and equity between gender and like sports.	- Athletic Director - Senior Woman Administrator - Sport Administrators	Immediate and ongoing. Annual evaluation during the purchasing process.
Scheduling of contests and practice time	No issues identified within this program area. Maintenance plan included.	Monitor to ensure equitable opportunities for practice and game scheduling for women's and men's teams ? specifically in the University Center which is a shared facility. Specifically, practice times and days, number of contests, etc.	Follow the department's policy regarding scheduling and shared facilities. Review of proposed practice and competition schedules to ensure fairness and equity in regard to the gender of all teams.	- Athletic Director - Asst. AD for Facilities and Operations - Senior Woman Administrator - Sport Supervisors	Immediate and ongoing evaluation of practice and competition schedules.

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements	Goals	Steps			
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Travel allowance	No issues identified within this program area. Maintenance plan included.	Provide equitable modes of transportation, housing, and meals during team travel.	Follow the travel policy in the department's policy and procedure's manual. The Sport Supervisors, Athletic Director, Senior Woman Administrator, and the Athletic Committee will review annually to ensure travel is fair and equitable and will modify policy as needed.	- Athletic Director - Senior Woman Administrator - Sport Supervisors - Athletic Committee	Immediate and ongoing
Academic support services	No issues identified within this program area. Maintenance plan included.	Provide equitable academic support services to all student-athletes regardless of gender.	Follow the written policies of the academic support program. This program to be periodically reviewed by an entity outside of the athletic department to ensure it is operating appropriately and equitably. On-going internal program evaluation will be conducted and reported to the athletic committee annually.	- Associate Athletic Director for Student Services - Assistant Athletic Director for Academic Affairs - Athletic Committee	Immediate and ongoing
Coaches	No issues identified within this program area. Maintenance plan included.	Ensure access to coaching is equitably provided to student-athletes regardless of gender. And those coaches have access to equitable compensation and employment conditions.	Annually monitor the coaching staffs as to their ability to provide effective coaching according to the number of coaches on staff. If the addition of coaches is warranted comparison to peer programs in the Southland Conference and region will be used to prioritize positions. Also, annually monitor and compare coaches' salaries to peer Southland Conference and regional institutions.	- Athletic Director - Senior Woman Administrator - Athletic Committee - Human Resources	Immediate and ongoing

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Locker rooms, practice and competitive facilities	The track and field and tennis facilities need improvement along with locker facilities. Drainage issues appear with the football competitive facility and the soccer facility.	Explore options to obtain a track and field facility and renovate the tennis facility (including locker rooms). Explore rectifying any drainage issues at Strawberry Stadium and the Soccer field.	Continue to explore financial options to facilitate the creation of or renovation to the Track and Tennis facilities. Also pursue professional assistance in identifying factors that are leading to drainage issues at Strawberry Stadium and the Soccer field. Address in a master plan for athletic facilities.	- Athletic Director - Asst. AD for Operations and Facilities - Senior Woman Administrator - Assoc. AD for External Affairs - University Facility Planning	Immediate and ongoing
Medical and training facilities and services	No issues identified within this program area. Maintenance plan included.	Ensure access to quality services are equitably provided to student-athletes regardless of gender. Including gender? specific medical services and strength and conditioning programs.	Annually evaluate the medical and training facilities and services.	- Athletic Director - Senior Woman Administrator - Head Athletic Trainer - Strength and Conditioning Coach	Immediate and ongoing

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements	Goals	Steps			
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Housing, dining facilities and services	No issues identified within this program area. Maintenance plan included.	Ensure that equitable access to equitable housing and dining is maintained in regards to gender. Specifically, the percentage of student-athletes receiving aid who receive a tier one housing allowance must be similar in regards to gender. If needed, it may be reasonable to consider increasing the number of female housing scholarships to the tier one level.	Review annually the percentage of male and female student-athletes receiving aid that receive the tier one housing allowance. If the percentage receiving the tier one allowance is skewed an adjustment in future years will be required.	- Athletic Director - Senior Woman Administrator - Business Manager - Faculty Athletic Representative	Immediate and ongoing
Publicity and awards	No issues identified within this area. Maintenance plan included. All sports are equitably under publicized and marketed.	Monitor the publicity and awards available for the sport programs. Ensure that all sport programs receive similar and equitable marketing and promotional opportunities.	Review annually the overall promotional and marketing services provided to the sport programs (media relations, marketing initiatives, promotional opportunities etc.).	- Associate AD for External Affairs - Media Relations - Head Coaches - Senior Woman Administrator	Immediate and ongoing
Support services	All sport programs are equitably lacking clerical support. There is a disparity in the number of assistant coaches' office between baseball and softball.	Create additional office space for both softball and soccer which will allow each assistant coach to have an equitable enclosed office similar to those available for baseball.	Identify funding options for the creation of the offices. Work with facility planning concerning floor plans and renderings.	- Athletic Director - Facility Planning - Asst. AD Facilities and Operations - Assoc. AD for External Affairs	Completion by summer 2011

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements	Goals	Steps			
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Recruitment of student-athletes	Although funds available to recruit are not as plentiful as desired, what is provided is distributed equitably with regards to each program's unique circumstances and recruiting system/philosophy.	Ensure recruiting funds are distributed in a fair and equitable manner. A program's recruiting needs may fluctuate and should be taken into consideration.	<p>Annually evaluate all programs' recruiting needs and provide budgeted recruiting funds according to those needs in a fair, reasonable, and equitable manner. Continuing to monitor whether the recruiting resources are adequate for both men's and women's programs.</p> <p>Include monitoring the experience of female and male prospects on visits ensuring their experiences are adequately equivalent.</p>	<ul style="list-style-type: none"> - Athletic Director - Senior Woman Administrator - Sport Supervisors - Head Coaches - Business Manager 	Immediate and on-going
Retention	No issues identified within this area. Maintenance plan included.	Monitor the retention activities pertaining to female staff, coaches and student-athletes. Be sure these activities are contemporary in nature and reflect similar activities provided to male staff, coaches and student-athletes. Specifically track the retention of female student-athletes as opposed to retention rate of females in the general student body.	<p>Annually evaluate the retention activities of female staff, coaches and student-athletes. Critically evaluate the activities as to their effectiveness and ensure the activities are similar to those provided to males.</p> <p>Annually track the retention rate of female student-athletes from fall to fall semesters.</p> <p>Conduct exit interviews with all student-athletes to ascertain their reason for departure and thoughts on their experience as a student-athlete.</p>	<ul style="list-style-type: none"> - Athletic Director - Assoc. AD/SWA - Sport Supervisors - Faculty Athletic Representative 	Begin in Fall 2009 and on-going

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Programs and activities (staff and coaches)	Programming for staff and coaches that specifically addresses gender issues has been minimal if not non-existent.	Develop programming for coaches and staff regarding gender issues.	<p>Leadership will gauge interest in subject areas/program ideas for which staff members would like to receive more information by periodically surveying the staff.</p> <p>Invite gender issues experts to speak to coaches and staff.</p> <p>Develop and implement mentoring program for new coaches and staff members.</p>	<ul style="list-style-type: none"> - Athletic Director - Assoc. AD/SWA - Sport supervisors - Human Resources - EEO/ADA Officer 	Begin Fall 2009 and on-going
Programs and activities (student-athletes)	There has been recent programming for student-athletes regarding contemporary collegiate issues and also a specific women's forum addressing female issues. However, the overall gender issues programming needs focus and better marketing to reach student-athletes.	Communicate current campus programming available to all students and student-athletes. Request feedback from the Student Athlete Advisory Committee as to topics and issues affecting them and of interest in an educational program.	<p>Advertise through fliers, e-mails, announcements, and other means, such as various campus programming offered through the Counseling Center, Student Affairs, and the Campus Activities Board.</p> <p>Survey the SAAC as to the needs and issues impacting them as student-athletes and as female or male student-athletes. Encourage them to ask their teammates to provide feedback also.</p>	<ul style="list-style-type: none"> - Head Athletic Trainer - Assoc. AD/SWA - Student-athlete Health and Well Being Committee - Head Coaches - Department of Kinesiology and Health Studies - Counseling Center - Student Affairs - Campus Activities Board 	Begin Fall of 2009 and on-going

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements	Goals	Steps			
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Participation in governance and decision making	No issues identified within this area. Maintenance plan included.	Maintain equitable representation of males and females in the SAAC. Continue to publicize to all student-athletes the existence and purpose of the SAAC and the potential benefits membership provides. Maintain an open and transparent departmental administrative structure which encourages input from all involved regardless of gender.	During the fall student-athlete statements (required paperwork prior to participation) and fall student-athlete orientation introduce student-athletes to the SAAC and its purpose and invite them to become involved. Promote the SAAC on the department's website and through press releases of SAAC programming and activities. Annually and continually encourage staff and coach participation in the operations of the department.	- Athletic Director - Assoc. AD/ SWA (SAAC Coordinator)	Immediate and ongoing

Gender/ Diversity Issues and Student-Athlete Well-Being

Operating Principle

3.2 Diversity Issues

Self-Study Items

1. List all "conditions for certification" imposed by the Committee on Athletics Certification in its second-cycle certification decision (if any) as they relate to Operating Principle 3.2 (Minority Issues). In each case, provide:
 - a. The original "condition" 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 opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

1. Condition

There were no conditions for certification imposed in the second cycle. Southeastern has maintained its commitment to the fair and equal treatment of staff and students as related to race and national origin as evidenced by the Institution's Minority Plan, the Equity in Athletics Disclosure Act, and monitoring by the Director of Athletics, the Senior Woman Administrator, the Account Specialist, and the EEO/ADA Compliance Officer.

In the last three academic years, Southeastern has hired minorities in roles as senior Athletic Department administrative staff members (i.e. Assistant Athletic Director), full-time Athletic Department staff members (i.e. Academic support, Assistant Athletic Trainer), and full-time assistant coaches and G.A's (men's basketball, women's basketball, football, and track and field).

Minorities have served in key roles in the Student-Athlete Advisory Committee, including President, Vice-President, and Secretary. During the 2006-2007 academic year, all three elected positions (voted on by their peers) were held by minorities (all African-American females). Two of the three elected positions in the 2008-2009 academic year, Vice-President and Secretary, are currently held by minorities.

During the 2007-2008 academic year, Southeastern Athletics was honored with the Division I Diversity in Athletics Award for its programs' focus on diversity. The award, presented by the Laboratory for Diversity in Sports at Texas A&M University, in collaboration with the NCAA, were bestowed upon 62 Division I programs nationally.

Southeastern was one of two institutions to earn three recognitions amid the award subcategories: Diversity Strategy, African-American Graduation: Female Student-Athletes, and African-American Graduation: Male Student-Athletes.

Action

N/A

Action Date

N/A

Explanation for partial or non-completion

N/A

Gender/ Diversity Issues and Student-Athlete Well-Being

2. Report on the implementation of the plan for improvement to address minority issues developed by the institution during its second-cycle certification process. In each case, provide:

- a. The original plan;
- 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 plans.

The Committee on Athletics Certification will not accept the following explanations for partial completion or noncompletion:

- The institution did not possess sufficient funds to implement the plan, and
- The institution has had personnel changes since the original development of the plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

1. Original Plan

Issue: Percentage of Minority Employees on Athletics Department Coaching and Administrative Staff

Target: Maintain current level of minority coaches and administrative staff at a minimum of 20%.

Action

Action Steps:

- (1) As attrition occurs the athletic department will recruit minority candidates for available positions and ensure that candidate pools for positions reflect such efforts.
- (2) The athletic department will utilize networking contacts within the athletic community to locate minority candidates.
- (3) The athletic department will comply with the University Affirmative Action Plan.

Action Date

2001-2007

Explanation for partial or non-completion

Response:

The Institution took action steps (1) and (2) and the athletic department is in full compliance with the Institution's Affirmative Action Plan.

Administrative/Professional Staff (non-clerical) and Coaching Staff Members - Minority

2000-2001 total employees 23; minority employees 22%
 2001-2002 total employees 26; minority employees 15%
 2002-2003 total employees 33; minority employees 12%
 2003-2004 total employees 43; minority employees 14%
 2004-2005 total employees 50; minority employees 12%
 2005-2006 total employees 46; minority employees 13%
 2006-2007 total employees 42; minority employees 18%
 2007-2008 total employees 48; minority employees 19%

Gender/ Diversity Issues and Student-Athlete Well-Being

Despite these efforts the athletic department has been unable to achieve the planning timetable of a minimum of 20% minority employees for each year of the plan. The explanation of this is not clear but what is clear is the department must be vigilant in its quest to identify and secure qualified minority personnel.

2. Original Plan

Issue: Percentage of Minority Student-Athletes

Target: Maintain current level of minority student-athletes at a minimum of 39%.

Action

Action Steps:

Tracking the recruitment of minority student-athletes, evaluating those efforts, and including recruitment of minority student-athletes in yearly evaluations of head coaches.

Action Date

2001-2007

Explanation for partial or non-completion

Response:

For 6 of the previous 7 academic years, Southeastern Louisiana University exceeded the target of 39% of total student-athletes who receive athletically-related aid were from minority ethnic backgrounds.

2001-2002 23% of student-athletes receiving aid were minorities
 2002-2003 44% of student-athletes receiving aid were minorities
 2003-2004 39% of student-athletes receiving aid were minorities
 2004-2005 49% of student-athletes receiving aid were minorities
 2005-2006 40.3% of student-athletes receiving aid were minorities
 2006-2007 40.7% of student-athletes receiving aid were minorities
 2007-2008 46.4% of student-athletes receiving aid were minorities

3. Original Plan

Issue: Graduation Rates of Minority Student-Athletes

Target: Maintain a graduation rate for minority student-athletes equal to or greater than that for all students at the University.

Action

Action Steps:

- (1) Ensure all student participation in organized study activities.
- (2) Provide and encourage the use of academic support.
- (3) Monitor all student achievement.

Action Date

2001-2008

Explanation for partial or non-completion

Response:

As can be seen below, the graduation rate for minority student-athletes was equal to or greater than that for all students six of the nine years reported. Two years, 2005 and 2007, did not have data reported for the single year cohort for minorities but had a 4 class average which more than doubled that of all students. The low score in 2008 could be partially explained by discovering there were no female minorities reported in the 2001-02 cohort.

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Graduation Rate of Minority Student-Athletes:

2000 - 25%
2001 - 20%
2002 - 67%
2003 - 50%
2004 - 57%
2005 - No Data, 4-Class = 56%
2006 - 75%
2007 - No Data, 4-Class = 65%
2008 - 25%, 4-Class = 57%

Graduation Rates for All Students:

2000 - 22%
2001 - 19%
2002 - 23%
2003 - 24%
2004 - 22%
2005 - 25%
2006 - 26%
2007 - 29%
2008 - 32%

4. Original Plan

Issue: Representation of Minority Student-Athletes on the Student-Athlete Advisory Committee

Target: Maintain a percentage of minority student-athletes that is at least equal to the percentage of minorities among all student-athletes. The annual target created for the percentage of minorities within the membership of the Student-Athlete Advisory Committee was 39%.

Action

Action Steps:

Monitor appointment process to ensure appropriate representation.

Action Date

2003-2009

Explanation for partial or non-completion

Response:

The planning timetable set a target of a minimum of 39% each academic year of the plan. As can be seen below, six of the seven past years surpassed the percentage of minority participation goal of 39%. The lone year below 39% was 2003-04 in which the percentage was 38%.

Student-Athlete Advisory Committees 2003-2009 - Minority Participation

2003-04 - 38%
2004-05 - 59%
2005-06 - 52%
2006-07 - 78%
2007-08 - 64%
2008-09 - 45%

5. Original Plan

Issue: Availability of appropriate support services for minority student-athletes

Target: Develop awareness among minority student-athletes of support services available on campus.

Action

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Action steps in the plan included:

- (1) Create opportunities for appropriate campus staff (i.e. multicultural affairs) to make presentations to individual teams.
- (2) Ensure components of NCAA Life Skills Program are directed towards the needs of minority student-athletes.

Action Date

2000-2008

Explanation for partial or non-completion

Response:

All student-athletes, including minority student-athletes are informed of campus support services and are encouraged to take advantage of their services. They are informed of these services through the beginning-of-the-year meeting in which NCAA paperwork is signed along with provided contact information for these services within the student-athlete handbook. These services include and are not limited to:

- Campus Counseling Services
- Career Services Office
- Student Support Services
- Center for Student Excellence
- Office of Student Organizations
- Multi-Cultural and International Student Affairs Office
- Student Government Association
- Prevention and Wellness for Students (PAWS)
- Disability Services

The Champs/Life Skills program reaches out to all new Student-athletes with less than 30 transferable hours. Topics examined in the program include:

- Personality Types
- Values
- NCAA: Regulations and Rules
- Cultural and Community Involvement
- Test-taking Strategies
- Money Management
- Time Management
- Southeastern Catalogue/Careers/Registration Process
- Critical Thinking
- Memory Techniques
- Stress Management
- Etiquette

There has been programming (sexual decision-making and sexually transmitted diseases) from campus support personnel presented to all student-athletes over the past year. There has not been a concerted effort to target the awareness of minority student-athletes. This may be something that should be evaluated and appropriately addressed in future awareness literature and programming. Further, minority members of the SAAC could be surveyed to identify contemporary areas of need or concern which could lead to specific programming.

3. Describe any additional plans for improvement in the area of Operating Principle 3.2 (Minority Issues) developed by the institution after the second-cycle certification decision was rendered by the Committee on Athletics Certification. In each case, provide:
 - a. The additional plan;
 - 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 plans.

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There has been no plan. However, the institution has formed a Minority Affairs Advisory Committee. The first goal of the committee is to recruit minority students because, based on the institution's population, a significant resource is being under-utilized. The Committee also develops programs that will address problems that any student may encounter, plus those that are unique to minorities, in an effort to assist them to complete a successful course of study.

The University has also formed a Cultural Diversity Task Force, whose aim is to recruit minority faculty and staff.

At the outset, Southeastern acknowledges that a selected number of specific action steps set forth in the 2nd cycle were not accomplished. Some of these steps, such as achieving participation according to gender proportionate to the actual enrollment, became impractical and more likely improbable due to the addition of football in 2003. In retrospect, an alternative gender issues plan should have been created and followed after the return of football but this did not occur. Reasonable rationale for the lack of an alternative plan is difficult to identify. This is, in part, due to the fact there has been a high degree of administrative turnover and most of the individuals involved are no longer at Southeastern.

However, Southeastern also acknowledges that a selected number of action steps were accomplished and in some instances surpassed. Furthermore, although certain action steps contained in the plan were not taken, other comparable equitable actions were taken which reflect a commitment to the spirit of fairness and equity (i.e. although a second assistant soccer coach was not hired, a second assistant softball coach was).

In order to enhance institutional monitoring and control of the athletic department and its operations Southeastern has implemented a higher degree of oversight of the third cycle plan as well as various departmental policies and procedures. Subject to direction from the Office of the President, the Departments of Internal Audit and Institutional Research are charged with annually monitoring and evaluating institutional improvement plans and selected departmental policies and reporting their findings to the Office of the President. Thus, regardless of circumstances within the athletic department the institution, through the use of services outside of the department, will be able to effectively monitor progress pursuant to the third cycle plan.

4. Explain how the institution is organized to further its efforts related to the diversity- issues operating principle for both athletics department staff and student-athletes.

Southeastern is committed to the fair and equal treatment of both staff and students as related to ethnic and national origin as can be seen in the University's Diversity Plan for 2009-2014 as well as the University's Equal Employment Opportunity/Affirmative Action Plan. Our commitment is addressed through sources such as the Equity in Athletics Disclosure Act, as well as close monitoring by the Athletic Director, the Compliance Officer, the Senior Woman Administrator, and the EEO/ADA Compliance Officer.

The Athletic Director reports directly to the President.

The Compliance Officer and the Senior Women's Administrator reports directly to the President and the Assistant Vice-President for Enrollment Management with a dotted line to the Athletic Director.

The EEO/ADA Compliance Officer reports directly to the President.

5. Describe how matters concerning diversity issues are monitored, evaluated and addressed on a continuing basis.

Southeastern values diversity. Diversity statistics are monitored on a yearly basis by the Office of Institutional Research and Assessment. In addition, the number of minority employees is tracked by the Athletic Director, EEO/ADA Compliance Officer, and Faculty Athletic Representative. The Athletic Department follows the institution's Affirmative Action Plan by working with the EEO/ADA Compliance Officer and the Human Resources Director.

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6. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for the following:

- a. Full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level);
- b. Other full- and part-time professional (i.e., non-clerical) athletics department staff members (such as trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department);
- c. Full- and part-time head coaches;
- d. Full- and part-time assistant coaches (including graduate assistant and volunteer coaches);
- e. Faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members; and
- f. Other advisory or policy-making group (e.g., governing board subcommittee for athletics, student athlete advisory committee) members (if any).

a. Full-time senior administrative athletics department staff members (i.e., assistant athletic directors up through the athletics director level);

The full-time senior administrative athletics department staff has grown from four full-time staff members to seven full-time staff members over the past three academic years. Up until the summer of 2008 there were no minorities within that group. During the summer of 2008 Ms. Hope Williams, who is a member of a minority ethnic group, was hired as the Assistant Athletic Director for Academic Affairs.

b. Other full- and part-time professional (i.e., non-clerical) athletics department staff members (such as trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department);

During the 2005-06 and 2006-07 academic years, 9 percent of the full- or part-time professional staff was classified as minorities. Eleven percent of staff members classified as full- or part-time professional was minorities during the 2007-08 academic year.

c. Full- and part-time head coaches;

Ten percent of the full- or part-time head coaches were minorities during the 2005-06 academic year. None of the full- or part-time head coaches were minorities during the 2006-07 and 2007-08 academic years.

d. Full- and part-time assistant coaches (including graduate assistant and volunteer coaches);

The percentage of minority full- or part-time assistant coaches has increased during each of the three previous academic years. During the 2005-06 academic year 14% of assistant coaches were minorities. The percentage of minorities during the 2006-07 academic year grew to 21%. Finally, during the 2007-08 academic year, 33% of assistant coaches were minorities. The percentage of minority assistant coaches increased by nearly twenty percent over the three academic years.

e. Faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members. The University's Athletic Committee 2006-2009 membership is presented below.

Year	Members	Members	Males	Females
2006-07	18	2	14	4
2007-08	18	2	15	3
2008-09	18	0	12	6

The membership of the University's Athletic Committee is lacking appropriate minority membership. This should be examined and minority participation should increase.

f. Other advisory or policy-making group (e.g., faculty senate subcommittee on athletics, student-athlete advisory

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committee) members (if any).

The University's Student-Athlete Advisory Committee 2006-2009 membership is presented below.

Year	Members	Members	Males	Females
2006-07	23	13	10	13
2007-08	22	10	9	13
2008-09	20	9	9	11

The minority percentage membership on the Student-Athlete Advisory Committee is significant. The Athletic Department will continue to ensure appropriate representation in the future.

7. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for student-athletes who received athletics aid and for all students.

The percentage of student-athletes who received athletics aid increased in each of the three previous academic years. In the 2005-06 academic year, 41% of student-athletes receiving aid were minorities. During the same academic year 21% of the university's enrollment was minority students.

During the 2006-07 academic year, 41% of student-athletes who received aid were minorities while 21% of students enrolled in the institution were minorities.

During the last complete academic year, 2007-08, 46% of student-athletes who received aid were minorities compared to 23% of the institution's enrollment.

8. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA Federal Graduation Rates Report.

a. Baseball ? The baseball team was composed of 0%, 6.5%, and 5.7% minority student-athletes during the three previous academic years, respectively.

b. Men's Basketball ? The men's basketball team was composed of 92%, 100%, and 85% minority student-athletes during the three previous academic years, respectively.

c. Football ? The football team was composed of 63%, 58%, and 65% minority student-athletes during the three previous academic years, respectively.

d. Men's Track/CC - The men's track/cc team was composed of 43%, 43%, and 59% minority student-athletes during the three previous academic years, respectively.

e. Men's Other Sports - The "men's other sports" teams was composed of 6.7%, 6.3%, and 6.7% minority student-athletes during the three previous academic years, respectively.

f. Women's Basketball - The women's basketball team was composed of 64%, 73%, and 84% minority student-athletes during the three previous academic years, respectively.

g. Women's Track/CC - The women's track/cc team was composed of 48%, 48%, and 54% minority student-athletes during the three previous academic years, respectively.

h. Women's Other Sports - The women's "other-sports" teams was composed of 17%, 20%, and 27% minority student-athletes during the three previous academic years, respectively.

An evaluation of the eight sport groups listed in the NCAA Federal Graduation Rates Reports demonstrates:

In 2005-06, 5 of the 8 sport groups listed contained a percentage of minorities receiving aid greater than the institution's percentage of minority students. In addition, the total percentage of student-athletes receiving aid (40.3%) was greater than the percentage of minorities enrolled at the institution (21%).

In 2006-07, 5 of the 8 sport groups listed contained a percentage of minorities receiving aid greater than the institution's percentage of minority students. In addition, the total percentage of student-athletes receiving aid (40.7%) was greater than the percentage of minorities enrolled at the institution (21%).

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In 2007-08, 6 of the 8 sport groups listed contained a percentage of minorities receiving aid greater than the institution's percentage of minority students. In addition, the total percentage of student-athletes receiving aid (46.4%) was greater than the percentage of minorities enrolled at the institution (23%).

The diversity issue committee subsequent to examining the data presented above believes that athletically related aid is being appropriately and fairly distributed to minority student-athletes when considering the percentage of minority students at the institution.

9. Using the program areas for diversity issues:

- a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process;
- b. Provide data demonstrating the institution's status and commitment across each of the nine areas;
- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds; and
- d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas.

1. Institutional and athletics department commitment and organization Written statements (e.g., vision statements, mission statements, diversity statements, policies, plans) that address the issues of diversity, including where the statements are published; description of how the institution and athletics department are organized to address diversity through policies and/or organizational structure, including how athletics department's commitment to diversity connects with the institution's commitment; communication of expectations regarding diversity to staff, coaches and student-athletes.

- a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process.

Beginning in spring, 2008, a committee was formed to specifically look at the diversity issues. The committee was composed of the Athletic Director, the Director of Institutional Research, the Interim Senior Woman administrator, the Assistant Athletic Director for Compliance, the Assistant Vice-President for Academic Affairs, and the EEO Officer.

The committee gathered data on each of the 9 areas and evaluated it during the spring and summer of 2008. The data was obtained from the Office of Institutional Research, EADA and NCA Financial Reports and other University and Department resources/documents.

Beginning in the summer of 2008, the diversity issues subcommittee was created within the NCAA Certification Self-Study structure. The subcommittee was made up of a diverse group of individuals. The membership represented a balance between individuals who worked within the Athletic Department and individuals who worked outside the Athletic Department. The subcommittee's review of pertinent information resulted in findings and in some cases recommendations which were available to departmental and community review and comment and ultimately approved through majority vote by the steering committee.

In reference to this specific area of interest, the subcommittee examined university and departmental publications and other pertinent documents to identify the institutional and departmental commitment to diversity.

- b. Provide data demonstrating the institution's status and commitment across each of the nine areas.

Gender/ Diversity Issues and Student-Athlete Well-Being

Southeastern is committed to the fair and equal treatment of both staff and students as related to ethnic and national origin as can be seen in the University's Equal Employment Opportunity/Affirmative Action Plan. Further, open proclamation of this commitment in various shapes and forms can be found in:

- The University's General Catalogue
- The University Mission and Core Values
- Statement of Compliance to Civil Rights
- The Department's Policy and Procedures Manual
- State of Philosophy
- Commitment Statement
- Objectives of the Athletic Department
- Student-Athlete Handbook
- Non-Discriminatory Statement
- The Departments 2009-2014 Diversity Issues Plan

The department can and should find additional ways to more effectively and repetitively communicate to all constituents (student-athletes, staff and coaches the campus community and fans/alumni/supporters) its belief in and commitment to departmental diversity and addressing diversity issues.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds.

The subcommittee, following an examination of the documents mentioned above, feels as though the institution and department are committed and openly communicate that commitment in numerous ways and are properly organized to support this commitment. The subcommittee does believe that the Athletic Department can and should better communicate this commitment to diversity and diversity issues to its staff, coaches, and student-athletes.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas.

The Athletic Director and Senior Woman Administrator will widely communicate the existence of commitment to diversity statements and how to identify the location of those statements. At the beginning of each year during coaches/staff and student-athlete meetings, the AD and/or Senior Woman Administrator will identify and explain the statements and show distinct locations of the statements (University Catalogue, Department Policy and Procedures Manual, Student-athlete Handbook and website).

2. Assessment Assessment of athletics department activities to evaluate it's consistency with objectives set forth in the institution's and athletics department's written diversity statements; assessment of campus climate through evaluation of various campus constituencies.

a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process.

The diversity issues subcommittee examined several areas within the Athletic Department which directly or indirectly involved or impacted members of minority groups or diversity issues. The areas examined included employment, participation, financial aid, graduation rates, academic progress, provision of support services, and participation in governance. Observations and data gained from examination of the aforementioned areas were compared to the intent and spirit of the department's and institution's diversity statements.

The subcommittee also evaluated data and examined various campus services and programming related to minorities and diversity issues. The findings of the subcommittee were available to departmental personnel and the general public for scrutiny and feedback. The findings were ultimately forwarded to the steering committee and approved by majority vote.

Gender/ Diversity Issues and Student-Athlete Well-Being

b. Provide data demonstrating the institution's status and commitment across each of the nine areas.

The following areas are related to or result from the department's and university's diversity statements. Each of these areas represent reasonable adherence to the diversity statements and contain pertinent data and observations to validate that adherence (data and observations defined in question 2 of OP 3.2).

- Opportunities for employment for minority coaches
- Percentage of minority student-athletes receiving aid in comparison to the minority general student population
- Minority student-athlete graduation rates
- Representation of minority student-athletes in leadership positions (student-athlete advisory committee)
- Awareness by minority student-athletes of support services and programming available at either the departmental or university level

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds.

It appears as though the athletic department is following the letter and spirit of its published diversity statements. This can be seen in participation levels of minorities, participation of minorities in governance activities, award of athletically-related aid to minorities and selected life skills and educational programming for all student-athletes.

An area the department does need improvement is an assessment of campus climate through various campus constituencies. In addition, the lack of a minority head coach and lack of substantial representation in the athletic department staff as a whole warrants continued vigilance in casting a "wide net" when searching for potential coaches and staff to ensure all ethnicities have the ability to actively pursue job openings.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas.

The Associate Athletic Director for Student Services, the Assistant Athletic Director for Academic Affairs, and the Lifeskills Coordinator will annually monitor and evaluate key diversity indicators. Additionally, they will periodically coordinate with campus constituent groups (Counseling Center, Student Government, and Division of Student Affairs) to discuss and identify campus diversity issues and the campus climate in reference to diversity issues.

They will also once a year (minimally) meet with the appropriate campus constituent groups to discuss and identify campus diversity issues and the campus climate in reference to diversity issues. This information should be considered when developing programming or services for student-athletes.

3. Recruitment Institutional and athletics department programs and strategies for recruiting administrators, coaches and student-athletes from underrepresented groups or diverse backgrounds.

a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process.

The diversity issues subcommittee examined the hiring practices and recruiting practices of the Athletic Department. This examination included data pertaining to minority employees (staff, administrators, and coaches) and student-athlete participation by race/ethnicity. Further, interviews with the Athletic Director and Senior Woman Administrator presented information complimentary to the data. The subcommittee's findings were made available for departmental and general public viewing and feedback and was ultimately approved by majority vote of the steering committee.

Gender/ Diversity Issues and Student-Athlete Well-Being

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

Recruitment of Administrators and Coaches:

The department's percentage of minority administrative staff and coaches has averaged 15.6% from 2000-2008 with 2007-2008 being 19%. The institution's percentage of minority employee's is also approximately 19%. The department follows the hiring practices of the University, which ensures equal access to all applicants regardless of race/ethnicity.

Recruitment of Student-Athletes:

The average student-athlete participation rate for minorities during the same time period has been 40% with 2007-2008 being 46.4%. The institution's percentage of minority enrollment is approximately 24%.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds.

The department follows the University's procedure for all employment. This procedure mandates fair and equitable hiring practices and encourages the participation of underrepresented groups. The administration is sensitive to the need to provide coaching and administrative leadership opportunities to minorities not only for the good of the potential employee but also for the potential positive role modeling effect on minority student-athletes. All contemporary coaches (including those at Southeastern) understand and appreciate the global nature of our world and recruit without regard to ethnicity or race.

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas.

The Athletic Director, the Assistant AD for Operation and Facilities, through collaboration with Human Resources desires to increase the diversity of coaches (specifically head coaches) and administrative staff.

For all job openings the department will follow the University's Affirmative Action guidelines. In addition specific notice will be directed to the historically black institution's conference offices. An annual review of hiring practices by the department and Athletic Committee will scrutinize the current amount of diversity within the department and the most recent hires.

The athletic department will explore expanding its internship program focusing on diversity and providing opportunities for minorities while working closely with the sport management program on campus.

4. Hiring practices Assessment and comparison of institutional and athletics department hiring practices to ensure the athletics department demonstrates a commitment to diversity in hiring procedures for athletics department staff and coaches. Description, comparison and explanation of any differences between institutional hiring practices and athletics department hiring practices. Description of institutional and/or athletics department policies related to use of outside firms (e.g., search firms) to ensure a diverse candidate pool. Description of actual hiring practices since previous self-study for any positions (e.g., coaches, staff) determined to be high profile at the institution.

- a.** Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process.

The diversity issues subcommittee examined the hiring practices of the Athletic Department. The results of this examination were made available to departmental personnel and the general public and were ultimately approved by a majority vote of the steering committee.

Gender/ Diversity Issues and Student-Athlete Well-Being

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

The department does not have a separate hiring process from that of the University. The department has not recently used an outside consulting firm in a hiring process. The normal hiring process includes appropriate formal advertisement of positions in local and national outlets (The NCAA News, NACDA, Specific Coaching Associations etc.). In addition, the athletic director often contacts historically black institutions either directly or through their conference office to raise awareness of specific positions. Subsequent to the advertising, applicants are sorted and the pool is narrowed by a selection committee who has undergone proper University training in hiring practices. The candidates are narrowed until one is selected and forwarded to the President for approval and most are then submitted to the Board of the University of Louisiana System for Final Approval.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds.

The diversity issues subcommittee subsequent to analysis of the hiring process and practices of the department feels as though the department is appropriately following the University's hiring guidelines. The subcommittee does acknowledge the ongoing need to conduct widespread searches, which ultimately provide more opportunities for a diverse group of applicants.

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas.

The Athletic Director, Human Resources, and the Athletic Committee will ensure that the department continues to follow University hiring procedures. These procedures should result in a fair and equitable search in which a diverse pool of candidates is sought. Any deviation from this process or an appearance of a lack of actively seeking a diverse pool should result in examination of the process by the Office of Human Resources and the Athletic Committee.

The Athletic Director will periodically report to the Athletic Committee concerning the diversity of the department (specifically administrative and head coaching positions) and explain the hiring process the department follows. Specifically the athletic director will report all new employees and hiring procedures followed.

5. Retention Programs and services to address retention and acclimation of diverse staff, coaches and student-athletes; review of retention and promotion of staff and coaches who are members of underrepresented groups, including professional development opportunities (e.g., mentoring programs), compensation, duration of contracts, conditions relating to contract renewal.

- a.** Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process.

The diversity issues subcommittee examined the number of minority administration, staff, coaches, and student-athletes. This examination included an overview of position titles, job descriptions, and opportunities for advancement. The intent of the examination was to gain an understanding of the participation of minorities within the operations of the department, opportunities for significant input into the success of the department, and opportunities for advancement. The findings are presented in three categories: 1) administration/staff, 2) coaches, and 3) student-athletes. These findings were open to departmental and general public examination and ultimately endorsed through majority vote of the steering committee.

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

Gender/ Diversity Issues and Student-Athlete Well-Being

The department believes in retaining and/or promoting all able, talented and committed coaches, staff and student-athletes. The following is an overview of programs and services which directly or indirectly enhance the retention or promotion of minorities in various categories.

Minority Staff

All minority staff members have an active role in the success of the department. There are defined responsibilities and expectations for each position. Each position is included in various administrative staff meetings, departmental meetings and/or special ad hoc committees concerning contemporary topics within the department or the University. All personnel's input concerning the department's operations is sincerely encouraged.

The Assistant Athletic Director for Academic Affairs is a senior member of the administrative team and is involved in all significant decision-making pertaining to Academic Support Services.

Resources for minority staff members are similar to those provided to non-minority staff members. Opportunities for professional development are available and encouraged pending available funding. Many minority staff members perform various service roles within the campus community. All staff is encouraged to attend conference and national professional meetings. Further, they are encouraged to interact/network with other professionals in their field.

The salary for selected non-classified personnel including minorities seems to be within the range of similar positions within the Southland Conference. Annual raises are determined based upon job performance. Staff members, with the exception of the civil service workers, are "at-will" and serve at the pleasure of the University; there are no contracts for employment.

Minority Coaches

There are no minority head coaches at this time. There are currently five minority assistant coaches.

All coaches attend regularly scheduled department meetings in which their thoughts and opinions are openly expressed and encouraged. Assistant coaches are encouraged to network and attend professional development activities of which the expenses are sometimes covered. They are mentored by the head coach and provided opportunities for professional growth and development in the coaching profession. All assistant coaches are paid within reasonable range of the Southland Conference average for similar positions within the conference. All assistant coaches are considered "at-will" and serve at the pleasure of the University. Assistant coaches' performance is evaluated annually. Pay raises are determined through consideration of performance for the prior year.

Minority Student-Athletes

Minority student-athletes are provided with the same retention services and programs as non-minority student-athletes. These services and programs include but are not limited to:

- Academic support programming
- Required study hall and mentor sessions according to year of enrollment and GPA.
- Tutoring.
- Technology.
- Quiet, structured and monitored study environment.
- Course advising and registration.
- Counseling Services
- Confidential on-campus counseling services.
- Mentoring Programs
- Selected sport programs have created a mentoring program in which minority role models talk with and interact with minority and non-minority student-athletes.
- Career Services
- All minority student-athletes have access to and are informed of career services.
- SE 101/Life Skills Classes
- Required for all incoming student-athletes.
- Sports Medicine and Strength and Conditioning Services
- All student-athletes are exposed to fine medical care and strength and conditioning program which assists in preventing and rehabilitating injuries.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds.

Gender/ Diversity Issues and Student-Athlete Well-Being

The diversity equity subcommittee, after examination of the information provided above, is satisfied with the programs and services which address the retention of minority administration/staff, coaches, and student-athletes. The subcommittee does believe there is a culture of legitimate and sincere equitable value placed on all members of the department and sports programs regardless of race. The subcommittee further believes the department should be mindful in continuing to provide appropriate educational programs to minority student-athletes pertaining to career opportunities within athletic administration and sports management to enhance awareness of career paths and opportunities within those fields.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas.

The Athletic Director, the Assistant AD for Operations, the Business Manager, the Compliance Coordinator, the Head Athletic Trainer, and the Student-Athlete Health and Wellness Committee will ensure that each new employee (coach or staff) will receive a basic departmental orientation in addition to the University employee orientation. In addition, they will ensure student-athletes will be exposed to campus-wide student support services available to them.

The Assistant Athletic Director for Operations and Business Manager will orient each new department employee as to procedures in the policy and procedures manual.

During beginning of the year meetings student-athletes will be exposed to various campus services. This will be reinforced throughout the year through fliers and announcements promoting activities.

6. Partnerships Collaboration and integration between athletics department and other institutional units or external organizations to enhance diversity efforts in programs, activities and services.

a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process.

The diversity issues subcommittee examined the occurrence of collaboration and integration between the department and other institutional units which enhanced diversity efforts. The subcommittee's findings were open to departmental and public review and ultimately approved by a majority vote of the steering committee.

b. Provide data demonstrating the institution's status and commitment across each of the nine areas.

The athletic department collaborates with several areas on campus to develop services and programming which enhance the student-athlete experience (the Counseling Center, SGA, Greek Council, Campus Activities Board etc.). It may be advisable to identify minority specific programming or services that are available within these partnerships. It also may be advisable to explore closer relationships with Office of Multi-Cultural and International Student Affairs and various other registered student organizations whose mission includes aspects of diversity issues and/or awareness.

The institution has formed a Minority Affairs Advisory Committee. The first goal of the committee is to recruit minority students because, based on the institution's population, a significant resource is being under-utilized. The Committee also develops programs that will address problems that any student may encounter, plus those that are unique to minorities, in an effort to assist them to complete a successful course of study. There is not currently a formal relationship between athletics and this committee. This may be something that can be explored in the future.

The University has also formed a Cultural Diversity Task Force, whose aim is to recruit minority faculty and staff. There is not currently a formal relationship between athletics and this task force. This may be something that can be explored in the future.

Gender/ Diversity Issues and Student-Athlete Well-Being

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds.

The diversity issues subcommittee finds that the department is collaborating and integrating with various institutional units in a variety of ways. This collaboration and integration positively impacts all student-athletes, including those who are minorities. Specific programming directly related to diversity efforts and issue is minimal and should be explored and enhanced.

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas.

The Associate AD for Student Services, the Assistant AD for Academic Affairs, and the Lifeskills Coordinator will annually identify campus programming that addresses diversity issues/topics and inform all student-athletes of that programming. They will also meet with the Office of Multi-Cultural and International Student-Affairs and other applicable organizations whose mission includes aspects of diversity issues and awareness to identify programs or partnerships that could be beneficial to the campus community and student-athletes.

Each semester programming that addresses diversity issues or topics will be identified and communicated to student-athletes and staff.

The department will periodically meet with the Office of Multi-Cultural Affairs and any other applicable organizations to discuss opportunities for diversity awareness/issues programming.

7. Programs and activities (staff and coaches) Programs and activities that provide opportunities for all athletics department staff and coaches to address diversity issues, including those designed to address the needs of underrepresented groups or diverse backgrounds.

- a.** Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process.

The diversity issues subcommittee examined current programming and activities that provide opportunities for departmental staff and coaches to address diversity issues. Information concerning this area was obtained through an examination of past programming and activities presented through the department. The findings of the subcommittee were made available to the department and general public for review and subsequently endorsed by majority vote of the steering committee.

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

The department is sensitive to the needs of the underrepresented groups or diverse backgrounds and does its best to provide avenues for identification of these issues and addressing them. However specific programming to openly address diversity issues for staff and coaches has been relatively non-existent.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds.

The subcommittee failed to recognize any substantial recent programming or activities provided to staff and coaches that specifically addressed diversity issues or the needs of the underrepresented groups. Obviously the subcommittee encourages the department to identify, secure, and present such programming.

Gender/ Diversity Issues and Student-Athlete Well-Being

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas.

The Athletic Director, the Senior Woman Administrator, the Sport Supervisors, Human Resources, and the EEO/ADA Officer will develop programming for coaches and staff regarding diversity issues. The department will gauge interest in subject areas/program ideas for which staff members would like to receive more information by annually surveying the staff at the first department meeting of the year.

Invite diversity issues experts to speak to coaches and staff

Develop and implement mentoring program for new coaches and staff members

- 8. Programs and activities (student-athletes)** Programs and activities that provide opportunities for all student-athletes to address diversity issues, including those designed to address the needs of under-represented groups or diverse backgrounds.

- a.** Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process.

The diversity issues subcommittee examined programs and activities that provide opportunities for all student-athletes to address diversity issues. This was done through a review of past programming identified by members of the Athletic Department and the Student-Athlete Health and Wellness Committee. The findings of the subcommittee were made available to the department and general public and were ultimately endorsed through majority vote by the steering committee.

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

Awareness by all student-athletes of departmental and campus programming involving diversity issues is minimal. This diversity issues programming should be better defined and marketed to all student-athletes.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds.

The subcommittee recognizes the need for the department to identify and communicate campus-based diversity-related programming to student-athletes and provide departmental programming which addresses diversity issues including those designed to address the needs of underrepresented groups.

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas.

The Athletic Director, the Senior Woman Administrator, the Assistant Athletic Director for Academic Affairs, and the Lifeskills Coordinator will identify and communicate current campus diversity-related programming available to all students and student-athletes.

The Athletic Director will also request feedback from the Student-Athlete Advisory Committee as to topics and issues related to diversity and will develop relevant programming.

Invite diversity issues experts to speak to student-athletes.

Gender/ Diversity Issues and Student-Athlete Well-Being

9. Participation in governance and decision making Involvement of athletics department staff, coaches and student-athletes from underrepresented groups or diverse backgrounds in the governance and decision-making processes of the athletics department; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and athletics department staff and coaches (e.g., participation at the conference and/or national level).

a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process.

The diversity issues subcommittee examined the involvement of Athletic Department staff, coaches, and student-athletes in the governance and decision-making processes of the Athletic Department. Information concerning this topic was obtained from Athletic Department personnel and through examination of various departmental documents such as the policy and procedures manual and the student-athlete handbook. The subcommittee's findings were made available to departmental personnel and the general public and were ultimately approved by a majority vote of the steering committee.

b. Provide data demonstrating the institution's status and commitment across each of the nine areas.

The Student Athlete Advisory Committee (SAAC) is generally made up of two representatives from each team. The SAAC meets regularly with the athletic administration to provide input and recommendations. The SAAC is exposed to contemporary topics including those which involve diversity issues. In addition, the committee also organizes community service projects for student-athletes. Minority membership within the SAAC has been 2008-09 (45%), 2007-08 (45%), and 2006-07 (56%).

The department encourages open and wide discussion of all topics in an unthreatening and transparent environment. All members of the department are encouraged to identify possible areas of concern or ask question pertaining to the operations of the department. Staff and coaches are informed of alternative campus personnel that they may approach with their concerns if thoughts are not being addressed appropriately within the department (the Faculty Athletic Representative and/or the University's EEOC/ Affirmative Action Officer). This information is provided in the department's Policy and Procedures Manual.

Monthly staff meetings are held, specifically to address compliance issues and other department operations. At that time, issues related to diversity issues can be addressed. In addition, head coaches and applicable athletic staff have a monthly meeting which provides another open forum to address any concerns. All department staff and coaches can approach the Athletic Director or the Senior Women Administrator at their convenience to discuss areas of concern. Athletic committee meetings are also available for staff and coaches to attend and express any concerns and/or ask questions concerning diversity issues.

In addition, applicable coaches and staff are encouraged to participate in Southland Conference, Regional or National conferences.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds.

The subcommittee subsequent to observations and examination of the current operating practices of the department are satisfied that the department effectively provides appropriate participation in governance and decision-making by staff, coaches, and student-athletes from underrepresented groups or diverse backgrounds.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas.

Gender/ Diversity Issues and Student-Athlete Well-Being

The Athletic Director and Senior Woman Administrator will ensure a diverse membership within the SAAC. They will continue to publicize to all student-athletes the existence and purpose of the SAAC and the potential benefits membership provides. During the fall student-athlete statements (required paperwork prior to participation) and fall student-athlete orientation, student-athletes will be made aware of the SAAC and its purpose and will be invited to become involved.

The department will maintain an open and transparent administrative structure which encourages input from everyone without regard to ethnicity or race.

Annually encourage employee input in the development of policies and procedures of the department.

- 10.** Using the "plan for improvement" section, provide an institutional diversity issues plan that addresses all nine aforementioned program areas for the athletics department. The plan must include all required elements of a plan as noted by the committee. If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to monitor the institution's status in that program area (s).

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

- 11.** Describe how the institution will review its diversity-issues plan on an annual basis, including how it will compare the plan with its assessment (see Program Area No. 2). Further, identify those individuals who will be responsible for this review.

The diversity-issues plan will be reviewed annually by the Athletic Director (Joel Erdmann), the Senior Women's Administrator (Sherry Kennemer), applicable Head Coaches, the Faculty Athletic Representative (Joe Morris), the University's EEO/ADA Officer (Gene Pregeant), and the Athletic Committee. Goals set forth in the plan will be scrutinized and recognized as achieved or pending. This annual review will be documented in the minutes of the athletic committee and used as future comparative reference. Any deviations from or amendments to the plan must be approved by and justified in writing by the athletic committee.

In order to enhance institutional monitoring and control of the athletic department and its operations, Southeastern has implemented a higher degree of oversight of the third cycle plan as well as various departmental policies and procedures. Upon direction from the Office of the President, the Departments of Internal Audit and Institutional Research are charged with annually monitoring and evaluating institutional improvement plans and selected departmental policies and reporting their findings to the Office of the President. Thus, regardless of circumstances within the athletic department the institution, through the use of services outside of the department, will be able to effectively monitor progress pursuant to the third cycle plan.

- 12.** Describe the institution's efforts to ensure the diversity-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

If a plan concludes prior to the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan were ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.

Gender/ Diversity Issues and Student-Athlete Well-Being

The diversity issues plan was created following an examination of the specific program areas by the subcommittee in coordination with Athletic Department personnel. All athletic department personnel, student-athletes, members of the Athletic Committee and various other constituent groups were given notification of the existence of the plan and encouraged to examine the document and provide feedback. The feedback received was evaluated by the subcommittee and changes made if such changes were deemed to make a contribution to the plan for improvement.

The steering committee approved the self-study report, including OP 3.2. As stated in the Introductory section of the self study, both the steering committee and each subcommittee is made up of a diverse group of individuals. The membership of each represents a balance between individuals who work within the Athletic Department and individuals who work outside of the Athletic Department.

Therefore, broad-based participation was involved in both the preparation and approval of these plans for improvement.

Finally, both the President and the AD are members of the steering committee. Their participation in the steering committee's approval of the self-study, and the plans for improvement contained therein, are indicative of the institutional support required for such plans.

The plan's length is five years and the specific years included are 2009-2014.

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

- Written statements that address diversity (e.g., vision statements, mission statements, diversity statements, policies, plans).
- Written policies related to hiring policies and procedures, including any policies related to the use of outside firms (e.g., search firms).
- Written or published information related to the recruitment and retention of diverse staff, coaches and student-athletes.
- Written or published information related to programs and activities for staff, coaches and student-athletes.

Gender/ Diversity Issues and Student-Athlete Well-Being

Plan Date Range: 2009-10 thru 2013-14

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work
Institutional and athletics department commitment and organization	The Institution's and Department's statements of commitment to diversity exist in various publications but need to be particularly communicated/emphasized to coaches, staff, and student-athletes.	Communicate the existence of commitment to diversity statements and identify the location of those statements.	At the beginning of each year during coaches/staff and student-athlete meetings, identify and explain the statements and show distinct locations of the statements (University Catalogue, Department Policy and Procedures Manual, Student-athlete Handbook and website).	- Athletic Director - Compliance Coordinator/SWA	Fall 2009 and ongoing
Assessment	The athletic department measures and monitors many indicators of the status of diversity (employment, participation, financial aid, graduations rates, academic progress, provision of support services, and participation in governance), however; it does not effectively evaluate the campus climate through evaluation of campus constituencies.	Continue to annually monitor and evaluate key diversity indicators. Periodically coordinate with campus constituent groups (Counseling Center, Student Government, and Division of Student Affairs) to discuss and identify campus diversity issues and the campus climate in reference to diversity issues.	Collect and evaluate key diversity indicators following each academic year. Once a year (minimally) meet with the appropriate campus constituent groups to discuss and identify campus diversity issues and the campus climate in reference to diversity issues. This information should be considered when developing programming or services for student-athletes.	- Associate AD for Student Services - Asst. AD for Academic affairs - Life Skills Coordinator	Fall 2009 and ongoing

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work
Recruitment	<p>The department follows the University's employment procedures and is mindful of the importance of diversity. However, at the head coach and other staff positions there is minimal minority representation. There should be more specific attention given to the recruiting efforts to increase diversity in these areas.</p>	<p>Increase the diversity of coaches (specifically head coaches) and administrative staff.</p> <p>Increase the awareness of minorities pertaining to athletic related careers and job opportunities.</p>	<p>For all job openings, the department will follow the University's Affirmative Action guidelines. In addition, specific notice will be directed to the historically black institution's conference offices. An annual review of hiring practices by the department and Athletic Committee will scrutinize the current amount of diversity within the department and the most recent hires.</p> <p>The athletic department will explore expanding its internship program focusing on diversity and providing opportunities for minorities while working closely with the sport management program on campus.</p>	<ul style="list-style-type: none"> - Athletic Director - Asst. AD for Operations - Human Resources 	<p>Fall 2009 and on-going</p>
Hiring practices	<p>The department follows the University's hiring procedure.</p> <p>No issues identified within this program area.</p> <p>Maintenance plan included.</p>	<p>Continue to follow University hiring procedures. These procedures should result in a fair and equitable search in which a diverse pool of candidates is sought. Any deviation from this process or an appearance of a lack of actively seeking a diverse pool should result in examination of the process by the Office of Human Resources and the Athletic Committee.</p>	<p>Follow the University hiring procedure.</p> <p>The Athletic Director will periodically report to the Athletic Committee concerning the diversity of the department (specifically administrative and head coaching positions) and explain the hiring process the department follows. Specifically the Athletic Director will report all new employees and hiring procedures followed.</p>	<ul style="list-style-type: none"> - Athletic Director - Human Resources - Athletic Committee 	<p>Fall 2009 and on-going</p>

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work
Retention	<p>The department must better orient its new staff and coaches to departmental operations and University regulations.</p> <p>Continue to use and promote campus services available to all students and student-athletes (e.g. counseling center, career services, academic support, and registered student organizations).</p>	<p>Each new employee (coach or staff) will receive a basic departmental orientation in addition to the University employee orientation.</p> <p>Student-athletes will be exposed to campus services available to them.</p>	<p>The Assistant Athletic Director for Operations and Business Manager will orient each new department employee as to procedures in the policy and procedures manual.</p> <p>During beginning of the year meetings student-athletes will be exposed to various campus services. This will be reinforced throughout the year through fliers and announcements promoting activities.</p>	<ul style="list-style-type: none"> - Athletic Director - Asst. AD for Operations - Business Manager - Compliance Coordinator - Head Athletic Trainer - Student-athlete Health and Wellness Committee 	Fall 2009 and ongoing
Partnerships	<p>The department should identify diversity-specific programming or services that are available through campus organizations.</p> <p>The department should develop a relationship with the Office of Multi-Cultural and International Student Affairs and other applicable organizations whose mission includes aspects of diversity issues and awareness.</p>	<p>Annually identify campus programming that addresses diversity issues/topics and inform all student-athletes to that programming.</p> <p>Meet with the Office of Multi-Cultural and International Student-Affairs and other applicable organizations whose mission includes aspects of diversity issues and awareness to identify programs or partnerships that could be beneficial to the campus community and student-athletes.</p>	<p>Each semester identify programming that addresses diversity issues/topics and communicate the programming to student-athletes and staff.</p> <p>Periodically meet with the Office of Multi-Cultural Affairs and any other applicable organizations to discuss opportunities for diversity awareness/ issues programming.</p>	<ul style="list-style-type: none"> - Associate AD for Student Services - Asst. AD for Academic Affairs - Life Skills Coordinator 	Fall 2009 and ongoing

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work
Programs and activities (staff and coaches)	Programming for staff and coaches that specifically addresses diversity issues has been minimal if not non-existent.	Develop programming for coaches and staff regarding diversity issues.	<p>Leadership will gauge interest in subject areas/program ideas for which staff members would like to receive more information by annually surveying the staff at the first department meeting of the year.</p> <p>Invite diversity issues experts to speak to coaches and staff.</p> <p>Develop and implement mentoring program for new coaches and staff members.</p>	<ul style="list-style-type: none"> - Athletic Director - Assoc. AD/SWA - Sport supervisors - Human Resources - EEO/ADA Officer 	Begin Fall 2009 and on-going
Programs and activities (student-athletes)	The overall diversity issues programming for student-athletes needs focus and better marketing to reach student-athletes.	<p>Communicate current campus diversity-related programming available to all students and student-athletes.</p> <p>Request feedback from the Student Athlete Advisory Committee as to topics and issues affecting them and of interest in an educational program and develop relevant programming.</p>	<p>Advertise through fliers, e-mails, announcements, and other means, such as various campus programming offered through the Counseling Center, Student Affairs, the Office of Multi-Cultural Affairs, and other related groups.</p> <p>Survey the SAAC as to the needs and issues impacting them as student-athletes in reference to diversity issues. Encourage them to ask their teammates to provide feedback.</p> <p>Invite diversity issues experts to speak to student-athletes.</p>	<ul style="list-style-type: none"> - Athletic Director - Assoc. AD/SWA - Asst. AD for Academic Affairs - Life Skills Coordinator - Head Coaches - Counseling Center - Student Affairs - Office of Multi-Cultural Affairs 	Begin Fall of 2009 and on-going

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work
Participation in governance and decision making	No issues identified within this area. Maintenance plan included.	<p>Maintain a diverse membership representative of all student-athletes in the SAAC. Continue to publicize to all student-athletes the existence and purpose of the SAAC and the potential benefits membership provides.</p> <p>Maintain an open and transparent departmental administrative structure which encourages input from everyone without regard to ethnicity or race.</p>	<p>During the fall student-athlete statements (required paperwork prior to participation) and fall student-athlete orientation introduce student-athletes to the SAAC and its purpose and invite them to become involved. Promote the SAAC on the department's website and through press releases of SAAC programming and activities.</p> <p>Annually encourage employee input in the development of policies and procedures of the department.</p>	- Athletic Director - Assoc. AD/SWA (SAAC Coordinator)	Immediate and on-going

Gender/ Diversity Issues and Student-Athlete Well-Being

Operating Principle

3.3 Student-Athlete Well-Being

Self-Study Items

1. List all "conditions for certification" imposed by the Committee on Athletics Certification in its second-cycle certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). In each case, provide:
 - a. The original "condition" 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 opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

1. Condition

Southeastern Louisiana University did not have any conditions imposed by the Committee on Athletics Certification in its second cycle certification relating to Operating Principle 3.3 (Student-Athlete Well-Being).

Action

N/A

Action Date

N/A

Explanation for partial or non-completion

N/A

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 second-cycle certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). In each case, provide:
 - a. The original plan;
 - 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 plans.

Please note, the institution will not be required to fulfill an element of a second-cycle plan if the element does not affect conformity with a current operating principle.

1. Original Plan

Although the institution did not have any required actions, Southeastern felt the need to implement several changes within this principle. The internal evaluation done by the institution's administration found the need to create and define a committee that would focus on the student-athlete's health and wellness.

Action

Gender/ Diversity Issues and Student-Athlete Well-Being

N/A

Action Date

N/A

Explanation for partial or non-completion

N/A

3. Describe any additional plans for improvement/recommendations as they relate to Operating Principle 3.3 (Student-Athlete Well-Being) developed by the institution since the second-cycle certification decision was rendered by the Committee on Athletics Certification.

The aforementioned committee has morphed and become a highly functioning committee within the athletic department. The Student-Athlete Health and Wellness Committee has facilitated several educational programs as well as served as a vehicle for coaches and student-athletes to request presentations and information from. In addition to this committee, the Student-Athlete Advisory Committee has been reformatted to include the student-athlete's involvement input. The SAAC is a representative committee of all student-athlete's at the institution. Each team has representation and is encouraged to be active participants within the committee. It is the responsibility of the Senior Woman Administrator to facilitate the SAAC. Members of the Athletic Department's administration regularly attend the SAAC meetings as well.

The Athletic Department has also created a very beneficial relationship with the University Counseling Center under the direction of Dr. Barbara Hebert. The counseling center has trained and licensed personnel and participates in a specialized collegiate athletic counseling program. Counseling services are available to all student-athletes. The University Counseling Center also serves as an educational entity for the student-athletes providing several educational sessions throughout the year. Attendance at these education events is mandatory and attended by all student-athletes.

4. Please submit a copy of the student-athlete exit-interview instrument with the submission of your self-study report. [Please use the file upload link contained within this question to submit a copy of your current student-athlete exit interview instrument.]

This exit interview process is overseen by the Faculty Athletic Representative and is administered by the Compliance Officer or other administrative staff at the completion of the student-athlete's eligibility, following dismissal from his/her respective team, as well as voluntary resignation from athletic participation.

5. Describe opportunities other than the student-athlete exit-interview process that are available to student-athletes to provide input regarding student-athlete well-being issues (e.g., student-athlete advisory committee, open-door policy of athletics administrators, including the director of athletics, senior woman administrator, and/or faculty athletics representative).

Student-athletes at Southeastern have several opportunities available to voice concerns. These opportunities include, but are not limited to, the following: The Faculty Athletic Representative is actively involved in all facets of the Athletic Department and informs the student-athletes that he is always available in person, via phone or e-mail. All Athletic Department administrators have an open-door policy and student-athletes are encouraged and invited to share any issues they would like to discuss. Student-athletes also utilize the certified athletic trainers and the athletic training room to voice concerns or share ideas. The four certified athletic trainers are involved in the psycho-social matters that are affecting the student-athletes both academically and athletically.

6. Describe the 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). Also, provide the name (s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are communicated in writing to student-athletes and athletics department staff members.

Gender/ Diversity Issues and Student-Athlete Well-Being

The Department of Athletics as per NCAA guidelines provides appropriate grievance and/or appeals procedures. Specific areas include financial aid and transfer (releases). The process for both of these scenarios is detailed in the Student-Athlete Handbook. Following is a summary of each procedure.

Financial Aid

Any time a student-athlete's athletic scholarship is reduced or eliminated, they are provided an appeals process that ultimately leads to a formal final appeal presented to a committee made up of people external of the Athletic Department and chaired by a designee of the Office of Financial Aid. The committee's decision to reduce, eliminate, or reinstate the scholarship is final.

Transfers

If a student-athlete requests to transfer to another institution and that request is denied by the Head Coach and Athletic Director, the student-athlete is provided an appeals process ultimately heard by a committee external to the Athletic Department and chaired by the Faculty Athletic Representative. The committee's decision to grant or refuse the release to another institution is final.

Student-athletes are informed of these policies and procedures at the beginning of the year meetings and they can also be found within the Student-Athlete Handbook. In addition, a similar appeals process exists concerning drug testing and is detailed in the Student-Athlete Handbook and the Student-Athlete Health and Wellness Committee policy and procedures manual.

7. Describe the institution's written grievance and/or appeals procedures available to student-athletes in other areas (e.g., harassment, hazing, abusive behavior, discrimination). Also, provide the name(s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are communicated in writing to student-athletes and athletics department staff members.

The department follows University policies and procedures concerning the identification and reporting of various forms of harassment, such as sexual/racial/gender and hazing. Each student is provided a student handbook which includes a definition of various types of harassment and guidelines to reporting harassment, which includes specific University personnel and their names:

- Mr. Gene Pregeant, EEO/ADA Office
- Ms. Jessie Roberts, Director of Human Resources
- Ms. Vera Williams, Director of Student Health Center
- College Deans
- Department Heads and Chairs
- Various Department Directors

This information is referred to in the Student-Athlete Handbook and introduced during the beginning of the year team meetings. Thus, student-athletes have both the student handbook and the Student-Athlete Handbook to refer to when pursuing information concerning various forms of harassment.

Specific presentations relating to harassment, sexual orientation, and decision-making has been presented by the University Counseling Center. These educational sessions and interactive workshops occur in the evenings and the student-athlete's attendance is required. This is part of the CHAMPS Lifeskills program.

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.

The department adheres to the University's core values of which include diversity and caring. These core values serve as a foundation for creating and maintaining a safe environment for all students and student-athletes. The University Counseling Center is available to all students to provide support and educational services pertaining to sexual orientation and related issues. The University Counseling Center, during a recent presentation to student-athletes, discussed sexual orientation and students with diverse sexual orientations.

The department embraces diversity in all aspects including sexual orientation and demands a safe and positive environment for all. Student-athletes with questions or concerns in this area are referred to the University Counseling Center for assistance.

Gender/ Diversity Issues and Student-Athlete Well-Being

9. Using the seven program areas for student-athlete well-being issues::

- a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process;
- b. Provide data demonstrating the institution's commitment and current efforts across each of the seven areas for all student-athletes;
- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes; and
- d. If the institution identifies any deficiency(ies) related to a student-athlete well-being program area, explain how the institution's written, stand-alone plan for student-athlete well-being addresses the deficiency(ies).

1. Organization and structure Policies, organization and structure of the athletics department to enhance student-athlete well-being. Commitment of the institution to enhance the overall student-athlete educational experience. How issues are monitored, evaluated and addressed on a continuing basis, including the periodic review by institutional personnel of programs and activities provided by the athletics department and institution.

- a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process.

The subcommittee on Gender/Diversity Issues and Student-Athlete Well-Being examined various departmental documents and interviewed departmental personnel in order to examine policies, organization, and structure of the department to enhance student-athlete well-being. The subcommittee's findings were available to departmental personnel and the general public and were ultimately approved by a majority vote by the steering committee.

- b. Provide data demonstrating the institution's commitment and current efforts across each of the seven areas for all student-athletes.

Student-athletes are the first priority of the Athletic Department. Their academic success and well-being are synonymous. An ongoing assessment and evaluation is being done by the individual academic advisors assigned to the Athletic Department.

Grade checks are conducted three times per semester with any necessary additional counseling provided. This additional personal and academic counseling is initiated by the academic counselors as a result of sub-standard grade checks. All student-athletes are encouraged to form relationships with the academic counselors.

Southeastern's Athletic Department operates under the principles of Academics, Citizenship and Competition. In order to achieve these goals, the student-athletes must be in a safe and productive environment conducive to success. The continuous evaluation process that all student-athletes are required to participate in creates regular communication and continuity of the overall student-athlete experience.

Coaches, staff and administrators are all engaged in the holistic development of the student-athlete. Coaches are objectively evaluated annually by the athletic director for the program's achievement in the areas of academic success, competitive success and community service.

Students are also encouraged to engage the help of the Sports Medicine Department for anything associated with their physical and mental well-being. The sports medicine department provides a comprehensive medical team to deal with all of the student-athletes' needs. The extensive involvement of the medical community allows the student-athletes to be referred as needed.

Gender/ Diversity Issues and Student-Athlete Well-Being

The Athletic Director and various applicable administrators and members of the Athletic Department annually report on the status and achievements of various areas within the department to the Athletic Committee. These reports include issues and opportunities that impact the department and the experience and wellness of staff members, coaches, and student-athletes. Thus, all activities of various support areas within the department (medical, academic, strength and conditioning, etc.) are summarized and presented to the Athletic Committee on an annual basis.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes.

The Athletic Department has been extremely successful in this area. The institution supports the student-athletes and Athletic Department and has provided the necessary additional staff to make these services available. All student-athletes, coaches and staff are provided multiple opportunities and are encouraged to provide input into programming or services that may enhance the development of the "whole" student-athlete.

- d.** If the institution identifies any deficiency(ies) related to a student-athlete well-being program area, explain how the institution's written, stand-alone plan for student-athlete well-being addresses the deficiency(ies).

The institution does not recognize any deficiencies in this area.

2. Participation in governance and decision making Involvement of student-athletes in the governance and decision-making processes of the athletics department including the student athlete advisory committee.

- a.** Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process.

The subcommittee on Gender/Diversity and Student-Athlete Well-Being examined the organizational structure and the department's policy and procedures manual and the Student-Athlete Handbook to determine the extent of participation by student-athletes in departmental governance and decision-making. The subcommittee's findings were made available to departmental personnel and the general public for review and feedback and were ultimately approved by a majority vote of the steering committee.

- b.** Provide data demonstrating the institution's commitment and current efforts across each of the seven areas for all student-athletes.

Organization and structure within the Athletic Department begins with the organizational flow chart. The department is under the direct supervision of the President. Southeastern's administration is actively involved in the day to day activities of the department but the ultimate responsibility of operations is that of the Athletic Director.

The Faculty Athletic Representative (FAR) and the Athletic Committee (AC) have begun a more active role within the Athletic Department. Monthly meetings of the Athletic Committee are held. These meetings allow the faculty to serve as advisors to implementation and changes to policies and procedures.

In addition to the FAR and the AC, the Student-Athlete Advisory Committee (SAAC) has been an integral part of the department for the past several years. Their input is sought out and welcome at any time. An open door policy of all administrators allows the student-athletes to feel comfortable expressing their thoughts and ideas.

Within the past year, the Athletic Department has increased the number of meetings that are held by both the AC and the SAAC. Increased frequency has increased the participation by all involved parties.

Gender/ Diversity Issues and Student-Athlete Well-Being

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes.

The subcommittee finds that student-athletes have access to governance and decision-making within the department. It also finds that the Student-Athlete Advisory Committee is active and contributes to both the operation of the department and the experience of its student-athletes.

- d. If the institution identifies any deficiency(ies) related to a student-athlete well-being program area, explain how the institution's written, stand-alone plan for student-athlete well-being addresses the deficiency(ies).

The institution finds no deficiencies in this area.

3. Student-athlete exit interviews

Methods used to conduct exit interviews and description of the process to evaluate and implement outcomes. Inclusion of questions to effectively measure and evaluate issues and areas related to the student-athlete experience.

- a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process.

The subcommittee for Gender/Diversity and Student-Athlete Well-Being examined the process of exit interviews along with the documents used for the exit interview. The subcommittee's findings were made available to departmental personnel and the general public for review and feedback and were ultimately approved by majority vote by the steering committee.

- b. Provide data demonstrating the institution's commitment and current efforts across each of the seven areas for all student-athletes.

The Athletic Department has made a shift in the design and implementation of the Senior Exit Survey conducted by the Department. Administration of these surveys has been sparse prior to the current athletic administration. It was ascertained that a new instrument was needed as well as a change in the administration of the survey. The Faculty Athletic Representative oversees the implementation of the exit surveys while the execution of the surveys is conducted by the Associate AD for Student Services.

The exit interviews are provided to any student-athlete who leaves a sport program regardless of reason (graduation, dismissal, or resignation). The student-athlete may complete the survey in an anonymous fashion if desired. The Faculty Athletic Representative, the Athletic Director, the Senior Woman Administrator, Sport Supervisors, Head Coaches, and applicable other personnel (media relations, academic support, athletic training, strength and conditioning) view the exit interviews. The intended benefit of the interviews is to identify response patterns and generalities concerning program and support services from a student-athlete's perspective, ultimately leading to positive change and enhanced experiences for future student-athletes.

The survey is now given in a written format as opposed to computer based. One primary survey is used for all student-athletes with additional surveys presented to female and minority student-athletes.

The survey is a comprehensive document that can be used to assess a multitude of areas and also provides the student-athlete the opportunity to share any additional thoughts that may not have been covered within the survey.

This has been identified as a weakness and the new surveys have been given and the data has been evaluated to use in the future. As soon as the amount of data increases as a result of more surveys being completed, further changes may be made.

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes.

Gender/ Diversity Issues and Student-Athlete Well-Being

The subcommittee finds that the method used to conduct the exit interviews and the documents used as instruments are both effective. The subcommittee also finds that as the number of exit interviews increases, a better and truer picture of the overall student-athlete experience will be seen, thus identifying any appropriate operational changes if needed.

- d.** If the institution identifies any deficiency(ies) related to a student-athlete well-being program area, explain how the institution's written, stand-alone plan for student-athlete well-being addresses the deficiency(ies).

The institution identified no weaknesses in this area.

4. Programs and activities CHAMPS/Life Skills (or an equivalent program) or other institutional programs that address the needs and issues affecting student-athletes (e.g., career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). Policies and procedures in place to encourage and assure student-athletes' access to these programs.

- a.** Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process.

The subcommittee on Gender/Diversity Issues and Student-Athlete Well-Being examined programming that was departmental in nature (CHAMPS/Lifeskills) and campus-wide which addressed the needs and issues affecting student-athletes. The subcommittee's findings were made available to departmental personnel and the general public and were ultimately approved by a majority vote of the steering committee.

- b.** Provide data demonstrating the institution's commitment and current efforts across each of the seven areas for all student-athletes.

In addressing the necessary components of education for the student-athletes, Southeastern has taken steps to integrate the Champs/Lifeskills program into a formal class. All student-athletes with less than 30 academic credit hours must enroll in Southeastern 101 during their first semester. A section of SE 101 that addresses all of the mentioned requirements of this standard is offered for student-athletes. The course is taught by a faculty member who also serves as the Assistant to the Athletic Director/Lifeskills and Academic Liaison.

In addition to the Champs/Lifeskills programming, student-athletes are required to attend a variety of educational seminars throughout the year. These sessions are a result of the Choices program and the Student-Athlete Health and Wellness Committee. A variety of programs have been held, including but not limited to, licit and illicit drug use, sexually transmitted diseases, stress management and study skills, sexual orientation and harassment, personal development and leadership, as well as a variety of other seminars offered for the campus as a whole.

The Athletic Department plays an active role in the campus event Mocktails, held each October to educate students on alcohol use, abuse and alcohol-free options.

The outlines of these course and workshops are available.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes.

This area would be an area of excellence for the institution and the Athletic Department.

After evaluating all materials, no deficiencies have been identified.

Gender/ Diversity Issues and Student-Athlete Well-Being

- d.** If the institution identifies any deficiency(ies) related to a student-athlete well-being program area, explain how the institution's written, stand-alone plan for student-athlete well-being addresses the deficiency(ies).

The institution finds no deficiencies in this area.

- 5. Time demands** Written policies and procedures that address the institution's efforts to monitor student-athlete time demands, including travel commitments, missed class time, final exam schedules, summer vacation periods and intercession periods. Methods used to educate coaches and student-athletes about time demands and opportunities to integrate to campus life, including the periodic evaluation of such policies to ensure their effectiveness.

- a.** Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process.

The subcommittee on Gender/Diversity Issues and Student-Athlete Well-Being examined the department's written policies and procedures that address student-athlete time demands. The department policy and procedures manual contains the information referred to in this section. In addition, the Student-Athlete Handbook specifically addresses issues related to time demands, such as team travel and weakly practice limitations. The subcommittee's findings were made available to departmental personnel and the general public and were ultimately approved by a majority vote of the steering committee.

- b.** Provide data demonstrating the institution's commitment and current efforts across each of the seven areas for all student-athletes.

The institution follows and enforces all NCAA policies regarding time demands of the student-athletes. All sport programs are monitored concerning weekly practice and competition hours. Each Head Coach must submit to the Compliance Coordinator a monthly time log which identifies all countable practice and competition hours. This monthly time log must also be signed by one of the team's members of the Student-Athlete Advisory Committee.

In addition to the NCAA policies, Southeastern has policies to limit the amount of class time missed due to team travel and a dead period during final exams.

The department is fully aware of time demands placed on student-athletes above and beyond those related to practice and competition. Community service, community service projects, study halls, and other similar programming adds to an already impacted schedule. Student-athletes may communicate concerns about excessive time demands directly to the Athletic Director or through their representatives on the SAAC. This procedure is delineated in the Student-Athlete Handbook.

Monthly head coaches meetings are used to communicate policies and procedures that may need to be addressed regarding travel as well as ensure the student-athletes are not being required to exceed any time limits.

As with all departmental policies, this/these policies related to time demand are reviewed annually by the Athletic Committee and are subject to appropriate modifications.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes.

The subcommittee finds that the department is effectively monitoring the time demands placed upon student-athletes. In addition, it has provided an avenue of discussion pertaining to issues of time demands. The subcommittee did not identify any deficiencies in this area.

Gender/ Diversity Issues and Student-Athlete Well-Being

d. If the institution identifies any deficiency(ies) related to a student-athlete well-being program area, explain how the institution's written, stand-alone plan for student-athlete well-being addresses the deficiency(ies).

The institution finds no deficiencies in this area.

6. Travel Written policies of the athletics department and/or institution that address the safety of student-athlete transportation (e.g., road travel; air travel, including charter policies; driver selection; training; privately-owned vehicles), including the annual evaluation of such policies to ensure their effectiveness. Communication in writing of these policies to athletics department staff and student-athletes and administrator(s) responsible for institutional awareness in this area.

a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process.

The subcommittee on Gender/Diversity Issues and Student-Athlete Well-Being examined existing policies pertaining to team travel. These policies are located in the department's policies and procedures manual. The subcommittee's findings were made available to departmental personnel and the general public and were ultimately approved by a majority vote of the steering committee.

b. Provide data demonstrating the institution's commitment and current efforts across each of the seven areas for all student-athletes.

Response:

All team travel arrangements are made in accordance with the University, State of Louisiana and NCAA guidelines. Normally, teams travel by vans, university bus, charter bus, charter airlines and commercial airlines. The mode of transportation used is based upon safety, expense, availability, minimization of missed class and study time, distance and any unusual circumstances such as extreme weather. Air travel is used primarily for long distance, out of state travel. The athletic director under unique circumstances may choose to allow variances from this policy.

All team travel arrangements for away contests are approved by the Athletic Director or their designee as they relate to expenses and NCAA rules and regulations.

Purpose of Travel Guidelines

1. To provide a framework for safe and efficient athletic team travel for Southeastern Athletics.
2. To assign responsibility and accountability for enforcement.

For purposes of this policy, athletic teams are defined as:

Baseball
Basketball, Women and Men
Football
Golf
Soccer
Softball
Tennis, Women and Men
Track (Indoor, Outdoor, Cross Country), Women and Men
Volleyball

The Director of Intercollegiate Athletics shall be responsible for overall administration of this policy and shall assign a member of the athletics staff to be responsible for compliance, oversight and necessary record keeping. The Director of Intercollegiate Athletics or his/her designee shall provide a copy of this policy to every coach.

Gender/ Diversity Issues and Student-Athlete Well-Being

The Director of Intercollegiate Athletics or his/her designee shall have the responsibility to verify the type of vehicle recommended for use for athletic travel is in compliance with this policy. Coaches are responsible for developing their season travel plans, to include recommended vehicle types, and gaining written approval from the appropriate University staff member in advance of the season or subsequent schedule change. Post-season travel shall be handled according to NCAA guidelines and approved by the Director of Intercollegiate Athletics or his/her designee.

In general, travel arrangements include the following.

- Developing the team itinerary to be sent to the AD, SWA, Head Athletic Trainer and applicable sport supervisor.
- Completing travel authorization paperwork;
- Arranging for transportation, lodging and team meals;
- Obtaining team travel advances.
- Reporting all expenses and reconciling the cash advance with appropriate documentation upon completion of travel.
- Departure no more than 48 hours prior to the competition and return no more than 36 hours upon completion of the competition.

For teams with more than 15 members of the travel party the general means of transportation is bus. Men's and women's tennis, golf, cross country and in certain situations track and field may use vans for transportation due to the smaller travel squad size. Any teams using vans will arrange a return trip to campus by 2:00 a.m. or stay an extra night prior to return to campus. Southeastern employees who have been properly approved by institutional guidelines (including graduate assistants) are the only allowable drivers. All vehicle operators are expected to use proper judgment and obey all traffic laws.

Each team's head coach is responsible for setting conduct standards (e.g., dress, conduct, curfews, free time activities, etc.) during trips. Consumption or possession of alcohol by any student-athlete during a University sponsored trip is strictly prohibited. Curfews for student-athletes are expected. Only members of the travel party are allowed in rooms; persons not within the travel party are allowed in rooms with the prior approval of the head coach. Stellar citizenship is expected from all members of the travel party.

1. **Travel Requirements for Team Members:** In general, all team members must travel to and from an away event with their teammates and must stay with them at assigned lodgings. However, exceptions may be made at the discretion of the head coach. If approval is granted to a team member to travel separately, the student-athlete must sign a letter of release which is co signed by the head coach. The letter releases the Department of Athletics and the University from any liability or risk involved in the alternate travel plans.

2. **Official Travel Party:** Prior to the travel date, an official travel party list must be approved by the Athletic Director. Only persons with their names on the list may travel with the team. Only student-athletes who are eligible and who have been officially certified by the University to compete as per SLC and NCAA regulations may be allowed to travel. Whenever a University owned bus is used to transport a team, the bus driver is considered a member of the official travel party and travel expenses are authorized for the bus driver.

3. **Travel Itineraries:** Travel itineraries are developed jointly by the Acct. Spec. II and a designated coach for the sport, in compliance with NCAA rules and regulations. Each itinerary must include the following information.

- a. Official travel party list (it is imperative that the travel party lists be 100% correct upon departure)
- b. Departure date and time.
- c. Mode of transportation and name of carrier (e.g., airline, bus, charter company, etc.).
- e. Lodging accommodations.
- f. Telephone contact number at destination.
- g. Anticipated time of return to campus.

The itinerary is distributed prior to travel to the AD, SWA, Head Athletic Trainer and applicable sport supervisor.

4. **Travel Accommodations:** All expenses incurred by a sport's team when traveling must be within budgetary constraints and Departmental, University, SLC and NCAA guidelines. Depending on the team size, the amount of required travel and related costs (e.g., transportation, lodging, meals), all or part of the travel accommodations may be let out for bid, as described the purchasing procedures section of this manual.

Gender/ Diversity Issues and Student-Athlete Well-Being

5. Transportation: The mode of transportation for team travel is selected by the Head Coach, after consultation with the Act. Spec. II. When choosing transportation, the following criteria are employed.

- a. Safety
- b. Expense
- c. Availability
- d. Distance
- e. Number of travel days

University vehicles (e.g., autos, vans, buses, etc.) are to be used whenever feasible. Otherwise, charter buses or leased vans are used when distance and time allows. Commercial and/or charter airline transportation is primarily reserved for long distance travel or to minimize number of class and study days missed.

6. Meals and Lodging: Student-athletes may be provided with per diem meal allowance not to exceed \$25.00 per day (i.e., \$7.00 breakfast, \$8.00 lunch and \$10.00 dinner). The student-athletes are required to sign for the receipt of such funds on the Meal Allowance Receipt Team Travel form. Coaches may arrange sit-down meals for the team (e.g., pre game meals) in lieu of giving a meal allowance. All sit-down meals must be supported by a receipt showing the name of the establishment, the total cost of the meal and the number of people served. In addition, a signed list must be submitted with the voucher identifying who ate the meal.

A combination of per diem and team sit-down meals can be used as long as the daily total does not exceed the above daily limits. Any expenses over the specified limits will not be reimbursed.

Each team is to produce a rooming list that is monitored by the head coach or their designee. Specific information required includes the room numbers and assigned occupants. The number of student-athletes in a room should not be less than two or more than four. Various factors may influence the number of student-athletes in a room such as budget constraints and size of student-athletes. The Director of Athletics and Senior Woman Administrator will monitor team lodging practices as to their fairness and equity between sport programs. Adjustments to those practices will be made on a case by case basis.

Student-athletes should be advised that all unapproved in room charges are to be their personal responsibility. Any approved miscellaneous expenses for student-athletes are to be substantiated with a valid receipt or detailed explanation and attached to the Travel Expense Voucher.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes.

The subcommittee finds that the existing travel policies appropriately address travel guidelines and safety of the travel party. There are no deficiencies in this area.

d. If the institution identifies any deficiency(ies) related to a student-athlete well-being program area, explain how the institution's written, stand-alone plan for student-athlete well-being addresses the deficiency(ies).

The institution finds no deficiencies in this area.

7. Medical policies Written policies of the athletics department and/or institution that address the health and safety of student-athletes (i.e., athletic training coverage and emergency medical plans for practices, games, strength training, skills sessions and out-of-season workouts), including the annual evaluation of such policies to ensure their effectiveness in protecting their health and providing a safe environment. Communication in writing of these policies to athletics department staff and student-athletes and administrator (s) responsible for institutional awareness in this area.

Gender/ Diversity Issues and Student-Athlete Well-Being

a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process.

The subcommittee on Gender/Diversity Issues and Student-Athlete Well-Being examined medical policies that address the health and safety of student-athletes. Information in this area was found through the department's policy and procedures manual and through interviews with athletic training personnel. The subcommittee's findings in this area were made available to departmental personnel and the general public and were ultimately approved by a majority vote of the steering committee.

b. Provide data demonstrating the institution's commitment and current efforts across each of the seven areas for all student-athletes.

Medical Certification for Individual Student-Athlete Participation:

Southeastern requires all student-athletes to complete a pre-participation physical examination prior to the student-athlete being issued equipment, being permitted to attend any practice or strength and conditioning session, and/or competing in any intercollegiate athletic activities. The pre-participation physical examination MUST be administered by a Southeastern Team Physician and/or his/her designee and must be completed on an annual basis. The examination includes but is not limited to:

- Completion of a Health Insurance Information/Authorization Form
- A photocopy (front and back) of the student-athlete's health insurance card and prescription benefits card
- Completion of the athletic participation health form and a medical examination by the Southeastern Team Physicians.
- Completion of a use, disclosure, and release of protected health information authorization form.

Selected individuals may be required to complete additional tests and/or examinations as needed. Upon successful completion of the aforementioned pre-participation physical examination process, the student-athlete will receive approval/certification from the Southeastern Athletic Training Department to be issued equipment, and to participate in practice, strength and conditioning sessions, and/or competition.

Medication Policy

Certified athletic trainers must approve the use of all over-the-counter (OTC) medications given to student-athletes and coaches.

Any medication given out must be recorded along with the student-athlete's name, date, sport, and the dosage given on the chemical distribution form located in the Doctor's Office.

In the athletic training room the only medications given to student-athletes are OTC medications.

Under NO circumstances are certified athletic trainers and athletic training students to dispense prescription medication. Only team physicians are qualified to prescribe and dispense prescription medications.

A complete copy of the Medical policies can be found in the policies and procedures manual. In addition, the policy is summarized and presented in the Student-Athlete Handbook.

Certified athletic trainer coverage for sport programs is acceptable for both in and out of season training sessions. The department's staff in concert with the athletic training educational program provides the needed certified athletic trainers needed to properly provide appropriate medical coverage.

Emergency medical plans exist for athletic venues and are reviewed and updated periodically, these plans are available in the policy and procedures manual and through the Athletic Training Department.

The head athletic trainer is charged with the annual evaluation and appropriate updating of these particular policies and procedures and is subject to presentation to the Athletic Committee.

This area has been addressed over the past three years and continues to be one of the most comprehensive athletic medicine staffs in the area.

Gender/ Diversity Issues and Student-Athlete Well-Being

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes.

The subcommittee finds the medical policies and procedures are adequately defined, which leads to the appropriate provision of medical care and supervision. There are no deficiencies in this area.

- d.** If the institution identifies any deficiency(ies) related to a student-athlete well-being program area, explain how the institution's written, stand-alone plan for student-athlete well-being addresses the deficiency(ies).

The institution finds no deficiencies in this area.

- 10.** If the institution has developed a plan for improvement(s) for Operating Principle 3.3, describe the institution's efforts to ensure the plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval.

Although the institution did not have any required actions, Southeastern felt the need to implement several changes within this principle. The internal evaluation done by the university's administration found the need to create and define a committee that would focus on the student-athlete's health and wellness. In the creation of the Student-Athlete Health and Wellness committee, it gave the administration the opportunity to involve faculty and staff from several disciplines across campus. Relationships were reinforced across campus to encourage a comprehensive program. Although many of these groups have been in existence the emphasis has been on making them active participants within the athletic department.

The University Counseling Center has been the most integral part of these reaffirmed relationships due, in part, to new leadership and commitment by the director Dr. Barbara Hebert. Her commitment and creations of the Intercollegiate Student-Athlete Counseling Program has benefited the student-athletes and students as a whole. We look to continue and further this relationship with the UCC.

Gender/ Diversity Issues and Student-Athlete Well-Being

Racial or Ethnic Composition of Personnel

		Racial or Ethnic Group																				
		AM.Ind/AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			N-R Alien (N)			Other (N)		
		Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2
Senior Administrative Athletics Dept. Staff	F	0	0	0	0	0	1	0	0	0	0	0	0	6	5	3	0	0	0	0	0	0
Other Professional Athletics Dept. Staff	F	0	0	0	0	0	0	1	1	1	0	0	0	8	10	10	0	0	0	0	0	0
	P																					
Head Coaches	F	0	0	0	0	0	0	0	0	0	0	0	1	9	8	9	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0
Assistant Coaches	F	0	0	0	2	0	0	6	4	3	14	13	15	1	0	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0
Totals (for Athletics Dept. Personnel)	F	0	0	0	2	0	1	7	5	4	14	13	16	24	23	22	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	0	0	0	0	0	0
Faculty-Based Athletics Board or Committee Members		0	0	0	0	0	0	0	0	1	1	1	1	18	16	16	0	0	0	0	0	0
Other Advisory or Policy-Making Group Members		1	0	0	1	0	1	5	8	10	0	2	2	11	12	10	2	0	0	0	0	0

Name of person completing this chart: Sheri Silvers

Title: Report Writer

Gender/ Diversity Issues and Student-Athlete Well-Being

Racial or Ethnic Composition of all Students

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)			N-R Alien (N)			Other (N)		
Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	62	60	63	133	122	114	2500	2540	2793	278	287	308	11286	11570	12238	173	178	182	325	361	370
Student-Athletes	1	0	0	1	2	1	106	93	90	11	10	6	105	116	120	43	38	36	11	11	5

Name of person completing this chart: Sheri Silvers

Title: Report Writer

Gender/ Diversity Issues and Student-Athlete Well-Being

Racial or Ethnic Composition of Student-Athletes by Sport Group

Sports** Year	Racial or Ethnic Group																				
	AM.Ind/AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			N-R Alien (N)			Other (N)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball	0	0	0	0	0	0	2	2	0	0	0	0	30	27	26	1	0	0	2	2	1
Men's Basketball	0	0	0	0	0	0	10	13	11	0	0	0	1	0	1	1	0	0	1	0	0
Football	0	0	0	0	0	0	49	44	51	2	2	0	26	30	29	0	0	0	2	4	3
Men's Track / Cross Country	0	0	0	0	0	0	15	9	7	1	2	1	8	7	12	4	2	6	3	3	0
Men's Other Sports and Mixed Sports	0	0	0	0	0	0	1	0	2	0	0	0	1	1	1	14	15	14	0	0	0
Women's Basketball	0	0	0	0	0	0	15	9	8	0	1	0	3	4	5	1	1	1	0	0	0
Women's Track / Cross Country	0	0	0	0	0	0	10	12	8	0	0	0	6	11	9	6	3	3	2	1	0
Women's Other Sports	1	0	0	1	2	1	4	4	3	8	5	5	30	36	37	16	17	12	1	1	1
Total	1	0	0	1	2	1	106	93	90	11	10	6	105	116	120	43	38	36	11	11	5

Name of person completing this chart: Sheri Silvers

Title: Report Writer