Southern Illinois University Edwardsville

2010-2011 DIVISION I
ATHLETICS CERTIFICATION SELF-STUDY INSTRUMENT

Introduction to Self-Study Report

Institutional Information

1. Type of Institution: Public

2. Year institution was founded: 1957

3. Special Affiliation? No

4. Coeducational? Yes

5. Total student enrollment (undergraduate and graduate combined) [using a full-time equivalency (FTE) basis]: 12003

6. Number of Faculty [using a full-time equivalency (FTE) basis]: 712

7. Highest level of academic degree offered: Doctorate

8. Institution's governing entity: Board of Trustees

9. **a.** Regional accreditation agency: Higher Learning Commission, North Central Assoc.
   b. Date of most recent regional accreditation self-study: 2008
   c. Current accreditation status: accredited through 2014

Athletics Information

1. Subdivision status of athletics program (Academic Year 2011): Division I (without football)

2. Conference affiliation(s) or independent status (Academic Year 2011):

Baseball	Ohio Valley Conference
Men's Basketball	Ohio Valley Conference
Men's Cross Country	Ohio Valley Conference
Men's Golf	Ohio Valley Conference
Men's Soccer	Missouri Valley Conference
Men's Tennis	Ohio Valley Conference
Men's Track, Indoor	Ohio Valley Conference
Men's Track, Outdoor	Ohio Valley Conference

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

3. Athletics program structure: one combined athletics department.

4. Date of NCAA major infractions case(s) (if any) since the institution's previous athletics 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 self-study, respond to the question based on the last 10 years.

None

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

June 2005: SIUE Athletics Task Force begins work
December 2006: Task Force presents findings
January 2007: DI pursuit presented to SIU Board of Trustees
February 2007: SIU Board of Trustees approves DI pursuit
April 2007: DI Reclassification Work Group established
August 2007: NCAA approves exploratory year
July 2008: Accepted into OVC
November 2008: Men's Soccer accepted into MVC
Fall 2010: Men's soccer eligible for post-season
Spring 2011: Softball eligible for post-season
July 2012: Full eligibility for NCAA Division I post-season and revenue sharing

Previous Certification Self-Study

1. Date of Cycle 2 orientation and evaluation visit (if applicable):

As a newly certifying institution, Southern Illinois University Edwardsville did not complete the Cycle 2 process; therefore, this self-study item is not applicable.

2. Cycle 2 certification-status decision and date rendered by the NCAA Division I Committee on Athletics

As a newly certifying institution, Southern Illinois University Edwardsville did not complete the Cycle 2 process; therefore, this self-study item is not applicable.

3. Subsequent actions or changes and date(s) in certification status (if any) made by the committee (if applicable):

As a newly certifying institution, Southern Illinois University Edwardsville did not complete the Cycle 2 process; therefore, this self-study item is not applicable.

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

2002: AD Cindy Jones retired; Dr. Bradley Hewitt hired as new AD
2003: Business manager Bryan Belt elevated to Assistant AD for Business Affairs
2004: Compliance responsibilities taken from baseball coach and placed on new full-time position of Assistant AD for Compliance and Academic Support; Head Trainer elevated to Assistant AD for Student Welfare
2009: Added new positions of Associate AD for External Affairs; Assistant AD for Sales and Marketing; and SWA (added duties of Associate AD)
2004: Chancellor David Werner retired; Chancellor Vaughn Vandegrift hired
2006: Dr. Paul Ferguson appointed as Provost and Vice Chancellor for Academic Affairs
2009: Patrick Hundley appointed as Vice Chancellor for University Relations

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 athletics certification self-study. If this is the institution's first time to complete an athletics certification self-study, respond to the question based on the last 10 years:

2002-03
- Student-athletes graduated at a higher level than general student population
- Percentage of student-athletes on academic probation decreased
- Male student-athletes had an increased GPA
- Two new scholarship endowments established

2003-04
- Student-athletes graduated at a higher level than general student population
- Percentage of student-athletes on academic probation decreased
- Male student-athletes had an increased GPA
- New scholarship endowments identified and solicitation begun
- In-kind donations in excess of $1.6 million solicited

2004-05
- Student-athletes graduated at a higher level than general student population
- Percentage of student-athletes on academic probation decreased
- Male student-athletes had an increased GPA
- Solicitation continued for new scholarship endowments
- In-kind donations of $.8 million dollars solicited
- Friends of Golf group established to support men's/women's golf programs
- $16,000 NCAA matching grant for minority hiring secured

2005-06
- Student-athletes graduated at a higher level than general student population
- Percentage of student-athletes on academic probation decreased
- Male student-athletes had an increased GPA
- In-kind/cash donations in excess of $2.8 million solicited
- $16,000 NCAA matching grant for minority hiring secured

2006-07
- 5th Year Program (program which enables student-athletes to complete their degree after exhausting eligibility) was implemented

- Completed and received certification from NCAA DII Blueprint Compliance Review
- Increase administrative staff by 3 full-time positions

2007-08
- Student GPA department-wide was 3.18, an improvement from fall to spring
- Improvements to the 5th Year program were made (graduation rate expected to be in excess of 80 percent)
- Ten percent increase to existing scholarship endowments was achieved
- One new endowment (men's soccer) was added to existing endowments
- Sponsorships related to men's basketball were secured

2008-09
- Cumulative Fall GPA 3.133/Spring GPA 3.150. Ten teams with cumulative GPA of 3.0 or above. Thirty-one percent of student-athletes made Dean's List; 62 percent had Spring 2009 GPA of 3.0 or above; Zero percent of student-athletes on academic suspension
- Affiliation with the Ohio Valley Conference established
- Men's Soccer became affiliate member of Missouri Valley Conference
- Working with University Relations and Vice Chancellor Patrick Hundley, restructuring of Friends groups was accomplished; $75,000 raised for improvements at SimmonsCooper Baseball Complex
- Endowments were increased by 4 percent
- Eight new sponsorships were secured
- Apparel sponsorship from Adidas was secured
- Ticket revenue increased by 100 percent
- Gift in-kind program established, raising $20,000
- Venue on-site apparel sales program established

2009-10
- Summer financial aid made available to all student-athletes
- APR in excess of .925 has been achieved by all programs
- Two-year average APR for all sports averaged above the .925 benchmark
- Tutorial budget increased by 50 percent
- Fee increase approved
- Scholarship endowment program was increased by 8 percent
- Sponsorship agreements increased by 300 percent; cash increased by more than $170,000
- Annual fund drive was established, resulting in $64,000 in donations
- Corporate sponsorships increased by 50 percent
- Basketball season ticket sales increased by 28 percent
- Merchandizing agreements to sell through the Athletics' website and Morris University Bookstore have been established

Certification Self-Study Information

1. Steering Committee Chair: Ms. Kim Durr

2. Chief report writer/editor of self-study report: Dr. Sharon James McGee

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

The NCAA Certification Self-Study Steering Committee and the three supporting sub-committees were assembled from a very broad cross-section of the University. Care was taken to ensure representation from a variety of units and backgrounds, as well as the inclusion of individuals from the outlying civic community. Each of the committees' members was instrumental in the production of the self-study report, researching and/or providing documentation prior to the formation of the initial draft. Subsequent

to the distribution of the first draft to the Steering Committee, it was also released to the following campus constituencies for review: Faculty Senate Executive Committee; Staff Senate Executive Committee; Student Government Association; Deans' Council; University Planning and Budget Council; and the head coaches. Each of these groups provided valuable feedback that was then included in the second draft. The Steering Committee and sub-committee memberships were heavily involved in providing input for the report, both before and after report findings were formulated and the plans for improvement were developed.

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.]

Document uploaded.

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 most recent versions.

Institutional Mission, Vision and Values Statement and Statement on Diversity (updated in 2003)

Mission
Southern Illinois University Edwardsville is a public comprehensive university dedicated to the communication, expansion and integration of knowledge through excellent undergraduate education as its first priority and complementary excellent graduate and professional academic programs; through the scholarly, creative and research activity of its faculty, staff and students; and through public service and cultural and arts programming in its region.

Vision
Southern Illinois University Edwardsville, as a premier Metropolitan University, will be recognized nationally for the excellence of its programs and development of professional and community leaders.

Values
Recognizing public education as the cornerstone of a democracy, SIUE carries out its mission based on certain fundamental, shared values. We value:

Citizenship
- Social, civic and political responsibility, globally, nationally, locally, and within the University
- Active partnerships and a climate of collaboration and cooperation among faculty, staff, students and the larger community
- Environmental stewardship
Excellence
- High quality student learning
- Continuous improvement and innovation
- Outstanding scholarship and public service
- Standards consonant with the premier status to which we aspire
Integrity
- Accountability to those we serve and from whom we receive support
- Honesty in our communications and in our actions
Openness
- Inclusion of the rich diversity of humankind in all aspects of university life
- Respect for individual differences
- Intellectual freedom and diversity of thought
- Access for all who can benefit from our programs
Wisdom
- Creation, preservation, and sharing of knowledge
- Application of knowledge in a manner that promotes the common good
- Life-long learning

Statement on Diversity

All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity.

SIUE nurtures an open, harmonious, and hospitable climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

SIUE is committed to education that explores the historic significance of diversity in order to understand the present and to better enable our community to engage the future.

Integral to this commitment, SIUE strives for a student body and a workforce that manifests diversity.

Athletics Program Mission, Vision and Values Statement

In 1989, the ICAC and the incumbent Director of Intercollegiate Athletics developed the Athletics mission statement for approval by President Earl Lazerson (today the position is titled Chancellor). The statement was reviewed and renewed in 2005 by the ICAC and the current Director of Intercollegiate Athletics, Dr. Brad Hewitt.

Mission and Values
The mission and values of the Athletics Department are in alignment and complement the mission of the University with a focus on excellence, opportunity, compliance, and increasing and enhancing the University's visibility and image.

Mission
The mission of the SIUE Intercollegiate Athletics program is to provide students with opportunities to enhance their education, to represent the University, and to participate in competitive sports while developing skills and understanding. This mission is fulfilled through meeting the following objectives:

1. Emphasize the student-athlete concept and support the academic achievement of all participants;
2. Engage in all sporting activities in compliance with NCAA, Conference and University regulations and procedures;
3. Provide equal opportunities for both male and female athletes;
4. Enhance the University's visibility and name recognition through a comprehensive program of successful competitive athletics;
5. Provide spectator events that contribute to campus life, build community spirit and generate regional competition and rivalry.

Values
- Higher Education - No goal of ours exceeds the mandate to educate and graduate the student-athlete.
- Dedication to the educational purpose of the University.
- Rules and Regulations - We are dedicated to enforcing adherence to the rules and regulations of the NCAA and the Conference by our student-athletes, coaches, and administrators.
- Pursuit of Excellence - Intercollegiate Athletics, with its emphasis on excellence at all levels of play, provides opportunities for undergraduate/graduate students to understand the rewards that come from dedication to a larger purpose and to develop their personal, physical, and intellectual skills.
- Citizenship - We believe that the values of citizenship are realized through sportsmanship and ethical play in athletics. We are committed to teaching our student-athletes essential skills that will provide for a lifetime of contributions to their community, state, and nation.
- Amateur Sportsmanship - Participation in amateur sports provides the student-athlete with opportunities to experience and develop life skills in the areas of leadership, discipline, teamwork, goal-setting, self-respect, and respect for others.
- Student-athlete welfare - Managing Intercollegiate Athletics in a manner designed to protect and enhance the physical, emotional, and social welfare of the student-athlete is a primary objective of the Department.

Operating Principle

1.1 Institutional Control, Presidential Authority and Shared Responsibilities.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to NCAA Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). For each condition, 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.

1. **Condition**
   N/A
   Action
   N/A
   Action Date
   N/A
   Explanation for partial or non-completion
   As a newly certifying institution, Southern Illinois University Edwardsville did not complete the Cycle 2 process; therefore, this self-study item is not applicable.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). For each issue identified, provide:

a. The original goal(s);
b. The step(s) taken by the institution to achieve the goals;
c. The date(s) the step(s) was completed; and
d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

If the institution developed a plan for improvement for Operating Principle 1.1 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

The committee 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.*
- *The institution does not have documentation of actions taken to implement the plan.*

The committee will accept the following explanation for partial or noncompletion:

- *The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.*

1. **Original Plan**
   N/A
   Action
   N/A
   Action Date
   N/A
   Explanation for partial or non-completion
   As a newly certifying institution, Southern Illinois University Edwardsville did not complete the Cycle 2 process; therefore, this self-study item is not applicable.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). For each additional plan, provide:

a. The additional goal(s);
b. The step(s) taken by the institution to achieve the goals; and
c. The date(s) the step(s) was completed.

As a newly certifying institution, Southern Illinois University Edwardsville did not complete the Cycle 2 process; therefore, this self-study item is not applicable.

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 director of athletics to the chancellor or president.

The chancellor or president must have and demonstrate clear and direct oversight of the athletics program.

Southern Illinois University Edwardsville (SIUE) is a separately chartered and accredited University, which, along with Southern Illinois University Carbondale (SIUC), is part of the Southern Illinois University System (SIU). The President of SIU is responsible to the SIU Board of Trustees for the operation of the University as a whole. However, the Chancellors of SIUE and SIUC, each of whom report to the President, are delegated the responsibility and authority to manage their respective Universities in accordance with Board and System policies. This authority includes ultimate responsibility for the operation and oversight of all University units of which Intercollegiate Athletics is a part.

At the SIUE campus, the Director of Athletics reports directly to the Chancellor. The Chancellor meets one-on-one with the Director of Athletics approximately every two weeks, and there are frequent

telephone and e-mail contacts between the two on specific issues as they arise. In this regard, the Director of Athletics is supervised in the same manner as other directors who report directly to the Chancellor.

In addition, the Chancellor meets every two weeks with the Faculty Athletics Representative (FAR) to discuss issues relevant to academics and academic programs. Also, the Compliance Officer (Jaci DeClue) has been given authority to contact the Chancellor directly, if necessary, regarding compliance issues.

Further, the Chancellor has assigned financial oversight of athletics to the University Budget Director, who also reports directly to the Chancellor. This financial oversight is in addition to the normal oversight of all University programs by the chief financial officer and the financial affairs directorate.

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.

Please note, if this is the institution's first time to complete an athletics certification self-study, respond to the question based on the last 10 years.

Over the past 10 years, four major decisions had a direct impact on athletics, each fundamentally changing the character of the athletics program and the University itself and each carrying a number of lesser implementing decisions. The major decisions have been made with extensive input from University and community constituencies.

DECISION 1: REVIEW OF CAMPUS LIFE AND ATHLETICS
In the early 1990s, the University made the transforming decision to become a residential campus. By 2001, the University had opened its third residence hall and had 3000 residential students. With this transformation from commuter campus to residential campus, it became apparent that campus life needed improvement to provide the kind of college experience residential students were demanding.

Chancellor: Then Chancellor Dr. David Werner directed a review of campus life, including athletics.

ICAC: The athletics review was conducted by the Intercollegiate Athletics Committee (ICAC).

Faculty Senate: Six representatives from the Faculty Senate, including the President, were part of the study group.

Student-Athlete Advisory Committee: Not involved.

FAR: The Faculty Athletics Representative (FAR) was part of the study group.

SWA: The Senior Woman Administrator (SWA) was an ex officio member.

AD: The Athletics Director (AD) was an ex officio member.

Staff Senate: Two representatives of the Staff Senate, including the Dean of Students, were members.

Student Government Association (SGA): Two representatives of the SGA were members, and the SGA approved the required fee increases to implement the recommendations.

Community Leaders: Leaders who represented the Foundation and Alumni Boards and various Friends groups were consulted by the ICAC group.

UPBC: The University Planning and Budget Council (UPBC) approved the fee increases to implement the recommendations.

BOT: The SIU Board of Trustees (BOT) approved the fee increases to implement the recommendations.

A specific question to be addressed by the study was whether to transition to Division I. Ultimately, the Committee recommended (1) enhancing competitiveness at Division II (2) revisiting the Division I question in the future, and (3) dividing the various sports into tiers and setting specific performance expectations for each tier. In terms of item 3 (tiering), sports were tiered for percentage of NCAA maximum scholarship funding and given subjective performance benchmarks. For example, Tier 1 sports were funded at 100% of the NCAA maximum and expected to compete in their national championships, consistently compete for the top three places in conference standings, and generate external revenue. Tier 2 sports were funded at 75-90% with less ambitious benchmarks, and so on through Tiers 3 and 4. The recommendations were accepted by the Chancellor, along with an implementation plan with funding from student fees. The tiering plan referenced both a percentage of NCAA maximum scholarship funding and a subjective performance benchmark for each tier level. The student fee provided the funds for this initiative. The UPBC (which consists of representatives appointed by the Faculty and Staff Senates and Student Government), the Student Government Association and the Board of Trustees approved the fee plan, and it was implemented over the next four years.

DECISION 2: ANALYSIS OF NCAA DIVISION STATUS
In 2005, the newly installed Chancellor Dr. Vaughn Vandegrift established a Task Force to revisit the Division I question. The task force was chaired by the Dean of the School of Business.

Chancellor: The Chancellor established and charged the Task Force.

ICAC: Not directly involved.

Faculty Senate: Four representatives of the Faculty Senate were on the Task Force.

Student Government Association (SGA): Three representatives of the SGA were on the Task Force.

Student-Athlete Advisory Committee: Not directly involved.

FAR: The FAR was one of the Faculty Senate representatives.

Staff Senate: Four representatives of the Staff Senate were on the Task Force.

SWA: Not directly involved.

AD: Not directly involved.

Community Leaders: Three alumni and two community representatives were part of the Task Force.

The Task Force's charge was to evaluate options for athletics with associated costs. The Task Force completed its work in the fall of 2006, with a thorough analysis of the costs and benefits of remaining at Division II, having a hybrid Division I/Division II program, or transitioning all sports to Division I. The Task Force offered no recommendations; rather it presented analysis of the three scenarios.

DECISION 3: TRANSITION TO DIVISION I
In late 2006 and early 2007, the Chancellor consulted with University and community constituencies and determined that a transition to Division I was in the best interests of the University. The analysis provided by the Task Force (above) was used as the basis for the decision to recommend pursuit of Division I status.

Chancellor: Consulted with stakeholders.

ICAC: Was consulted.
Faculty Senate: Was consulted.

Student-Athlete Advisory Committee: Was consulted.

FAR: Was consulted.

SWA: Was consulted.

Staff Senate: Was consulted.

AD: Was consulted.

Student Government Association: Was consulted and approved the initiative and the associated fee increases to implement the recommendation.

UPBC: Approved the initiative and the associated fee increases to implement the recommendation.

Chancellor's Council: Approved the recommendation.

University Community: Was consulted in a number of open forums.

Community Leaders: Community leaders, including alumni and Foundation members, were consulted.

BOT: Approved the transition and the associated fee increases.

After the decision was evaluated using the Task Force recommendations and the policies of the University governance and administrative structure, the Board of Trustees approved the transition and the associated fee structure at its February 2007 meeting. This approval included a funding plan using student fees. The implementation is ongoing with changes in the structure of the athletics department, increases in personnel, a move to the Ohio Valley Conference (and the Missouri Valley Conference for men's soccer), the current pursuit of NCAA certification, and numerous additional implementing actions. To support the Division I transition, approximately 22 new full-time or part-time positions have been added to Athletics; one full-time position has been added to the
Registrar's Office; and one part-time position has been added to the Financial Aid Office.

DECISION 4: FACILITIES UPGRADE
In the same time frame, the University began to prepare a Facilities Master Plan to guide development of the Edwardsville campus into the 21st Century.

Chancellor: Directed that a master plan be developed.

ICAC: Not directly involved, but has been advised on Athletics-specific projects.

Student-Athlete Advisory Committee: Not directly involved, but has been advised on Athletics-specific projects.

Faculty Senate: Was consulted.

Student Government Association: Was consulted.

Staff Senate: Was consulted.

FAR: Not directly involved.

SWA: Was consulted.

AD: Was consulted.

UPBC: Approved the master plan.

Chancellor's Council: Approved the master plan.

University Community: The plan was developed with broad-based input from the campus community, including a number of public forums.

Board of Trustees: Approved the plan at the January 2007 meeting.

Anticipating facility needs into the foreseeable future, the master plan is based on a student population of up to 20,000 and includes academic, housing, student services, and athletics needs. There have been a number of improvements to SIUE's athletics facilities during the 10-year time frame. Those prior to and subsequent to the master plan are consistent with that approved plan. All athletics facility projects have been developed in consultation between the Vice Chancellor for Administration, Chancellor, AD, Senior Woman Administrator, and the affected coaches. All projects in excess of $500,000 have been approved by the SIU Board of Trustees in accordance with Board policy. Projects include repair of Korte Stadium, upgrading the soccer field to artificial turf, upgrades to softball and baseball facilities, renovation to and roof replacement on the Vadalabene Center (the main indoor athletics facility), renovation of varsity locker rooms, baseball infield artificial turf, construction of the Lukas Athletics Annex to house Athletics staff (currently in design and scheduled to open in 2012), an indoor softball training facility (currently under design with an anticipated completion date in early 2012), and planning for replacement of the Korte track surface (currently in design with an anticipated completion date of late 2012).

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 written athletics governance policies and/or other written communication is provided to the governing board on an annual basis.

The institution must provide evidence that specific governance policies exist for its governing board regarding the administration and oversight of athletics, including the role and responsibilities of its governing board.

The institution must provide evidence that written communication (e.g., annual report, governance policies) is provided annually to its governing board with respect to athletics. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The SIU Board of Trustees (consisting of seven members appointed by the Governor of Illinois and two student trustees elected by the student bodies of SIUE and SIUC) oversees the Intercollegiate Athletics programs in the same manner as it oversees other parts of the University. The Board is charged by statute with responsibility to govern the SIU System, and has written policies that cover University operations.

The Athletics departments of SIUE and SIUC are subject to those policies. There are no special policies, considerations, or exceptions provided regarding University athletics programs. The Board receives reports from the Universities on the status of athletics programs, as it does on other interest areas such as diversity; academic programs; accreditations; and budget, finance, and investments. However, starting in Fall 2011 and continuing through 2021, SIUE Athletics will produce an annual review. The first iteration, covering Fiscal Year 2011, will be published in Summer 2011. This review will be provided to the Board and all applicable University constituencies. (See the related plan for improvement in question 15.)

At each meeting, the Board oversees personnel actions and purchases and documents those actions in meeting minutes. Less routine actions, such as capital projects, large purchases, new academic programs, and the decision to transition to Division I are handled by specific Board resolutions, which are also documented in the Board meeting minutes.

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.

Please note, if this is the institution's first time to complete an athletics certification self-study, respond to the question based on the last 10 years.

The institution must demonstrate, through examples since the institution's previous self-study, that its governing board's oversight and policy formulation for athletics is consistent with its policies and stated responsibilities for other units of the institution (e.g., personnel, budget, facilities).

Over the past 10 years, the Board of Trustees has made myriad purchasing, facility, and personnel decisions involving athletics. With the exception of the decision to transition to Division I, those decisions were made in accordance with the Board's routine policies and practices in governing all University actions (the decision to transition to Division I was deemed to be significant enough that it was specifically addressed by the Board in a special Board resolution). Examples of decisions include approval of new positions; hires and changes in title and salary for the Director of Athletics and his direct reports; and capital projects including repair of Korte Stadium, upgrading the soccer field to artificial turf, upgrades to softball and baseball facilities, renovation and roof replacement for Vadalabene Center, renovation of varsity locker rooms, construction of the Lukas Athletics Annex, and planning of the softball indoor practice facility. All such decisions are documented in the Board meeting minutes.

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

The SIU Board of Trustees governs athletics as it governs all other areas of University operations. The Board approves all new positions, hires, and changes in title and salary for positions within two reporting lines of the Chancellor. This includes the Director of Athletics and all persons reporting directly to him, except for clerical personnel. The executive committee of the Board must give prior approval of all purchase orders in excess of $100,000, having delegated authority for orders between $50,000 and $99,999 to the President. The full Board must give prior approval of purchase orders in excess of $1,000,000, and the Board ratifies all purchase orders. The Board must approve all capital projects in excess of $500,000. The Board annually approves all student fees, including the athletics fee.

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 department of athletics policies (e.g., review admissions data, review academic performance data, receive periodic reports from department of athletics); 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. NCAA Division I Student-athlete advisory committee (SAAC); and/or

5. Other individual(s) or campus group(s).

The institution must identify involved individuals or groups external to the department of athletics (e.g., faculty senate, athletics advisory group, student-athlete advisory committee) and explain how they have opportunities to provide meaningful input into the formulation of policies and how they periodically review policy implementation related to the conduct of the athletics program.

[1] Athletics board or committee (Intercollegiate Athletics Committee [ICAC]) has the following responsibilities:
a) Reviews the Athletics program on a continuing basis, makes recommendations for improvement, and provides input on all major changes within the Athletics department. ICAC, in coordination with the Office of the Provost, will assure that an evaluation of the Athletics Academic Support Services area is conducted at least every four years, according to NCAA requirements. ICAC will work with the Office of the Provost to appoint a committee comprised of faculty and staff, whose responsibilities are outside of the Athletics Department, to conduct the evaluation.

b) Meets once a month to review and make recommendations on the budget, personnel decisions, changes to admissions, academic performance, etc. In addition, the ICAC members are invited to participate in meetings involving hiring of head coaches and major administrative personnel. Recently, ICAC members have provided recommendations on the issues surrounding the move to Division I, (e.g., the decision on which sports to fast track).

c) Monitors policy implementation and performance by reviewing annual reports that are presented to the ICAC. For example, the athletics budget is reviewed annually by the ICAC. Any policy changes to athletics are reviewed by the ICAC prior to implementation, and the ICAC reviews and makes recommendations to the Director of Athletics on all major changes within the athletics department. The ICAC is charged with hearing all transfer appeals involving student-athletes.

[2] Faculty Senate
a) The Faculty Senate is empowered to act as agent for the University Faculty with delegated power to formulate policies in regard to all academic matters and other matters of faculty concern, except those that are related to the Graduate School or as set forth in the Bylaws and Statutes of the Board of Trustees.

b) In specific regard to athletics, the Faculty Senate appoints eight members to the Intercollegiate Athletics Committee (ICAC). Reports on the business and activities of the ICAC are provided as needed throughout the year to the Faculty Senate. In addition, the Faculty Senate reviews, provides feedback and approves revisions to policies related to athletics that fall under the scope of the Faculty Senate's responsibilities. For example, revisions to the Principles Governing Intercollegiate Athletics were reviewed and approved on March 5, 2009. Most recently, the Faculty Senate has reviewed proposed revisions to the Intercollegiate Athletics Committee Operating Paper and the Student Academic Standards and Performance policy as it relates to student absence from class due to official University business, including participation in athletics competition.

c) The Faculty Senate addresses issues related to academic policies and other matters of faculty concern. Input has been provided on a variety of issues over the years related to athletics. For example, feedback was solicited from the Faculty Senate on the transition to Division I athletics.

[3] Faculty Athletics Representative (FAR)
a) The FAR, selected by the Chancellor from Faculty Senate nominations, is responsible for the academic performance of the student-athletes, and strives to assure there is sound advisement and supportive academic structure to ensure student success. The FAR has oversight responsibility for making sure the program fulfills NCAA, conference and University compliance standards.

b) The FAR is an ex-officio member of the ICAC, meets with the Chancellor and Director of Athletics at least twice a month, and meets with administrative staff on an ad hoc basis. The FAR interviews candidates for head coaching positions and major athletics administrative positions, has input on the

need for these positions and how they will be funded, and is involved in facility and other decisions affecting athletics.

c) The FAR is selected by the Chancellor from nominations that come from the Faculty Senate; self-nominations as well as nomination from other faculty are accepted. The FAR meets with the AD, the Chancellor, and the SWA on a routine basis and has input into all significant athletics decisions.

[4] Student-Athlete Advisory Committee
a) The Student-Athlete Advisory Committee's role within Intercollegiate Athletics at SIUE is to provide student-athletes' input regarding the athletics programs. Similar to other institutions, the SAAC is primarily an advisory and recommending body with limited scope. The SAAC's executive board is comprised of a president, vice president, and secretary. Each sport has two representatives on the committee. The SAAC meets on a monthly basis and the time is allotted for the representatives to voice any concerns. A member of the senior Athletics administrative staff is present at each meeting to answer questions and discuss concerns presented by any student-athlete.
b) SAAC has had the opportunity to provide meaningful input on several occasions during SIUE's transition to Division I athletics. For instance, on February 20, 2007, the Chancellor spoke to the SAAC about the transition to
Division I athletics and the organization provided feedback. In addition, the 2006-2007 SAAC President collaborated with the members and made a statement to positively support the transition to Division I.
c) At SAAC meetings throughout the year, a representative from the athletics administration speaks to the committee regarding his or her areas. SAAC representatives are then provided an opportunity to ask questions and offer comments regarding anything involved in that administrator's areas, including policies and performance. SAAC representatives are also free to add topics to meeting agendas or come to the SAAC staff advisors with questions, concerns, or recommendations.

[5A] Senior Woman Administrator (SWA)
a) The SWA is the Associate Director of Athletics and, thus, shares responsibility and authority with the AD for the operation of the Intercollegiate Athletics Program. The SWA position will continue and will always play a significant role, even though the gender of the AAD may change.

b) The role of the SWA has varied over the past 10 years as she was promoted to Associate Director of Athletics. Responsibilities and opportunities for input regarding major decisions within the department have included internal operations, student welfare, facilities and events, game contract management, community service, personnel decisions, development of discipline policy and procedures, development of the organizational chart, and direct responsibility for specific sports.

c) As AAD, the SWA assists the Athletics Director with oversight of participation in the OVC and with the NCAA Division I transition and certification as well as overall management of the Intercollegiate Athletics Program to include review of departmental policies and performance.

[5B] Student Government Association (SGA)
a) The Student Government Association is the governing body for all students on the SIUE campus. The SGA deals with all student-related issues, including athletics, and has the power to express the student body's opinions on issues and policies.

b) On February 2, 2007, the SGA approved a resolution that endorsed the decision made by the Board of Trustees regarding the proposed Division I transition. Additionally, the SGA approved the increased athletics fee paid by students for the Division I transition.

c) The SGA reviews the athletics financial position annually as part of the fee review process. Every year since the transition decision, the SGA has endorsed the athletics fee.

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.

Athletics booster groups, support groups and other representatives of the institution's athletics interests are maintained under the supervision of the Director of Athletics or his or her designee. Each group wishing to support the institution's interests meets with the Director of Athletics and establishes itself as

a recognized Friends group. Subsequently, the group drafts a set of bylaws under the guidance of the Director of Athletics, Lead Compliance Specialist, and representatives of the SIUE Foundation. The leader of the group, typically the President, meets regularly (at least once a quarter) with the Director of Athletics or his or her designee and discusses the group's activities and support. The Friends group reports its planned fund raising and other support activities and works with the athletics department's Lead Compliance Specialist to ensure compliance with University, Foundation, and NCAA rules, regulations, and bylaws. The only current Friends group is the Friends of Men's Basketball, S.J. Morrison, President. The University does not have representation on the boards of such groups, consistent with the policies of the SIUE Foundation.

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

SIUE calls its athletics board the ICAC [Intercollegiate Athletics Committee]. The voting members of the ICAC consist of seventeen persons who each serve a four-year term: eight faculty members appointed by the Faculty Senate, the NCAA representative appointed by the Chancellor, four staff members appointed by the University Staff Senate, and four students appointed by the Student Government Association (SGA); at least one student is a member of the SGA. No more than two faculty members are selected from any one professional school, library or support unit of the University; no more than three faculty members are selected from the College of Arts and Sciences. Appointments are consistent with the diverse nature of the University community. Ex officio members serving without vote consist of the Director of Athletics and others, as determined by the Chancellor.

ICAC Members 2010-2011

Faculty Representatives
Anne Powell, Associate Professor, School of Business (4 years remaining)
Dave Cluphf, Associate Professor, School of Education (4 years remaining)
Juliet Kerico, Assistant Professor, Lovejoy Library (2 years remaining)
Randy Pearson, Professor and Chair, College of Arts and Sciences (2 years remaining)
Bill Retzlaff, Associate Professor and Associate Dean, College of Arts and Sciences (4 years remaining)
3 Open Seats (Will be filled if approved by Faculty Senate for additions to the committee.)

NCAA Faculty Athletics Representative (FAR)
John Meisel, Professor, School of Business (term does not expire)

Athletics Representative, ex officio
Brad Hewitt, Athletics Director, Intercollegiate Athletics (term does not expire)

Staff Representatives
Tammy Schieber, Director, School of Pharmacy (2 years remaining)
Eric Barnett, Director, University Museum (4 years remaining)
2 Open Seats (Will be filled if approved by Staff Senate for additions to the committee.)

Student Representatives
Stephen Scott, Sophomore, Undecided Major
Hopeton Rowe, Sophomore, Undecided Major
Lindsey Barron, Junior, Business Major, emphasizing Management and Marketing
Madison Meade, Junior, Business Administration Major, emphasizing Entrepreneurship and Marketing

12. Describe how the institution's chancellor or president and his or her designee(s) maintain control with respect to each of the following areas of the athletics program:

1. Budget, including all sources of funding;
2. Accounting;
3. Purchasing; and
4. Debt management.

In addition, identify key individuals, other than the chancellor or president, with responsibilities in these areas.

Institutions must demonstrate institutional control of the athletics program with respect to budget, accounting, purchasing and debt management.

The Director of Intercollegiate Athletics reports directly to the Chancellor. The Director of Athletics meets bi-weekly with the Chancellor to discuss issues related to Intercollegiate Athletics and communicates frequently by e-mail and telephone. In addition, the Chancellor has delegated vice chancellor-level budgetary approval for Intercollegiate Athletics to the University Budget Director, who also reports directly to the Chancellor and whose office is located in the Office of the Chancellor.

The Budget Director, William Winter, approves all athletics personnel decisions (e.g., hiring, salary increases, terminations, etc.), as directed by the Chancellor. In addition, the Budget Director approves major purchases, employee expense reimbursements, purchasing card reports, and expenditures from the University Foundation, and acts as the proprietary approver for transactions involving the Director of Athletics.

The budgeting process is extremely thorough and involves a significant number of constituencies across the University. The annual fee review process determines the level of the athletics fee rate, and involves a highly detailed multi-year financial analysis (including financial projections) of athletics operations. Financial reviews are performed not only by the Budget Director but also by the Office of Financial Affairs, Student Affairs, and the Student Government Association. The results are then presented to the Chancellor's Council, the University Planning and Budget Council, and ultimately to the SIU Board of Trustees, for final approval of the athletics fee.

The University Budget Office does a thorough review of the annual budgets submitted by Intercollegiate Athletics, comparing them against the Board of Trustees approved fee forecast, before loading the budget data into the University's general ledger financial system.

Intercollegiate Athletics is subject to the same policies in accounting, purchasing, hiring, and accounts payable as other University departments. Debt management for Intercollegiate Athletics is coordinated through the University Budget Office, in conjunction with the appropriate University departments. Currently, Intercollegiate Athletics only has a minimal amount of short-term debt and no long-term debt. IPHEC (Illinois Public Higher Education Cooperative) loans via capital leases were obtained for the purchase of two scoreboards. Payments are made annually for both scoreboards and the remaining debt, which will be retired in FY2013, is less than $120,000 in total.

In addition, numerous policies have been developed by the Budget Office, in conjunction with Financial Affairs and Intercollegiate Athletics staff, which are fully consistent with NCAA Division I guidelines and policies, and are monitored and enforced by the respective departments. Cash balances in athletics accounts are monitored by the Budget Office and Administrative Accounting on a monthly basis. Key individuals in this review are William Winter, University Budget Director, and Dawn Reagan, Administrative Accounting.

13. Describe how the institution's chancellor or president and his or 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.

Institutions must demonstrate institutional control of the athletics program with respect to budget, accounting, purchasing and debt management.

The Chancellor has delegated vice chancellor-level budgetary approval for Intercollegiate Athletics to the University Budget Director, who also reports directly to the Chancellor. The Budget Director, along with Budget Office staff, performs an extensive review of the athletics budget, including specific reviews of salary plans, and then discusses the results of the analysis with the Chancellor. The Budget Director is physically located in the Chancellor's suite and meets with the Chancellor to discuss budget matters,

including athletics, weekly. He also meets with the Chancellor several times per week on an as-needed basis.

With the same process as all other fee units, the annual fee review process for Intercollegiate Athletics is very thorough and involves a number of constituency groups across the campus. This annual fee review process determines the level of the athletics fee rate, and involves a highly detailed multi-year financial analysis (including both actual results and future year financial projections) of athletics operations. Financial reviews are performed not only by the Budget Director but also by the Office of Financial Affairs, Student Affairs, and Student Government. The results are then presented to the Chancellor's Council, the University Planning and Budget Council and ultimately to the SIU Board of Trustees for final approval. This is the fee review process used for all fee units within the University.

14. Describe the process by which the institution's chancellor or president or his or 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.

Institutions must demonstrate that an administrative review of NCAA comparative data (i.e., dashboard indicators) has occurred on an annual basis by the chancellor or president or his/her designees. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

As part of the annual budget cycle, the Chancellor or his designee reviews the NCAA comparative data as it relates to other Division I-AAA athletics institutions and designated peer institutions. The tool is used to evaluate the competitiveness of the institution in categories such as total athletics revenue and expenditures, salaries, staff size, and athletics aid. It is the goal of the University to compete in the upper 25th percentile among other conference schools in both conference and tournament play while maintaining high academic standards. Others participating in the review are the Director of Athletics and the ICAC. This process typically occurs during the University's normal budget analysis process.

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

During the preparation of the report on Operating Principle 1.1, it became clear that the University could do a better job communicating with the various advisory and constituency groups involved in the governance of the athletics program. These include the ICAC, SAAC, senates, the University Planning and Budget Council, the President, and the SIU Board of Trustees. After consultation with the subcommittee chair, the AD decided to prepare an annual report for review by and discussion with these groups. The report will include win/loss and GPA results, operating results, significant accomplishments, and areas for improvement. During the first six months of 2011, the athletics staff will work with the intended users to develop the report. The first iteration, covering Fiscal Year 2011, will be published during July or August of 2011. The improvement plan was formally approved by the Chancellor's Council on April 6, 2011.

Operating Principle 1.1 Institutional Control, Presidential Authority and Shared Responsibilities
Plan for Improvement

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**
The University can do a better job of communicating with various advisory and constituency groups involved in Athletics Department Governance. These groups include: ICAC, SAAC, Student Government, Faculty Senate, Staff Senate, the University Planning and Budget Council, the Chancellor's Council, the President and the SIU Board of Trustees.	Provide annual reports to a broad-based constituency audience on the Athletics Department's performance on annual goals and objectives, challenges, areas for improvement and athletic and academic success.	Interview Athletics Department administrative and coaching staff. Assign draft document responsibilities on specific areas to appropriate staff members. Finalize during end of academic evaluation meetings. Adjust as determined by annual review.	Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Business Affairs, Assistant Director of Athletics for Compliance and Student Services.	Starting in Fall 2010 and continuing through 2021, SIUE will produce an annual review. The first iteration, covering Fiscal Year 2011, will be published in Summer 2011.

Operating Principle

1.2 Rules Compliance.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 1.2 (Rules Compliance). For each condition, 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.

1. **Condition**
   N/A
   Action
   N/A
   Action Date
   N/A
   Explanation for partial or non-completion
   As a newly certifying institution, Southern Illinois University Edwardsville did not complete the Cycle 2 process; therefore, this self-study item is not applicable.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process for Operating Principle 1.2 (Rules Compliance). For each issue identified, provide:

a. The original goal;
b. The step(s) taken by the institution to achieve the goal(s);
c. The date(s) the step(s) was completed; and
d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

If the institution developed a plan for improvement for Operating Principle 1.2 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

The committee <u>will not</u> 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.*
- *The institution does not have documentation of actions taken to implement the plan.*

The committee will accept the following explanation for partial or noncompletion:

- *The institution has implemented a different plan(s) or taken different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.*

1. **Original Plan**
   N/A
   Action
   N/A
   Action Date
   N/A
   Explanation for partial or non-completion
   As a newly certifying institution, Southern Illinois University Edwardsville did not complete the Cycle 2 process; therefore, this self-study item is not applicable.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 1.2 (Rules Compliance). For each additional plan, provide:

a. The additional goal(s);
b. The step(s) taken by the institution to achieve the goal(s); and
c. The date(s) the step(s) was completed.

As a newly certifying institution, Southern Illinois University Edwardsville did not complete the Cycle 2 process; therefore, this self-study item is not applicable.

4. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals within the department of athletics. Specifically, the institution must provide written evidence that all individuals inside the department of athletics (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. Job descriptions; and
c. Performance evaluations.

Please note, if the institution does not use one or more of the documents (listed in a-c above), provide an explanation.

The institution must provide written evidence that all individuals inside the department of athletics (e.g., staff, coaches) have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, job descriptions and performance evaluations. If the institution is in the process of revising one or more of the documents noted above due to it obligation to seek approval from an outside entity (e.g., union), the institution must provide written evidence supporting the

planned revision. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

1.

a. Rules Compliance Language in Contracts/Letters of Appointment

All employees in the Athletics Department meet with the Athletics Compliance staff for a one-on-one NCAA Rules Meeting, soon after beginning employment.

Most standard employment contracts for full and part-time status employees contain the following compliance language, "Complies with University and NCAA Division I rules and regulations." Employees and Graduate Assistants whose contracts do not contain this language sign a Memorandum of Understanding that explains they may be subject to discipline if they fail to comply with NCAA, Conference, or University rules and regulations. Memorandums are considered an addendum to the Appointment contract.

Civil Service Extra Help (900 hours maximum employment) employees do not sign employment contracts. However, they do sign the Memorandum of Understanding.

Going forward, all future Graduate Assistant contracts will be changed to include "Complies with University and NCAA Division I rules and regulations."

The University is in the process of ensuring this same written evidence for all applicable documents is included for all Athletics employees prior to the completion of the certification process.

b. Rules Compliance Language in Job Descriptions

Upon employment, all Athletics department employees' job duties are explained to them by their hiring unit and/or supervisor. All coaches and full and part-time status employees' job descriptions include "Complies with University and NCAA Division I rules and regulations" in the primary purpose of their Job Description.

Employees who work in Civil Service Extra Help positions (short-term temporary positions) are not provided written job descriptions, since these are short-term jobs hired for specific purposes. Graduate Assistants do not sign detailed job descriptions. However, Extra Help employees and Graduate Assistants sign a Memorandum of Understanding that covers in detail the NCAA Division I rules and regulations with which each employee must comply. Going forward, all future Civil Service Extra Help employees and Graduate Assistants will receive job descriptions that include "Complies with University and NCAA Division I rules and regulations."

Compliance requirements with University and NCAA Division I rules and regulations are communicated to all Athletics Department employees during a one-on-one NCAA Rules meeting with Athletics Compliance Staff, soon after beginning employment.

The University is in the process of ensuring this same written evidence for all applicable documents is included for all Athletics employees prior to the completion of the certification process.

c. Rules Compliance Language in Performance Evaluations

Full and part-time status employees receive annual fiscal year Performance Evaluations, which include an evaluation of how well they perform with the required compliance measures - "Complies with University and NCAA Division I rules and regulations" is included in the Performance Evaluation.

Civil Service Extra Help Employees and Graduate Assistants do not receive annual Performance Evaluations. However, per the Memorandum of Understanding they may be disciplined at any time for noncompliance.

5. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals outside the department of athletics who are involved in rules-compliance activities. Specifically, the institution must provide written evidence that all individuals outside the department of athletics 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. Job descriptions; and
c. Performance evaluations.

Please note, if the institution does not use one or more of the documents (listed in a-c above), provide an explanation.

The institution must provide written evidence that all individuals outside the department of athletics 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: contracts or letters of appointment, job descriptions and performance evaluations. If the institution is in the process of revising one or more of the documents noted above due to it obligation to seek approval from an outside entity (e.g., union), the institution must provide written evidence supporting the planned revision. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

1.

a. Rules Compliance Language in Contracts/Letters of Appointment

Employees outside of the Athletics Department, who are designated to handle student-athlete matters, must meet with the Athletics Compliance staff for a one-on-one NCAA Rules Meeting each year. SIUE ensures compliance with University policy and NCAA Division I regulations by requiring these employees to sign a Memorandum of Understanding that explains they may be subject to discipline if they fail to comply with NCAA, Conference, or University rules and regulations. Memorandums are considered an addendum to the Appointment contract.

b. Rules Compliance Language in Job Descriptions

These same employees have the following statement included in the primary purpose section of their job description - "Complies with University and NCAA Division I rules and regulations." Compliance requirements are explained to the employee and discussed during the annual compliance meeting

c. Rules Compliance Language in Performance Evaluations

These same employees receive annual fiscal year Performance Evaluations which include an evaluation of how well they perform with the required compliance measures - "Complies with University and NCAA Division I rules and regulations" is included in the Performance Evaluation.

The University is in the process of ensuring this same written evidence for all applicable documents is included for selected employees who deal directly with student-athletes, prior to the completion of the certification process.

To further enhance compliance, responsible individuals have an annual educational meeting with the Lead Compliance Specialist. These employees are:

Xanthe Emerick - NCAA Certification Officer, Office of the Registrar
Jo Gibson - Admission Record Supervisor/Transfer Coordinator, Office of the Registrar
Sharon Berry - Director of Student Financial Aid
Tracy Wall - Financial Aid Assistant
Sherry Williams - Financial Aid Assistant
Todd Burrell - Admissions Director
Ryan Downey - Assistant Director of Admissions
Colin McLaughlin - Admission Counselor
Scott Gluntz - Associate Director of Housing
Laura Strom – Registrar

6. Provide the name(s) and title(s) of the institutional staff member outside the department of athletics who has ultimate responsibility in determining student-athlete's admission to the institution, certification of academic standing, and conferment of academic degrees.

The institution must demonstrate that the responsibility for admission, certification of academic standing and conferment of academic degrees of student-athletes is vested in the same agencies that have authority in these matters for students in general.

The Director of Admissions, Todd Burrell, is responsible for certification of admissions standing. The Registrar, Laura Strom, is responsible for confirmation of academic standing and conferment of academic degrees.

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 having final authority for the institution's rules compliance (e.g., athletics director, vice president for athletics).

The institution must assign direct accountability for rules compliance to the individual the chancellor or president assigns final authority for the athletics program (e.g., director of athletics, vice president for athletics).

Dr. Brad Hewitt, Director of Athletics, has final authority for the institution's rules compliance

8. Identify the individuals inside and outside the department of athletics 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. NCAA Division I Academic Performance Program (APP).

The institution must identify individuals who have rules compliance-related responsibilities and the reporting lines of these individuals.

The institution must demonstrate that individuals external to the athletics program (including, but not limited to, financial aid personnel, registrar, faculty athletics representative) are engaged in the critical and sensitive areas of rules compliance. Examples of critical and sensitive areas of rules compliance include, but are not limited to, eligibility certification, investigation and self-reporting of rules violations, monitoring financial aid and APP.

a. Faculty Athletics Representative - Direct reporting line to the Chancellor. The FAR's responsibilities, among others, include potential violation investigation and academic oversight.

b. Director of Athletics - Direct reporting line to the Chancellor. The AD's responsibilities include potential violation investigation and general oversight of compliance operations.

c. Compliance officer/director - The Assistant Director of Athletics for Compliance and Student Services reports directly to the AD on compliance matters. The Assistant AD has all responsibilities regarding compliance operations, including management of the Lead Compliance Specialist. The Assistant AD also administers the Academic Performance Program (APP).

d. Coaches - Coaches have a direct reporting line to the AD or their sport administrator, if that is not the AD. Coaches also have a direct communication line to the Athletics Compliance Office. Coaches are responsible for their team's activities being in compliance with NCAA rules.

e. Other individuals - The Lead Compliance Specialist (Katie Zingg) has a direct reporting link to the Assistant Athletics Director for Compliance and Student Services. In this role, the LCS has day-to-day responsibilities over the department's compliance monitoring systems.

The NCAA Certification Officer (Xanthe Emerick) has a direct reporting line to the Registrar Transfer Coordinator and the Registrar. In this role, her duties consist of certifying eligibility for freshmen, continuing, and transfer student-athletes.

The Director of Student Financial Aid (Sharon Berry) reports directly to the Assistant Vice Chancellor for Enrollment Management and has responsibilities consisting of creating squad lists and certifying countable and non-countable financial aid.

9. Indicate by clicking "yes" or "no" in the Athletics Certification System (ACS), 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. If an institution indicates a specific written policy and step-by-step procedure is not applicable (N/A), the institution must provide an explanation. Please use the file upload link contained within this question on ACS to submit an explanation if the institution selects N/A.

The institution must provide evidence that written compliance policies and procedures exist and demonstrate that they are engaged and functioning in the following areas:

a. Initial-eligibility certification;
b. Continuing-eligibility certification;
c. Transfer-eligibility certification;
d. NCAA Division I Academic performance program (APP) (e.g., data collection process, penalty implementation process);
e. Financial aid administration, including individual and team limits;
f. Recruiting (e.g., official and unofficial visits, hosts entertainment, contacts phone call);
g. Camps and clinics;
h. Investigations and self-reporting rules violations;
i. Rules education;
j. Extra benefits;
k. Playing and practice seasons;
l. Student-athlete employment; and
m. Amateurism.

Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

	Yes	No	N/A
Initial eligibility.	X		
Continuing-eligibility certification.	X		
Transfer-eligibility certification.	X		
APP.	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 must demonstrate that its compliance policies and procedures are directly communicated in writing (e.g., provide hard copy of document, provide weblink via e-mail) on an annual basis to department of athletics staff and individuals outside the department of athletics with rules compliance responsibilities. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The Athletics Compliance Office maintains a compliance manual that includes all policies and procedures related to compliance at SIUE. This manual is distributed via e-mail at the start of each

academic year to all athletics department staff members and individuals outside the athletics department with rules compliance responsibilities. The manual is also posted on the Athletics Compliance Office website. The manual is also sent to Xanthe Emerick, NCAA Certification Officer, Jo Gibson, Office of the Registrar, Sharon Berry, Director of Student Financial Aid, and Tracy Wall, Financial Aid Office. In addition, compliance policies and procedures are reviewed throughout the year during rules education meetings as well as through periodic e-mails to coaches and staff.

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

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

The institution must provide evidence that it has a continuous and comprehensive rules education program for all individuals associated with the athletics program including boosters, student-athletes, department of athletics staff, coaches, and directly involved faculty and institutional staff outside the department of athletics.

a. Boosters. SIUE created a booster brochure (provided in the archive) in September 2010, which is provided on an ongoing basis to all individuals who are classified as representatives of athletics interests as defined by NCAA Bylaw 13.02.13. The brochure contains compliance education on recruiting, employment, and extra benefits and was included in season ticket packages. Compliance flyers covering the same information are also provided to boosters during fundraising events. (For instance, at the Friends of Men's Basketball Trivia Night on October 2, 2010, a flyer detailing information on the recruiting of prospective student-athletes was distributed.) The frequency of the flyers and information distribution depends on the number of events the booster groups conduct. The boosters brochure is also provided on the compliance website.

b. Student-athletes. Compliance rules education information is provided to student-athletes through in-person meetings twice per year and also through periodic e-mails (approximately twice per semester) sent via the student-athlete listserv. Each fall prior to the first practice date, teams meet with the Lead Compliance Specialist to cover compliance information regarding academic eligibility, amateurism, outside competition, extra benefits, gambling, countable athletically related activities, and drug testing. In the spring prior to the end of the academic year, all student-athletes meet with the Lead Compliance Specialist to cover compliance rules pertinent to summer break, such as outside competition, prospective student-athletes and countable athletically related activity. Throughout the academic year, e-mails are sent to all student-athletes that discuss specific compliance issues that are pertinent at that time. Student-athletes are also given the Student-Athlete Handbook that contains compliance information.

c. Department of athletics staff. Individual departments meet with the Lead Compliance Specialist at least once per academic year to cover compliance information. Throughout the year, they are also provided the SIUE Compliance Manual and information about the compliance website via e-mails.

d. Coaches. At least seven times during the academic year, the Lead Compliance Specialist conducts mandatory rules education meetings for all coaches. Different topics are covered at each meeting depending on the time of year, but topics that are always covered include detailed recruiting legislation, coaching limitations, countable athletically related activity, and financial aid. Coaches are also provided with rules education e-mails throughout the year, which discuss recent rules interpretations issued by the NCAA. The Athletics Compliance Office also issues periodic e-mails to particular coaches when presented with new issues or questions that result in important compliance information relevant to those

coaches/sports. In addition, the Lead Compliance Specialist meets specifically with volunteer and student assistant coaches when each is hired to discuss the special legislation that applies to each classification.

e. Faculty. A faculty compliance brochure is posted on the Athletics Compliance Office website. Faculty are advised of the location of the brochure on the website by an e-mail containing the link and the brochure, which is sent annually to the University announcements listserv. Faculty involved in the student-athlete mentor program meet with the Lead Compliance Specialist to cover specific rules applicable to faculty due to their relationship with student-athletes. Topics covered include extra benefits, occasional meals, recruiting, eligibility, and academic fraud.

f. Institutional staff outside the department of athletics. Individuals outside the athletics department with compliance responsibilities meet with the Lead Compliance Specialist at least once per academic year to cover compliance information that is applicable to each department's area (i.e., financial aid, eligibility certification, extra benefits, etc.). They are also provided the SIUE Compliance Manual and information about the compliance website.

12. In regard to the institution's most recent rules-compliance evaluation:

a. Provide the name(s) and affiliation(s) of the individual(s) responsible for conducting the institution's rules-compliance evaluation;
b. 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 department of athletics and is knowledgeable of NCAA legislation and rules compliance practices; and
c. Provide the date of the institution's most recent rules compliance evaluation.

The institution must demonstrate that its rules-compliance program is subject to a comprehensive, external rules-compliance evaluation at least once every four years and is conducted by an individual(s) external to athletics who is knowledgeable of NCAA compliance and who does not have day-to-day responsibilities in the areas under review. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

a. Matthew Banker, Ohio Valley Conference

b. The Ohio Valley Conference performed the required four-year compliance review as part of the services offered to conference member institutions.

c. October 6 and 7, 2010

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" in the ACS which areas were included in the institution's most recent rules compliance evaluation. If the institution indicates a specific area is not applicable (N/A), the institution must provide an explanation.
Please use the file upload link contained within this question on ACS to submit an explanation if the institution selects N/A.

The institution must provide evidence that the comprehensive, external rules-compliance evaluation demonstrates that the rules-compliance program is engaged and functioning. Further, the institution must review the written, comprehensive evaluation as part of the

self-study process and determine if appropriate corrective actions are necessary in response to the written report.

The institution must provide evidence that the comprehensive, external rules-compliance evaluation includes, at minimum, the following areas;

a. *Governance and organization (e.g., governing board policies related to athletics, responsibilities and duties of compliance personnel);*
b. *Initial-eligibility certification;*
c. *Continuing-eligibility certification;*
d. *Transfer-eligibility certification;*
e. *APP;*
f. *Financial aid administration, including individual and team limits;*
g. *Recruiting (e.g., official and unofficial visits, hosts entertainment, contacts, phone calls);*
h. *Camps and clinics;*
i. *Investigations and self-reporting rules violations;*
j. *Rules education;*
k. *Extra benefits;*
l. *Playing and practice seasons;*
m. *Student-athlete employment;*
n. *Amateurism; and*
o. *Commitment of personnel to rules-compliance activities*

All rules compliance evaluations conducted on/after September 1, 2008, must include the following new areas: governance and organization; APP; amateurism; and commitment of personnel to rules compliance activities. If an institution's rules compliance program has been evaluated at least once in the past four years at the time of the self-study process and the evaluation was conducted prior to September 1, 2008, the institution is not required to include the four new areas in its evaluation or conduct an additional evaluation to include the four new areas. However, the institution must create a plan for improvement demonstrating that the four new areas of review will be included in the next scheduled rules compliance evaluation.

	Yes	No	N/A
Governance and organization.	X		
Initial-eligibility certification.	X		
Continuing-eligibility certification.	X		
Transfer-eligibility certification.	X		
APP.	X		
Financial aid administration, including individual and team limits.	X		
Recruiting (e.g., contacts and evaluations, official and unofficial visits).	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 any necessary corrective actions. In addition, identify the individuals involved with this review.

The institution must provide evidence that the comprehensive, external rules-compliance evaluation demonstrates that the rules-compliance program is engaged and functioning. Further, the institution must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.

After being provided the final Compliance Review from the Ohio Valley Conference in March 2011, staff members from the Athletics Department reviewed and discussed the findings and recommendations in depth, and designed a comprehensive Compliance Review Response that created an action plan for the areas of enhancement that were included in the Compliance Review. Each of the action plan items was assigned to a specific Athletics Department staff member with a timeline for completion. The individuals involved in this review included the Athletics Director, the Faculty Athletics Representative, the Assistant Athletics Director for Compliance and Student Services, the Assistant Athletics Director for Business Affairs, and the Lead Compliance Specialist.

15. Identify relevant corrective action(s) 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(s) or action(s) implemented; and
b. The date(s) of action(s) taken or specific timetable(s) for completion of the plan(s).

The action plans developed in response to the Ohio Valley Conference Compliance Review are summarized as follows:

Governance and Institutional Control
The Lead Compliance Specialist and the Director of Athletics have drafted a new policy which expands the role of the Faculty Athletics Representative in the investigative process. The new policy is expected to be approved by the SIU Office of General Counsel and should be in place by the summer of 2011.

The Lead Compliance Specialist and Assistant Athletics Director for Sales and Marketing are evaluating the pass list review process and will determine if a new procedure timeline can effectively be implemented.

For the NCAA reclassification process, job descriptions have been updated for individuals employed outside the Athletics Department who have athletics-related responsibilities. All position description questionnaires (PDQs) include statements reflecting the need to be compliant with NCAA, Conference, and University policies. Educational seminars related to the importance of rules compliance have been held for this same class of employees.

Recruiting
The Faculty Athletics Representative will conduct an annual review session for coaches beginning with the 2011 Coaches' Recruiting Exam. This session will cover Bylaw 13 as well as new recruiting legislation that has been put into effect.

The Lead Compliance Specialist will develop a recruiting service reporting form which all sports must complete prior to subscribing to a recruiting service. The use of this form will be implemented by Summer 2011.

The Athletics Department is researching ways to change the manner by which hotel charges are paid in relation to official visits by prospective student-athletes. The Assistant Athletics Director for Sales and Marketing, the Assistant Athletics Director for Business Affairs, and the Lead Compliance Specialist are responsible for employing the process once it has been developed. The business office of the Athletics Department will centrally process all payments to hotels.

The Lead Compliance Specialist and the Assistant Athletics Director for Business Affairs are developing new policies and procedures regarding the issuance of student host money. The new procedures eliminate the coach's role and will place the control, as well as the education of student hosts, on the Lead Compliance Specialist.

Eligibility Certification
The role of the Faculty Athletics Representative (FAR) with regard to eligibility certification will be evaluated by the Assistant Athletics Director for Compliance and Student Services and the NCAA Certification Officer. The current role of the FAR includes policy and procedure development, change, and approval.

Financial Aid
SIUE hired a new Financial Aid Advisor effective Spring 2011 whose responsibilities will be directly related to the Athletics Department. Once this individual has completed training and is acclimated with the University, she will become more involved with the counseling of student-athletes and coaches with regard to financial aid policies and procedures.

Rules Education
Current rules education procedures for tutors employed by the Athletics Department include meetings with members of the Athletics academic and compliance staff. These meetings cover NCAA regulations, academic fraud, academic policies, and University expectations. Athletics academic services personnel will compile education literature for academic advisors and tutors employed by SIUE regarding these topics as well.

The Lead Compliance Specialist plans to supplement the educational brochure for boosters with in-person appearances at meetings beginning in 2011-2012 which will continue into the future. She will contact the club president to learn when meetings are scheduled. She will have a more proactive role in supplying the group with additional information regarding rules education.

Summer athletically-related activities, summer employment, and outside competition are issues which are discussed during the spring student-athlete meeting and the final rules education meeting for coaches. Student-athletes have expressed the desire to openly ask questions about these issues without their coaches being present. The Lead Compliance Specialist accommodates the student-athletes by holding separate meetings for student-athletes and coaches.

Academic Performance Program
Current policy requires coaches wishing to recruit a prospect with a 20 ACT/970 SAT score or below to receive permission from the sport administrator/Athletics Director prior to recruitment of that prospect. The sport administrator or Athletics Director then asks the Assistant Athletics Director for Compliance and Student Services to review the academic qualifications of the individual. This process must be completed before any campus visit is authorized or offer of aid is tendered.

Commitment of Personnel to Rules Compliance
The activities of SIUE's Intercollegiate Athletics Committee (ICAC) are being expanded for the 2011-2012 academic year and continued in subsequent years. Expanded activities include review of reports from the Athletics Department which cover violations, academic progress, and the year's highlights. The ICAC will become more involved in developing/changing policies and procedures. The Athletics Director will provide semi-annual reports, at the very least, to the ICAC--having already implemented this in March 2011 with an update concerning NCAA violations discovered as of March 1, 2011.

Student-Athlete Welfare Issues
Beginning in Fall 2010, SAAC meetings included a "student-athlete voice" segment which allowed representatives to discuss issues, comments, concerns, or questions they may have. Appearances by and discussions with senior-level administrators will be incorporated into future meetings.

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 institution must submit a copy of the written evaluation from its comprehensive external rules compliance evaluation.

Document uploaded.

List of attachments

1. OVC Compliance Review Report - SIUE - 100610 - FINAL.pdf

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

No plan for improvement for Operating Principle 1.2 was developed as a result of the self-study.

Operating Principle

2.1 Academic Standards.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards). For each condition, 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.

1. **Condition**
   N/A
   Action
   N/A
   Action Date
   N/A
   Explanation for partial or non-completion
   As a newly certifying institution, Southern Illinois University Edwardsville did not complete the Cycle 2 process; therefore, this self-study item is not applicable.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 2.1 (Academic Standards). For each issue identified, provide:

a. The original goal(s);
b. The step(s) taken by the institution to achieve the goal(s);
c. The date(s) the step(s) was completed; and
d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

If the institution developed a plan for improvement for Operating Principle 1.2 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

The committee 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.*
- *The institution does not have documentation of actions taken to implement the plan.*

The committee will accept the following explanation for partial or noncompletion:

- *The institution has implemented a different plan(s) or taken different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.*

1. **Original Plan**
   N/A
   Action
   N/A
   Action Date
   N/A
   Explanation for partial or non-completion
   As a newly certifying institution, Southern Illinois University Edwardsville did not complete the Cycle 2 process; therefore, this self-study item is not applicable.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.1 (Academic Standards), including any plans or recommendations developed through the institution's involvement in the APP Data Review process, if applicable. For each additional plan, provide:

a. The additional goal(s);
b. The step(s) taken by the institution to achieve the goal(s); and
c. The date(s) the step(s) was completed.

As a newly certifying institution, Southern Illinois University Edwardsville did not complete the Cycle 2 process; therefore, this self-study item is not applicable.

4. Describe the process by which student-athletes are admitted to the 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 in general? Be specific and give careful attention to key decision points (e.g., second-level or subsequent review process, appeals procedure) in these processes and the individuals or groups involved at each point, including the role, either formal or informal, the department of athletics plays (if any) in the admissions process for student-athletes.

Student-athletes must be governed by the institutional admissions policies that apply to all students.

Institutional admissions decisions for student-athletes must be made solely by the authority responsible for admissions decisions.

All student-athletes are considered for admission under the established University policy. This policy is followed for any student who applies for admission to SIUE. The policy was approved by faculty committees and the academic administration at the institution. (Any policy requires final approval of an administrative officer or of a body at the level of the Chancellor or above.) The role of the Director of Admissions is to ensure that this admission policy is applied fairly for each student. The policy, including

admission requirements and criteria, is listed in the Undergraduate Catalog and on the University website.

To be considered for admission to SIUE as a first-time freshman, a student must submit a completed application, a $30 application fee that can be waived based upon documented economic need, an official high school transcript and ACT/SAT scores. To be considered for admission to SIUE as a transfer student, a student with fewer than 30 semester hours of transfer-level credit must submit the same credentials as the freshman applicant, along with official transcripts from any college the student attended. For a student with 30 semester hours or more of transfer-level credit, official transcripts from each college attended must be submitted.

Priority consideration for admission is given to students whose applications are complete by the priority deadline of December 1. Applications received after the priority deadline are subject to additional review by the Admissions Review Committee. Applications completed after the final application deadline are not considered for admission. The Office of Admissions reviews applications based upon the established admission policy requirements and informs the student of the admission decision within 2-4 weeks of receiving all required documents.

The admissions process for student-athletes does not differ from that of the general student population. For freshmen and transfer students, including international students, the Office of Admissions determines if the student-athlete is admissible, using the same standards as for any undergraduate applicant. There is no deviation in policy or procedure for any student, including student-athletes.

The Athletics Office plays no formal role in the admissions process. The role of the Athletics Office is only to communicate informally with the student (if the student chooses) the status of his/her admission file as well as the admission decision rendered based on the policy. The Office of Admissions will send official communication to each student, including student-athletes, on the status of the student's admission file and the admission decision.

5. Describe the process by which students who do not meet the institution's 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.

Institutional admissions decisions for student-athletes must be made solely by the authority responsible for admissions decisions.

Academic standards and policies for student-athletes must be consistent with the standards for the student body in general, conference or NCAA standards, whichever are higher.

All students (including student-athletes) can appeal the admission decision if they do not meet the established criteria. This process is done only after an admission decision of "deny" is rendered and after the student officially appeals in writing to the Admission Appeals Committee (AAC). As described in more detail below, this committee is comprised of faculty and administrators who vote on each file based on the academic credentials and the appeals letter. If the student receives a majority approval from the AAC, then the student is admitted to SIUE. If the AAC deems that the student is still not admissible, then a final decision of "deny" is made, and the student receives a letter stating this fact and providing options on how to improve his or her academic credentials in order to enroll at SIUE in the future (see Appendix 2.1.2 for Admissions Appeal Committee purpose and composition).

Admissions Appeal Committee

A committee will be appointed to review admission appeals initiated by applicants.

Applicants who have been denied admission may request in writing that their admission file be reviewed by the Admission Appeals Committee. The written statement should include the rationale for the request.

The Admission Appeals Committee will be chaired by the Associate Director of Admissions who will be a non-voting member. Each meeting will include two faculty members and a staff member.

The pool of committee members will include one faculty member from each of the following Schools: Business, Education, Engineering and Nursing, and two faculty members from the College of Arts and Sciences. The respective Dean will make the appointment. The pool of committee members will also include four staff members appointed by the Assistant Vice Chancellor for Enrollment Management. Each committee member will serve a two-year term.

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 No. 5 and the percentage of first-year students in general (including student-athletes) who were so admitted. Provide these comparative data for the four most recent academic years.

Special Admissions chart.

Special Admissions by sport group chart.

SIUE does not employ a special admissions procedure for any category of students including student-athletes. In looking at student-athletes who were admitted through appeal during the four-year time frame, only three entered the University through that avenue. For Fall 2006 admission, two student-athletes were admitted through appeal. In each case, their credentials met the minimum standards and were on file at the time of original rejection. For the Fall 2006 enrollment year, at the direction of the Assistant Vice Chancellor for Enrollment Management and immediately after the December 1, 2005 admission date, the University held all subsequent files and eventually denied all students who did not have at least a 2.5 GPA and 23 ACT (these GPA and ACT standards are significantly above the general University admission standards of a 2.0 GPA and a 17 ACT). Both student-athletes fell into this category. However, according to policy, Admissions was able to admit students on appeal after the December 1st Priority Filing Deadline in order to make sure the University made its enrollment goal of 1,600. This unique process was followed because, at the time, by the December 1st priority deadline, the University had more admitted students than it could accommodate if the yield projections came true. Both student-athletes were admitted under appeal. If the two student-athletes had applied by the December 1st Priority Filing Deadline, they would have been admitted without an appeal as they more than met the minimal admission criteria. A third student-athlete sought admission for the Fall 2007 class. While initially the student-athlete's ACT score was below the minimum standard, he met the ACT minimum before the beginning of the term and was admitted through the appeal process.

While three student-athletes were admitted through the appeal process, by the time of their enrollment, all three had met or exceeded the University's minimum standards for admission and would not be considered to be admitted under special circumstances.

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).
If any of the institution's sports teams had student-athletes certified through the pilot early academic certification program from August 1, 2007, through July 31, 2008, provide an

explanation regarding how the inclusion of these average core-course grade-point averages affects the data provided.

Test scores by gender chart.

Test scores by racial and ethnic group chart.

Test scores and grade-point average by sport chart.

The institution must analyze and explain any differences between the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup (i.e., sport, gender, ethnicity, transfers), and the academic profile of other student-athletes and comparable student-body groups or subgroups.

The University did not have student-athletes certified through the early academic certification program.

An examination of standardized test scores by gender reveals that the largest difference between student-athletes and their non-athlete counterparts occurred between the 2008-2009 male student-athletes (average score of 86) and male students (average score of 92.8). With the mean 2008-2009 ACT sum score of approximately 84.5 and a standard deviation of approximately 22.8, both the male student-athletes' and male students' scores fell above the mean and within approximately .3 standard deviations of one another, indicating that the difference between the two groups was small and not statistically significant. The largest difference for female student-athletes and their female student counterparts was 4.0 points in 2005-2006, also not statistically significant.

The sport by gender ACT sum score comparisons revealed five male sports scores that were greater than or equal to the 6.8 point difference between male student-athletes and male students and three female sports scores that were greater than or equal to the 4.0 point difference between female student-athletes and female students (in these sports, the student-athletes' scores were lower). The five male sports included: 1) 2005 Men's Other and Mixed Sports (8.8 points); 2) 2006 Men's Basketball (6.8 points); 3) 2008 Men's Basketball (8.8 points); 4) 2008 Men's Track/Cross Country (8.8 points); and 5) 2008 Baseball (11.2 points). The three female sports included: 1) 2005 Women's Track/Cross Country (6.4 points); 2) 2006 Women's Track/Cross Country (10.4 points); and 3) 2007 Women's Basketball (12.4 points). There appears to be no consistency in the type of sport reflected in lower ACT sum scores. With standard deviations for sum scores ranging from approximately 21.8 to 22.8 from 2005-2009, even the largest point differences are within .6 standard deviations of one another. The closeness of the scores in terms of standard deviations coupled with very small sample sizes within each gender/sport/year support that the differences between the student-athletes' scores and the general students' scores were not statistically significant.

Employing the mean ACT sum score and standard deviation is not possible when making comparisons across ethnic groups as ACT does not break out subject-area scores by ethnicity. However, while specific numbers cannot be employed, the same conceptual comparison can be made. Ethnic group comparisons between All Entering First-Year Students and All Entering First-Year Student-Athletes on Aid reveals that the standardized test scores for 2008 Asian/Pacific Islander, the 2005 and 2007-2008 Black and 2005 White student-athletes were above the standardized scores for their first-year student counterparts. The standardized scores for the 2006 Black student-athletes were 2.4 points lower than their first-year student counterparts, for the 2006 White student-athletes the difference was 1.2 points lower, for the 2007 White student-athletes the difference was 3.2 points lower, for the 2008 White student-athletes the difference was 4.4 points lower and for the 2007 Non-Resident Alien student-athletes the difference was 1.2 lower. As with the gender (across all sports) findings, all of these differences are small and not statistically significant.

In terms of grade-point average, the vast majority of the grade-point averages of first-year students-athletes on athletics aid were at or above the grade-point averages of the comparable student body. The few exceptions (2005-2006 Men's Basketball, 2007-2008 Men's Basketball, and 2007-2008 Men's Cross Country Track) have only one or two grade-point averages comprising the average, so no meaningful comparisons can be made.

8. Describe the institution's specific academic support programs [e.g., Facilitating Learning and Achieving Graduation program (FLAG)] 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 No. 5.

The institution must develop specific academic support programs to address the unique needs of student-athletes with entering academic profiles lower than those of the general student body.

The mission of the Athletics Academic Services Office (AASO) is to provide academic assistance, resources, and services to help student-athletes maintain a balance between the demands of academics and athletics. With the understanding that academics is primary and athletics is secondary, SIUE also believes that by using the services provided, our student-athletes will be able to perform above expectations both on and off the field/court.

The AASO strives to integrate existing University services and resources, and when deemed appropriate, create new initiatives to enhance the student-athlete experience. Student-athletes who have been diagnosed with a learning disability are referred to the campus Disability Support Services (DSS) Office, where they are given the opportunity to utilize the same accommodations available to the general student body. The AASO has a referral process created in partnership with DSS and Counseling Services if an advisor suspects a potential undiagnosed learning disability.

The AASO works directly with all student-athletes. Student-athletes are advised for classes within the AASO until declaration of a major occurs, at which point the student-athlete is also advised by the major advisor. Student-athletes are highly encouraged to meet with their athletics advisor in the AASO after meeting with their major advisor so progress toward degree standards can be monitored. Services provided by the AASO include academic advisement, class registration, academic mentoring/monitoring, MAP-Works (Making Achievement Possible), mid-semester grade reports, athletics study tables, athletics computer lab, tutoring, CHAMPS/Life Skills programming, the At-risk Student-athlete Academic Program (ASAP), and the Grades First retention system.

The vast majority of AASO programs are designed for all student-athletes and can be tailored to meet the specific needs of each student-athlete. The one program that is designed for at-risk entering student-athletes is the At-risk Student-athlete Program (ASAP) for Entering Freshmen:

At-Risk Student-Athlete Academic Program (ASAP). ASAP was designed to provide a supportive environment conducive to the academic success of student-athletes. The goal of this program is to identify those student-athletes who may have difficulty balancing the demands of university-level academics and athletics. Mandatory athletics study tables/tutoring, weekly meetings with a member of the AASO staff, academic workshop attendance, MAP-Works, and frequent academic progress checks are all components of ASAP.

Student-athletes in this program are identified within three specific populations:

1. Entering Freshmen. Entering freshmen with an ACT score of 19 or below or NCAA Division I core grade point average of 2.5 or below will participate in the ASAP program for the entire first year of their collegiate enrollment. Freshmen student-athletes who are enrolled in two or more academic development courses (identified by the designator "AD XXX" where "X" equals a course number) are also included in the ASAP program.

2. Transfer Student-Athletes. Transfer student-athletes with a transfer grade point average of 2.5 or below will be required to participate in the ASAP program to help facilitate their academic success at SIUE. Transfer student-athletes will remain in the program for a minimum of one academic semester.

3. Continuing Student-Athletes Cumulative GPA 2.4 or below. Continuing student-athletes with a cumulative GPA of 2.4 or below will be required to participate in the ASAP program. These student-athletes are uncomfortably close to becoming ineligible by falling below a cumulative GPA of 2.0. We

also believe that by requiring participation in the program, these student-athletes can raise their grade point average to a level that allows them to declare into and be successful in their major of choice.

Additional AASO programs include the following:

Academic Advisement. Advisement is mandatory for all SIUE students prior to registration each term. Advisors provide information about majors or refer student-athletes to the appropriate campus or community resources. The athletics academic advisors work closely with campus departmental advisors to assist and provide guidance to student-athletes with course selection appropriate to their practice and competition schedules. The athletics academic advisors also understand the pressures and special needs of student-athletes and work closely with athletes to monitor personal development and satisfactory academic progress toward degree and to make certain their experience at SIUE is enriching.

Class Registration. Registration for student-athletes will take place subsequent to the advising appointment. Student-athletes are given priority registration opportunities. All student-athletes are eligible to register during the first week of registration. This privilege is intended to help ensure that the student-athletes continue to make academic progress and ultimately graduate in a timely manner. Undeclared student-athletes make advising appointments with an athletics advisor. Student-athletes who have declared a major make advising appointments with their departmental academic advisor.

Academic Mentoring/Monitoring. Academic Mentoring/Monitoring is offered to those student-athletes designated as at-risk students. Using data from any transcripts of previous institutions, standardized testing scores, and collegiate academic performance, a determination is made about whether or not a student-athlete is considered to be at-risk. A student-athlete's coach and athletics academic advisor will collaborate to decide if a student-athlete should be monitored as an at-risk student-athlete. The services provided to these student-athletes are as follows:
-Weekly or bi-weekly meetings with an athletics mentor to discuss the student-athlete's academic experience.
-Referrals to services on campus and in the community.
-Assistance with time management, test preparation, reading skills and other study skill areas.
-Encouragement to meet with professors regularly to develop a relationship.
-Grade/attendance monitoring throughout the semester.
-Assistance in locating a course-specific tutor as needed.

MAP-Works (Making Achievement Possible). The Department of Athletics partners with University Housing to utilize the MAP-Works student retention and success program for all first-year student-athletes living in University Housing. This program enables effective early intervention with at-risk student-athletes and focuses students on behaviors that ensure college success. Student-athletes participating in this program are measured on a variety of research-based factors, including their academic and social integration to the campus, entering skills and abilities, and expectations of their college experience. Students are immediately linked to a web-based customized report that identifies discrepancies between their expectations and the academic and social behaviors necessary to succeed. Results are benchmarked against the first-year cohort to help them better understand their strengths and weaknesses. This interactive report aligns behaviors with outcomes, enhances self-awareness through social norming, and connects students with campus resources and support services. Through the MAP-Works interface, student survey results are instantly available to the athletics academic advisors to assist in identifying at-risk student-athletes.

Mid-Semester Grade Reports. Mid-semester grade reports are sent between the sixth and eighth week of the fall and spring semesters to all faculty members who have a student-athlete enrolled in their courses. The current grade, attendance report, recommendations and other relevant comments given by the professor allow the academic advisor to conduct an academic intervention before the last date to drop a course with a grade of "W" if needed, as well as positively reinforce student success. Grade report requests are sent more frequently for student-athletes identified as at-risk.

Athletics Study Tables. Study tables are opened exclusively for student-athletes and are held in an academic auditorium/classroom that is monitored to ensure an atmosphere conducive to studying. Tutors are available for various subjects; tutors can be used by any student-athlete attending study tables who is in need of help in a specific subject. Study hours are documented on the Athletics Study Log Sheet. Every first-year, new transfer, and continuing student-athlete with a cumulative grade point average of 2.4 or below is required to participate in athletics study tables. The number of hours each

student is required to attend is decided upon by the Academic Services Staff in collaboration with the coaching staff.

Athletics Computer Lab. The Athletics Computer Lab, located in Vadalabene Center, Room 2006, is open Monday-Thursday 9:00 am-3:00 pm and Friday 9:00 am-1:00 pm. Staffed by a monitor/tutor who can help student-athletes study for exams and proofread papers, the Athletics Computer Lab consists of a study area and six computers. The lab also has a network printer which can be used to print academic work.

Academic Tutors. Tutors are available to assist student-athletes in a large number of subject areas. At the beginning of each semester, an e-mail is sent to the student-athlete listserv with specific details regarding academic study tables and tutor information/availability (along with subject areas within which each tutor can help). A bulletin board with this information is maintained within the Athletics Department and the information is also presented at the fall sport compliance meetings. If the student-athlete needs individualized tutoring outside of athletics study tables, the student-athlete files a verbal request with the Athletics Academic Services staff. Student-athletes are highly encouraged to utilize tutoring on campus (eg. in the Student Success Center, residence halls, and academic departments).

NCAA/CHAMPS Life Skills Programming. The mission of the NCAA/CHAMPS Life Skills Program is to maintain intercollegiate athletics as an integral part of the campus educational program and the student-athlete as an integral part of the student body and to enhance the quality of the student-athlete experience within the context of higher education. In the process of achieving this mission, the CHAMPS/Life Skills Program will:
-Promote student-athletes' ownership of their academic, athletic, career, personal and community responsibilities.
-Meet the changing needs of student-athletes.
-Promote respect for diversity and inclusion among student-athletes.
-Assist student-athletes in identifying and applying transferable skills.
-Foster an environment that encourages student-athletes to effectively access campus resources.
-Encourage the development of character, integrity and leadership skills.

The Athletics Academic Services Office implements the CHAMPS/Life Skills program annually. Programming is determined based upon a needs assessment conducted during the summer semester each academic year. Information regarding the CHAMPS/Life Skills program is communicated to student-athletes at the fall orientation meetings and throughout the year via the student-athlete listserv.

Grades First. In Spring 2011, SIUE began implementing Grades First, which provides a proactive integrated web-based retention system that encompasses early alert, tutor management, appointment scheduling with reminders, study hall management, card swipe integration, technology-based student interaction capability, advisor reports, and detailed reporting capability. Grades First permits the Athletics Academic Services Office to enhance its work with student-athletes by being more effective in strategically focusing its energies where student need is the greatest.

Grades First was selected by a University group comprised of representatives from Academic Advising, Athletics Student Services, Information Technology Services and the Provost's Office and its selection was endorsed by the Chancellor. Other constituencies such as the Registrar's Office and the Student Success Advisory Committee are considering additional ways in which the program can be used to enhance student retention.

9. For the four most recent academic years, assess and evaluate data regarding acclimation, retention and the academic success of student-athletes with special academic needs [as defined by the institution (e.g. at-risk, education-impacting disability)] and those student-athletes admitted through any of the processes described in Self-Study Item No 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.

The institution must assess, evaluate and if necessary, develop plans for improvement to ensure acclimation, retention and academic success for student-athletes with special academic needs and student-athletes who are admitted through the institution's special admissions process. If an institution does not employ a special admissions process, assessment, evaluation and if necessary, plans for improvement must be completed for 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.

As SIUE does not employ a special admissions process and the three previously-mentioned student-athletes admitted through the appeal process had met the minimum standards for admission to the University; the lowest admission category, "Category C," was selected as the benchmark for this question. Category C is defined as:

First-Time Traditional Freshmen - Group C
Applicants who do not meet the admission criteria in Group A and Group B may be considered for admission in Group C. Preference will be given to applicants who have met the following criteria:
a. Have met the published deadlines
b. Have successfully completed the high school course pattern requirements
c. Have a cumulative high school grade point of 2.00 or higher (OR)
d. Have an ACT Score (or SAT equivalent) of a 17 or higher

First-Time Traditional Freshmen - Group A
Applicants must meet the following admission criteria:
a. Have met the published deadlines
b. Have successfully completed the high school course pattern requirements
c. Have a cumulative high school grade point of at least a 2.500 (AND) have an ACT score (or SAT equivalent) of 21
(OR)
d. Have a cumulative high school grade point of at least a 2.500 (AND) have a class rank of upper 25 percent.

First-Time Traditional Freshmen - Group B
Applicants who do not meet the admission criteria in Group A may be considered for admission in Group B.
Preference will be given to applicants who have met the following criteria:
a. Have met the published deadlines
b. Have successfully completed the high school course pattern requirements
c. Have a cumulative high school grade point of at least a 2.00 or higher (AND)
d. Have an ACT Score (or SAT equivalent) of 17 or higher

For the four most recent academic years (2006-2007, 2007-2008, 2008-2009, 2009-2010), SIUE admitted 98 students in Category C out of a total first-time enrollment of 7,989 students (1.23%). Of the 98 students, five were student-athletes. All student-athletes admitted in Group C are immediately part of the At-risk Student-athlete Academic Program (ASAP). Overall, the student-athletes greatly out-performed their non-athlete counterparts on average undergraduate hours attempted, average undergraduate hours earned, and average undergraduate cumulative GPA. Data is provided below.

Student-Athletes
Undergraduate Hours Attempted: 54.250
Undergraduate Hours Earned: 46.750
Cumulative Undergraduate GPA: 2.542

Non-Athletes
Undergraduate Hours Attempted: 44.043
Undergraduate Hours Earned: 33.323
Cumulative Undergraduate GPA: 1.829

10. Describe your institution's written policies and procedures related to the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify initial eligibility for student-athletes. Provide the names and titles of the individual(s) inside and/or outside of athletics who are involved with the certification of initial eligibility. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' initial eligibility.

The institution must have written step-by-step policies and procedures for the certification of initial, transfer, and continuing eligibility.

NCAA initial eligibility certification is separate from the admissions process. Please see Appendix 2.1.3 for eligibility certification policies. SIUE uses the following procedures in certifying NCAA Initial Eligibility:

1. The NCAA Certification Officer in the Registrar's Office (currently Xanthe Emerick) is ultimately responsible for the initial eligibility certification of all incoming student-athletes.

2. As part of the recruiting process, a coaching staff member completes the Request for Transcript Evaluation form and turns the form into the Academic Services mailbox along with the prospective student-athlete's (PSA) high school transcript and test scores.

3. An initial eligibility audit is performed by the NCAA Certification Officer and information regarding the initial audit is sent to the requesting coach via e-mail.

4. The NCAA Certification Officer is responsible for communicating with the NCAA Eligibility Center, high school, PSA, and Athletics Academic Advisor (Lindsey Schmidt) regarding any possible issues. In the absence of the Athletics Academic Advisor, the NCAA Certification Officer should contact the Assistant Director of Athletics for Compliance and Student Services (Jaci DeClue) with any issues.

5. If the coach continues to recruit the PSA, the coach requests that the PSA be entered into the Eligibility Center Institutional Request List (IRL). This request should be made in writing to the Lead Compliance Specialist (Katie Zingg). In the absence of the Lead Compliance Specialist, the request should be made to the Assistant Director of Athletics for Compliance and Student Services.

6. Starting approximately June 1 of each year, the NCAA Certification Officer will prepare a weekly Coach's Report for each sport with detailed information regarding the status of all incoming freshmen. This report will include academic eligibility and amateurism certification information and will be e-mailed to all coaches and the Assistant Director of Athletics for Compliance and Student Services (Jaci DeClue). During Springboard to Success (a two-day on-campus orientation for admitted first-semester students that takes place in the summer), the Academic Services staff will discuss eligibility center status with each PSA.

7. If coaches have any questions regarding the academic certification status of their PSA, they are to contact the NCAA Certification Officer. If coaches have any questions regarding the amateurism certification status of their PSA, they are to contact the Lead Compliance Specialist. In the absence of either individual, coaches should contact the Assistant Director of Athletics for Compliance and Student Services. If there are any questions/issues regarding a specific PSA in regards to amateurism or academic certification, the NCAA Certification Officer and the Assistant Director of Athletics for Compliance and Student Services will discuss the concerns and determine if a waiver is needed or if further information should be collected.

8. Prior to the start of each sport's playing season, the NCAA Certification Officer will complete the Ohio Valley Conference (OVC) Certification of Eligibility form or Missouri Valley Conference (MVC) Certification of Eligibility Form (men's soccer only). The Certification of Eligibility form certifies the

eligibility (continuing, initial, and transfer) of all student-athletes. Once complete, the NCAA Certification Officer will sign and forward the form to the Assistant Director of Athletics for Compliance and Student Services, who will obtain other required signatures and forward it to the conference office.

11. Describe your institution's written policies and procedures related to the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify transfer eligibility for student-athletes. Provide the names and titles of the individual(s) inside and/or outside of athletics who are involved with the certification of transfer eligibility. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' transfer eligibility.

The institution must have written step-by-step policies and procedures for the certification of initial, transfer, and continuing eligibility.

SIUE utilizes the following procedures to certify NCAA transfer eligibility of student-athletes:

1. The NCAA Certification Officer in the Registrar's Office (Xanthe Emerick) is ultimately responsible for the initial eligibility certification of all transfer student-athletes.

2. The Lead Compliance Specialist (Katie Zingg) is responsible for obtaining the appropriate transfer release(s) from the prior institution(s) and providing any necessary documentation to the NCAA Certification Officer.

3. Coaches are required to provide transcripts (from all transfer institutions) to the Athletics Academic Services Staff (Derrick Brown, Jaci DeClue, Lindsey Schmidt, Katie Zingg) to assure required degree progress. If a transfer student is required to declare a major upon transfer, the NCAA Certification Officer is notified of the transfer's major selection via the Student Transfer Declaration Form.

4. The NCAA Certification Officer will ultimately determine the transferability of each course.

5. Each transfer student-athlete must apply for admission to the University and provide official transcripts from all post-secondary institutions they have attended (and high school transcripts if requested).

6. Eligibility Center information is reviewed on a consistent basis (by both the NCAA Certification Officer and the Athletics Academic Services Staff-Derrick Brown, Jaci DeClue, Lindsey Schmidt, Katie Zingg) and must be completed prior to the transfer student-athlete being certified as eligible

7. Transfer student-athletes must complete the SIUE Student Transfer Declaration Form prior to final certification. A member of the Athletics Academic Services Staff (Derrick Brown, Jaci DeClue, Lindsey Schmidt, Katie Zingg) sends this form to the NCAA Certification Officer.

8. The NCAA Certification Officer will ultimately certify transfer eligibility through completion of the applicable Division I Transfer Residence Requirement Waiver Review Form (two-year transfer, four-year transfer, or four-two-four transfer). Once this form is completed, the form is sent to the Assistant Director of Athletics for Compliance and Student Services (Jaci DeClue).

9. One week prior to the first date of competition, the NCAA Certification Officer is responsible for completing the conference eligibility reports for each sport (championship and non-championship season). The Athletics Academic Services Staff (Derrick Brown, Jaci DeClue, Lindsey Schmidt, Katie Zingg) is responsible for obtaining required signatures (Director of Athletics, coach, FAR) and sending the conference eligibility reports to the conference office

12. Describe your institution's written policies and procedures related to the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify continuing eligibility for student-athletes. Provide the names and titles of the individual(s) inside and/or outside of athletics who are involved with the certification of

continuing eligibility. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' continuing eligibility.

The institution must have written step-by-step policies and procedures for the certification of initial, transfer, and continuing eligibility.

SIUE utilizes the following procedures to certify NCAA continuing eligibility for student-athletes:

1. The NCAA Certification Officer in the Registrar's Office (Xanthe Emerick) is ultimately responsible for the continuing eligibility certification of all current student-athletes.

2. At the end of each semester (fall, spring, summer), an eligibility check is completed on each continuing student-athlete. The NCAA Certification Officer and the Athletics Academic Services Staff (Derrick Brown, Jaci DeClue, Lindsey Schmidt, Katie Zingg) perform this check.

3. The eligibility check after the fall semester reviews the 6-hour rule, academic standing, and declaration status. The eligibility check after the spring semester reviews the 6-hour rule, academic standing, 24-hour rule for freshmen, 18-hour rule for upperclassmen, progress toward degree percentage, and declaration status. The eligibility check after the summer semester reviews academic standing, 24-hour rule for freshmen, 18-hour rule for upperclassmen, progress toward degree percentage, and declaration status. Mid-year certification athletes are checked on the opposite semester schedule.

4. If any discrepancy exists between the two parties, the NCAA Certification Officer and Assistant Director of Athletics for Compliance and Student Services (Jaci DeClue) meet to discuss. If the two parties are unable to come to an agreement, the Faculty Athletics Representative (John Meisel) is consulted.

5. One week prior to the first date of competition, the NCAA Certification Officer is responsible for completing the conference eligibility reports for each sport (championship and non-championship season). The Athletics Academic Services staff is responsible for obtaining required signatures (Director of Athletics, coach, FAR) and sending the conference eligibility reports to the conference office.

In addition, a student-athlete must enroll for and progress in a program of studies through which the student can qualify for a baccalaureate degree within no more than five years of the beginning of the five-year clock. A student-athlete must satisfactorily complete six semester hours of academic credit each term in order to be eligible for intercollegiate competition the following term. Prior to declaring a major, a student-athlete may use credit acceptable toward any of SIUE's degree programs to satisfy the six-hour requirement. Once the student has declared a major, the hours used to satisfy the six-hour requirement must be degree-applicable hours.

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 there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate for student-athletes and 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 institution must analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate of student-athletes as a whole and the most recent four-class average Federal Graduation Rate of students generally. If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate of student-athletes and the most recent four-class

average Federal Graduation Rate of students generally, the institution must develop a plan for improvement to address the issue.

The most recent four-class average Federal Graduation Rate (FGR) for all student-athletes who received athletics aid (68%) is 22% higher than the most recent four-class average Federal Graduation Rate of all students (46%). The recruiting, advising and retention efforts found within Athletics, and the strong relationships enjoyed between Athletics advising and the department major advisors, all contribute to a robust monitoring system. This system results in a high rate of graduation for student-athletes.

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 there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate of a student-athlete subgroup and 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.

The institution must analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate of all student-athlete subgroups (i.e., team, gender, ethnicity, ethnicity within team) and the most recent four-class average Federal Graduation Rate of students generally, including comparable student body groups. If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate of a student-athlete subgroup and the most recent four-class average Federal Graduation Rate of students generally or a comparable student body subgroup, the institution must develop a plan for improvement to address the issue.

When combining ethnic groups, the men's teams' FGR of 66% was higher than the all students' FGR of 46% and all male students' FGR of 43%. When the same comparison is made for the women's teams, the women's teams FGR of 70% was higher than the all students' FGR of 46% and the all female students' FGR of 49%. The FGR of the cross country/track team (40%) was found to be lower than both the all students' FGR (46%) and the all female students' FGR (49%). It is important to note that women's cross country/track team data are based upon seven women. A 40% graduation rate for seven women is approximately three women. A 46% graduation rate (the all students' FGR) is also approximately three women as is a 49% graduation rate (the all female students' FGR). Thus, while the percentages would indicate that there is a discrepancy in the graduation rates of women on the cross country team as compared to their all student and all female student counterparts, in actuality, there are no differences in the number of graduates. Of the four women who did not graduate from SIUE, three transferred to other schools and one returned to her native country. However, in an effort to improve the graduation rate in the sport of Women's Cross Country/Track, the Athletics Academic Services staff meets with the Men's and Women's Cross Country/Track staff on a weekly basis to discuss the academic progress of their at-risk student-athletes. The coaching staff also meets weekly with their at-risk student-athletes to discuss academics.

Making comprehensive ethnic group comparisons within sports is not possible since, with the exception of Asian women in other sports, White/Non-Hispanic men and women in all sports, Black/African American men in cross country/track, and non-resident alien men in basketball and cross country/track, all of the groups are reported to be 0%. The FGRs for the African American and non-resident alien men's teams and the Asian women's team are all above their all-student counterparts. It is important to note that for the reported cohort, Native Hawaiian/Pacific Islander and Two or More Races were not available options.

The Fall 2002-2003 population entered the University in Fall 2002. At that time, the ethnic codes being used were:
Non-Resident Alien
Black Non-Hispanic
American Indian/Alaskan Native
Asian/Pacific Islander
Hispanic
White Non-Hispanic
Unknown

This population graduated (within 6 years of entering the University as first-time, full-time freshmen) in year 2008. The University reported this group of students in the Graduation Rate Survey and NCAA reports in the 2002 ethnic categories.

The University surveyed all students who were applying, registered, or who graduated but still had access to CougarNet (SIUE's registration and administrative computer interface) for the new Federal ethnic reporting groups in Fall 2009. Those groups are as follows:
Non-Resident Alien
Hispanic
American Indian/Alaskan Native
Asian
Native Hawaiian/Pacific Islander
Black Non-Hispanic
White Non-Hispanic
Unknown
Two or More Races

These categories were used the first time for reporting in Fall 2010.

The University does not have the new ethnic codes for the students being reported in the Fall 2002-2003 NCAA cohort. If the University employed the new categories for this population, most of the students would be placed in the Unknown category as they have not indicated their new ethnic category in their biographic record.

Because the University does not have the new ethnic codes for the Fall 2002-2003 NCAA cohort, no students are reported in the new categories of Two or More Races and the split category of Native Hawaiian/Pacific Islander.

As most of the team FGRs are the same as or are very close to the White/Non-Hispanic FGRs for that sport, the vast majority of the 0% values for the groups represent no student-athletes of that ethnicity playing that sport. For the few sports in which the team FGR is not the same or is not very close to the White/Non-Hispanic FGR, the 0% value can represent, at the most, one student-athlete of that ethnicity who did not graduate.

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 there is a difference that cannot be adequately explained between a sports team's projected Federal Graduation Rate and 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 institution must analyze, explain and address any differences between the corresponding Federal Graduation Rate projected by the most recent APR of each sports team and the most recent four-class Federal Graduation Rate of students generally. If

there is a difference that cannot be adequately explained between a team's projected Federal Graduation Rate and the most recent four-class Federal Graduation Rate of students generally, the institution must develop a plan for improvement to address the issue.

As a Division II school transitioning to Division I, SIUE did not calculate Academic Progress Rates.

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 there is a difference that cannot be adequately explained between the most recent four-cohort GSR for any sports team and the GSR for all student-athletes, the institution must develop a plan for improvement to address the issue.

If the data in the charts include sports that are not used by the institution for NCAA sports sponsorship and/or sports in which the NCAA does not conduct a championship, the institution may provide an explanation of how the inclusion/exclusion of the sport(s) affects the analysis of the data.

The institution must analyze, explain and address any deficiencies between the most recent four-cohort average GSR of each sports team and the most recent four-cohort average GSR of student-athletes generally. If there is a difference that cannot be adequately explained between the most recent four-cohort average GSR of any team and the most recent four-cohort average GSR of student-athletes generally, the institution must develop a plan for improvement to address the issue.

As a Division II school transitioning to Division I, SIUE did not calculate Graduation Success Rates.

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 team) and the most recent four-class retention rate for all student-athletes, including comparable student-athlete subgroups (i.e., gender, ethnicity).

If there is a difference that cannot be adequately explained between the most recent four-class retention rate for any student-athlete subgroup and the retention rate for all student-athletes or comparable student-athlete subgroup, the institution must develop a plan for improvement to address the issue.

The institution must analyze, explain and address any differences between the most recent four class retention rate of student-athlete subgroups (i.e., sport, gender, ethnicity) and the most recent four-class retention rate of all student-athletes. If there is a difference that cannot be adequately explained between the most recent four-class retention rate of any student-athlete subgroup and the four-class retention rate of student-athletes generally, the institution must develop a plan for improvement to address the issue.

As a Division II school transitioning to Division I, SIUE did not calculate Academic Progress Rates.

18. Describe the department of athletics 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.

The institution must have established, written policies regarding the scheduling of practices and competition to minimize student-athletes' conflicts with class time and final examination periods due to their participation in intercollegiate athletics. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

In order to meet the conditions of the Missed Class Time Policies requirement of NCAA Bylaw 3.2.4.14, Southern Illinois University Edwardsville does not permit student-athletes to attend any practice/activities that result in a missed scheduled class or final exam. Activities considered practice include:

1. Preparation and conditioning time
2. Training room time (rehab, taping, etc.)
3. Meetings (to include individual film watching, academic meetings, etc.)
4. On-field practice

In addition, competition and travel are scheduled to not conflict with final exams. If this cannot be avoided, travel/ competition must be approved by the Director of Athletics prior to scheduling of the competition. Media and recruiting requests may also not interfere with class or final exam schedules.

The University does not permit classes to be missed during the non-traditional season (exception: Men's and Women's golf and Men's and Women's tennis). During the traditional season, the athletics program takes measures to minimize the number of classes a student-athlete must miss due to athletics competition. Prior to class registration, the Assistant Athletics Director for Compliance and Student Services reviews the travel schedules of each team and formulates a sport-specific listing of acceptable class times for each sport group. Student-athletes are highly encouraged to register for classes that meet at the times selected. All class schedules are reviewed by the Academic Services staff prior to the start of the semester for potential issues that can be avoided.

All student-athletes who must miss class due to competition are provided with a travel letter. This travel letter is presented to each faculty member at least two weeks prior to the first date of competition. Information included in the letter includes: date and time of initial departure, date and return time from competition, the University-wide Absence From Class for Official University Business-1I8 policy, and contact information for the Faculty Athletics Representative and the Assistant Athletics Director for Compliance and Student Services.

The University-wide Missed Class Policy is discussed with all student-athletes and coaches in the fall compliance meeting and is included in the student-athlete handbook. In addition to receiving the policy in the travel letter, faculty may also access the policy on the University's website.

Any exceptions to the missed class policies must be approved by the Athletics Director who will in turn report any approved exceptions to the Faculty Athletics Representative and the ICAC.

Faculty members may contact the Assistant Director of Athletics for Compliance and Student Services if they have concerns about student-athlete absences and the Assistant Director works with the Office of the Provost to resolve any issues.

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

Previous to February 28, 2011, the "Absence from Class for Official University Business-1I8" policy stated that students may be excused from class due to official University business for up to 10% of the

scheduled contact hours for the class (please see Appendix 2.1.4 for the "Absence from Class for Official University Business-1I8" policy). In the case of such absence beyond 10% of the contact hours in a given term, the instructor(s) may grant excused absences if they wish, but are under no obligation to do so. (Post-season tours and other special circumstances warrant faculty discretion in helping the students meet their educational goals.)

This policy applies to all students, including student-athletes. Given the policy allows for student participation in all types of official University business, no exceptions or differences exist for student-athletes.

In Fall 2010, the Intercollegiate Athletics Committee (ICAC) proposed a revision to the "Absence from Class for Official University Business - 1I8" policy to increase the percentage of missed classes considered excessive from 10% to 15% for students with majors outside of the health professional schools. Due to patient care issues, the health professional schools will be provided latitude to limit absences to no more than 10% following consultation with the student and the Office of the Provost. The revised policy completed the University approval process on February 28, 2011 (please see Appendix 2.1.4 for the revised policy).

For a semester-long class that meets two days a week, the new policy increases the number of excused absences for University business from three missed classes to four missed classes. As described in Operating Principle 1.1 number 11, the ICAC is constituted as a freestanding committee of the University. The voting members consist of seventeen persons: eight faculty members appointed by the Faculty Senate, the NCAA representative appointed by the Chancellor, four staff members appointed by the University Staff Senate, and four students appointed by the Student Government Association (SGA); at least one student will be a member of the SGA. No more than two faculty members will be selected from any one professional school, library or support unit of the University; no more than three faculty members will be selected from the College of Arts and Sciences. Appointments will be made consistent with the diverse nature of the University community. The ex officio members serve without vote and consist of the Director of Athletics and others as appointed by the Chancellor.

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

The institution must analyze and explain missed class time for the last two years for each sports team and address, through a plan for improvement, any missed class time that is deemed significant or excessive in nature.

As the current University missed class policy is 15%, for the purpose of this question, "excessive" is defined as missing 20% or more of a class. It is important to note that missing 20% of class periods generally equates to missing no more than one additional class period. Across all sports over the past two years, only 27 of 995 (2.7%) student-athletes experienced "excessive" absences. These 27 student-athletes participated in volleyball, baseball, softball and men's basketball.

Student-Athletes Impacted by 20% or More of Missed Class Periods:
Fall 2008 - Spring 2010

Semester---Sport---Time---Percent Missed---Number of athletes
Fall 2008---Volleyball---T/R 12:30-1:45---20%---3
Spring 2009---Baseball---MWF 1-1:50---28.80%---1
Spring 2009---Softball---T/R 12:30-1:45---26.67%---3
Spring 2010---Men's Basketball---T/R 12:30-1:45---20%---7
Spring 2010---Men's Basketball---T/R 2-3:15---20%---2
Spring 2010---Men's Basketball---M/W 12-1:15---20%---8
Spring 2010---Men's Basketball---M/W 1-2:15---26.67%---1
Spring 2010---Softball---MWF 1-1:50---20%---1
Spring 2010---Softball---T/R 2-3:15---33.33%---1
Note: The number of student-athletes in each semester is as follows: Fall 2008 - 249, Spring 2009 - 239, Fall 2009 - 256, Spring 2010 - 251.

Student-athletes with majors that employ cohort models (most notably, Nursing) are the most likely to experience "excessive" absences as they have little-to-no flexibility in their schedules. In many cases, they have no electives and each required class is only offered once per academic year. This rigid schedule is particularly difficult for student-athletes who participate in sports with a larger number of games per season since there are more likely to be conflicts with game schedules and required course class times. These conflicts make it impossible to avoid "excessive" absences for this small group of students.

When "excessive" absences are unavoidable, accommodations are provided to the student-athletes to assist them in staying current in the class. For example, the School of Nursing will videotape missed lectures and upload them to Blackboard (a content management platform used by SIUE) or another online space so that a student-athlete can access them at his or her convenience. This accommodation ensures that the student-athlete will not fall behind in the class due to sports commitments

21. Describe the means by which the department of athletics 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 directly communicated in writing to student-athletes, department of athletics staff members and appropriate faculty and administrative staff.

The institution's established, written policies regarding the scheduling of practices and competition must be directly communicated in writing (e.g., provide hard copy of document, provide weblink via e-mail) to student-athletes, department of athletics staff members and other appropriate faculty and administrative staff (e.g., published in the institution's student-athlete handbook or department of athletics policies and procedures manual, an e-mail with an attachment or link to the posting on the institution's website). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The Athletics program makes every effort to minimize the number of classes a student-athlete must miss due to athletics competition. The Assistant Director of Athletics for Compliance and Student Services determines the best time for all student-athletes to take classes and communicates this in writing to the student-athletes prior to course registration.

All student-athletes who will miss class due to competition reasons are provided with a travel letter during the first week of the semester. This travel letter provides each instructor with the University's missed class policy and the specific dates the student-athlete will miss.

The University-wide Missed Class Policy is discussed with all student-athletes and coaches in the fall compliance meeting and is included in the student-athlete handbook. Faculty members receive the policy in the travel letter and can access the policy on the University's website.

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

No plan for improvement for Operating Principle 2.1 was developed as a result of the self-study.

Operating Principle

2.2 Academic Support.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support). For each condition, 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.

1. Condition
N/A
Action
N/A
Action Date
N/A
Explanation for partial or non-completion
As a newly certifying institution, Southern Illinois University Edwardsville did not complete the Cycle 2 process; therefore, this self-study item is not applicable.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 2.2 (Academic Support). For each issue identified, provide:

a. The original goal(s);
b. The step(s) taken by the institution to achieve the goal(s);
c. The date(s) the step(s) was completed;
d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

If the institution developed a plan for improvement for Operating Principle 2.2 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

The committee 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.*
- *The institution does not have documentation of actions taken to implement the plan.*

The committee will accept the following explanation for partial completion or noncompletion:

- *The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.*

1. **Original Plan**
   N/A
   Action
   N/A
   Action Date
   N/A
   Explanation for partial or non-completion
   As a newly certifying institution, Southern Illinois University Edwardsville did not complete the Cycle 2 process; therefore, this self-study item is not applicable.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.2 (Academic Support). For each additional plan, provide:

a. The additional goal(s);
b. The step(s) taken by the institution to achieve the goal(s); and
c. The date(s) the step(s) was completed.

As a newly certifying institution, Southern Illinois University Edwardsville did not complete the Cycle 2 process; therefore, this self-study item is not applicable.

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 must be available to student-athletes either through institutional programming or through student-athlete support services.

The institution must demonstrate that its institutional structures and reporting lines for student-athlete academic support services are organized such that academic advising for student-athletes is an integral part of the institution's educational system.

SUPPORT AND SERVICES
The Athletics Academic Services Office (AASO) within the Department of Intercollegiate Athletics provides the following services to student-athletes: academic advisement, class registration assistance, academic mentoring/ monitoring, MAP-Works tracking, mid-semester grade reports, athletics study

tables, focused sections of University 112, CHAMPS/Life Skills programming, tutoring, an athletics computer lab, and the At-risk Student-athlete Academic Program (ASAP).

In addition to the academic services provided by the Department of Intercollegiate Athletics, a complement of institutional services are available to all SIUE students, including student-athletes. Student-athletes are encouraged to utilize campus-wide academic services that include the Mathematics Resource Area, Writing Center, Supplemental Instruction (SI), Student Success Center Tutoring Center, departmental tutoring, chemistry tutor lab, Speech Center, Summer Bridge program, Disability Support Services, SOAR (Student Opportunities for Academic Results) program, and Counseling Services. These support services are offered through both the Academic Affairs and Student Affairs units. Because of the overlap of services offered through Academic Affairs and the Department of Intercollegiate Athletics, the Associate Provost for Academic Planning and Program Development works with the Director of Athletics to ensure student-athletes are afforded appropriate services designed to meet their unique needs.

REPORTING LINES AND RESPONSIBILITIES
The Director of Athletics reports directly to the Chancellor. The Director of Athletics is advised by the NCAA Faculty Athletics Representative and the Intercollegiate Athletics Committee. Reporting to the Director of Athletics, the six Associate and Assistant Athletics Directors lead activities/programs in the areas of student welfare, business affairs, compliance and student services, events and facilities, sales and marketing and external affairs.

Reporting to the Director of Athletics, the Athletics Academic Services Office (AASO) staff includes the following people with assigned responsibilities:

Jaci DeClue - Assistant Director of Athletics for Compliance and Student Services
The Assistant Director of Athletics for Compliance and Student Services is responsible for all academic and compliance issues. This position coordinates all aspects of the compliance and academic services program. Primary academic service responsibilities include counseling and mentoring student-athletes; monitoring academic progress of student-athletes; responding to and initiating faculty communication; preparing all required NCAA and conference reporting; coordinating the tutorial program and study hall; planning of annual athletics-sponsored events; working with student-athletes on strategies designed to enhance academic performance; and coordinating the CHAMPS/Life Skills program.

Lindsey Schmidt - Athletics Academic Advisor (AAC)
This position administers academic advising services for student-athletes. The AAC assists the Assistant AD for Compliance and Student Services in expanding and maintaining academic services for student-athletes. Primary responsibilities include counseling and mentoring student-athletes; monitoring academic progress of student-athletes; responding to and initiating faculty communication; assisting in all required NCAA and conference reporting; assisting with the coordination of the tutorial program and study hall; hiring and training of academic tutors; assisting in the planning of annual athletics-sponsored events; serving as advisor for the Student-Athlete Advisory Committee (SAAC); working with student-athletes on strategies designed to enhance academic performance; and assisting in coordinating the CHAMPS/Life Skills program.

Derrick Brown - Athletics Academic Advisor/Head Men's Golf Coach (25% Academic Services Assignment)
The Athletics Academic Advisor assists in the mentoring of at-risk student-athletes and administers academic advising services to student-athletes.

Katie Zingg - Lead Compliance Specialist
The main duties of the Lead Compliance Specialist involve NCAA compliance functions, but this position also assists in mentoring at-risk student-athletes, is an advisor for the Student-Athlete Advisory Committee (SAAC), and assists in coordinating the CHAMPS/Life Skills program.

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 (this review must be conducted as part of the self-study process).

The institution must demonstrate that its staffing, physical space and financial support for student-athlete academic support services have been reviewed by appropriate institutional authorities and determined to meet the academic needs of student-athletes at the institution.

Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

In response to SIUE's transition to NCAA Division I-A Athletics and as part of the certification self-study, an evaluation of the academic support services available to student-athletes was conducted by a committee of academic authorities outside of the Athletics department. As a systematic way to assess the quality of SIUE's academic support services for student-athletes, a review team, external to the Athletics department, was formed to assure high quality programming and to identify opportunities for improvement. The review committee examined materials, interviewed key constituents, reviewed student files, and produced a written report regarding the support services provided to student-athletes. Materials that were gathered for review included:
1. NCAA Academic Support Services Evaluation Guide;
2. Mission statement and goals for academic support services (in Student-Athlete Academic Success Program);
3. Student-athlete handbook;
4. Athletics departmental policies regarding student-athlete well-being issues (e.g., class absences, competition and practice scheduling, etc.);
5. Academic support services budget;
6. Academic profile data of entering students (e.g., first-year students, transfers);
7. APR (Academic Progress Rate) report;
8. Tutorial handbook;
9. Academic support services organizational chart, including reporting lines; and list of academic support personnel, titles and responsibilities;
10. NCAA/CHAMPS Life Skills Information

Because SIUE has no special admission procedures, the following materials were not included:
-Special or alternate admissions policies and procedures
-Special or alternate admissions data (e.g., high school grade-point average, SAT/ACT scores, first year grade-point average, credit hours earned)

During the second facet of the review process, the review team 1) examined the materials listed above, 2) interviewed key constituents, and 3) reviewed student files. The evaluation team was comprised of three tenure-track faculty members and three staff members, external to the Athletics department, selected by the Provost and approved by the Chancellor. The team interviewed Athletics administrators, academic support services staff, coaches, student-athletes, faculty, academic affairs administrators, compliance staff, admissions and records staff, disabilities support services staff, counseling services staff, and Athletics tutors. The review team consisted of staff and faculty not associated with the Athletics department. The team members included:
-Florence Maatita (Chair), Associate Professor, Department of Sociology and Criminal Justice Studies
-Brian Hinterscher, Coordinator, College of Arts and Sciences Undergraduate Advising Office, Degree Program Advisor
-Musonda Kapatamoyo, Assistant Professor, Department of Mass Communications
-Anne Kates, Records Staff, Office of the Registrar
-Norris Manning, Program Director, School of Business Advisement Office
-Joseph T. Meeks, Assistant Professor, Department of Psychology

The committee produced a written summary of their recommendations to the AD, the FAR and the NCAA Certification Self-Study Academic Integrity Subcommittee (please see question 7).

6. Using the program areas for academic support services listed below, 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 and staff are made aware of these services;

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

Information related to all academic support services must be clearly communicated to student-athletes and staff (e.g., through inclusion in the student-athlete handbook, discussion during team meetings, through inclusion in personnel manuals, review during staff orientation).

The institution must provide effective support services for student-athletes with learning disabilities and/or other special needs, either through institutional programming or through student-athlete support services.

The institution must demonstrate that all academic support services provided to student-athletes are subject to a comprehensive, written evaluation and approval at least once every four years by appropriate academic authorities outside athletics who do not have day-to-day responsibilities in the academic support services area (e.g., faculty members, degree program advisors, academic administrators of the institution or noninstitutional academic support specialists). Please note, academic support services evaluations conducted by athletics conference office personnel generally will not meet this requirement. Finally, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

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

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

Advisement is mandatory for all student-athletes prior to registration each term. Student-athletes are given priority registration opportunities during the first week of registration. This privilege is intended to help ensure the student-athlete continues to make academic progress and graduates in a timely manner. The Assistant Director of Athletics for Compliance and Student Services and the Athletics Academic Advisor work as a team to counsel and advise student-athletes. In addition, once a student-athlete has declared a major, professional academic advisors from the SIUE schools and college provide academic support services and advising assistance. The Assistant Director of Athletics for Compliance and Student Services maintains a record of all academic information for student-athletes. In addition, student-athletes have a mandatory orientation in the fall at which they have to sign an agreement recognizing the rules and regulations associated with student-athlete status.

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

SIUE policy requires academic advising prior to registration for each term for all student-athletes.

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

Students are made aware of advising services through the student handbook, e-mail correspondence on the student-athlete listserv, and at the fall orientation meetings. Staff are made aware of advising

services through regular staff meetings, via e-mail and through information available on the website and in the student handbook.

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, specially designed for student-athletes, is offered through the Department of Intercollegiate Athletics. Tutors are available to assist student-athletes in a large number of subject areas. If the student-athlete needs individualized tutoring outside of athletics study tables, the student-athlete can file a verbal request with the Athletics Academic Services staff.

To be an Athletics tutor, students should be of junior standing with a cumulative GPA of 3.0 or better; some prior tutoring experience is recommended but not required. Tutors are paid minimum wage (currently $8.50 per hour). All tutors are required to attend a training and orientation session. Tutor training includes information related to teaching/tutoring methods, NCAA policies, and information on academic integrity. Tutors are also provided with a tutoring handbook. As part of the selection process, the Athletics Academic Advisor interviews prospective tutors. Pupil load varies by student need. Student-athletes can receive individual tutoring (1 to 1), group tutoring (5-15 student-athletes) and/or "study table" tutoring with three tutors present (varies per night; 15-60 student-athletes).

Study tables are provided for all student-athletes and mandated for student-athletes who are identified as at-risk, as well as all freshmen, new transfers and continuing student-athletes with a cumulative GPA of 2.4 or below. A monitor/tutor also staffs the Athletics computer lab and is available to help student-athletes study for exams, proofread papers, and work on basic study skills.

Student-athletes are also encouraged to seek tutoring through their faculty, individual academic programs, and the Student Success Center. Campus-wide academic services include a Mathematics Resource Area open to students who need assistance in mathematics. Services include individual, small group and computer-assisted tutoring. The Writing Center is also available to students needing assistance, and writing workshops are offered. The Supplemental Instruction program is a non-remedial program designed to increase student performance and improve retention. Students who have a high rate of withdrawals from classes are identified and targeted for support. Departmental tutoring is also available through various academic programs. The Summer Bridge Program is an on-campus experience offered to freshmen and is designed to ease the transition into college life and academic expectations. Finally, academic development courses are offered in math, reading, and writing. Placement testing is required for students with a Math ACT sub-score below 19, a Reading sub-score of 20 or below, and an English sub-score of 20 or below. Results of the placement test determine whether a student is registered in academic development coursework or college-level coursework.

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

New student-athletes (freshmen and transfers) as well as student-athletes whose GPA is below 2.4 are required to use tutoring services and complete study table hours. These specific populations of student-athletes have mandatory study table hours of 2-10 hours per week based on their ACT score, core GPA and any academic development courses in which they are enrolled.

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

At the beginning of each semester, an e-mail is sent to the student-athlete listserv with specific details regarding academic study tables and tutor information/availability (along with subject areas with which the tutor can help). This information is also presented at the fall sport compliance meetings. Student-athletes are notified of academic services and guidelines via the student-athlete handbook and tutoring information is displayed in the Athletics Department. During each advisement appointment, student-athletes are notified of academic support services as well. Staff are made aware of advising services

through regular staff meetings, via e-mail and through information available on the website and in the Student Handbook.

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 Director of Athletics for Compliance and Student Services (Jaci DeClue) and the NCAA Certification Officer monitor each student-athlete's progress toward a degree and are currently implementing the Grades First program. This will provide more structure to the academic progress monitoring and reporting system. The academic support staff is in constant communication with the coaches about the academic progress of each student-athlete.

Mid-semester grade reports are sent to the Athletics Academic Services Office by all faculty members who have a student-athlete enrolled in their course. The current grade, attendance report, recommendations and other relevant comments given by the professor allow the academic advisor to conduct an academic intervention before the last date to drop a course with a grade of "W" if needed, as well as positively reinforce student success. Grade report requests are sent more frequently on student-athletes who are deemed at-risk (5-8 times per semester).

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

As of Summer 2011, student progress monitoring will be automatic through the Grades First program, which will be used to track progress of all SIUE students.

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

The Assistant Director of Athletics for Compliance and Student Services (Jaci DeClue) regularly sends out e-mail requests to faculty to assess student progress in classes and the mid-semester grade report request is in paper form. Students who are identified as having difficulty are personally notified and meet with a member of the Athletics Academic Services staff (Derrick Brown, Jaci DeClue, Lindsey Schmidt, Katie Zingg) to develop a plan for improvement. The coaching staff and sport administrator of each student-athlete is also notified.

4. Assistance for special academic needs: Provisions for diagnosis and treatment of education-impacting disabilities (EID).

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

Student-athletes in need of special services (e.g., disability support) qualify through the same process as the general student population. Students must submit documentation of a diagnosed disability to the Disability Support Services (DSS) program. Eligible students can use services offered through the Disability Support Services program.

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

In order for a student to receive services through Disability Support Services, the student must supply the DSS office with appropriate documentation of a disability. Under Section 504 of the Rehabilitation Act of 1973, qualified students are provided reasonable accommodations to ensure that students with disabilities have access to the University and its programs through intentional interventions, programs, and services to meet federal guidelines, encourage personal growth, and increase effective communication.

Students are required to provide evidence of evaluations that substantiate a disability. Evaluations will be used only to assist the University in determining accommodations. Documentation reports should contain diagnostic information, intellectual and achievement scores, strengths and weaknesses related to classroom performance, a report summary, and recommendations. Accepted or enrolled students who do not have appropriate documentation can have an evaluation and assessment done by the Disability Support Services Learning Disabilities Specialist.

Recommendations, along with supporting documentation, will be incorporated in the Support Services Request Form to be developed by the student and the Disability Support Services Director or the Learning Disabilities Specialist. Records remain on file in the DSS office.

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

Student-athletes are made aware of advising services through the student handbook and by advisor suggestion when the advisor is made aware of the documented disability. Staff are made aware of advising services through regular staff meetings, via e-mail and through information available on the website and in the student handbook.

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

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

Students identified as being "at risk" are provided the following services: 1) weekly or bi-weekly meetings to discuss academic experiences, 2) referrals to services on campus and in the community, 3) assistance with time management, test preparation, reading skills and other study skills, 4) grade and attendance monitoring throughout the semester, and 5) assistance in locating a course-specific tutor as needed. University Housing also offers a Making Achievement Possible (MAP-Works) program for students living on campus. The program enables effective early intervention with at-risk students, including student-athletes. Students first admitted to SIUE are identified as being "at risk" based on their GPA, ACT score, and need for developmental coursework. All incoming student-athletes identified as being "at risk" (first-year and transfer) must participate in study hall/study table. The amount of hours spent in study hall/study table depends on the GPA and ACT score. After their first year, the amount of hours in study hall/study table is then determined by their cumulative GPA. Additionally, students experiencing difficulty within courses can be identified as "at risk." At-risk students are also required to participate in the At-risk Student-athlete Academic Program (ASAP). The Academic Services Staff monitors academic performance of the student-athletes in the ASAP program by requiring students to complete a grade form in consultation with their instructors. The form is returned to the athletics advisors and used as a consultative tool to improve performance and make decisions regarding the student's academic plan.

The University-wide SOAR (Student Opportunities for Academic Results) Mentoring Program is available to all students, including student-athletes, who are first-generation college students, are from low-income families, have a disability, or are identified as "at risk." A SOAR mentoring coordinator links faculty mentors with students. Mentors encourage students, answer questions, help students develop study skills, and link students to community services.

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

The At-risk Student-athlete Academic Program (ASAP) is provided for students who are at-risk as identified by academic performance (GPA, ACT score). Entering freshmen and transfer student-athletes with an ACT score of 19 or below or NCAA Division I core GPA of 2.5 or below are required to participate in the ASAP program for one academic year. Continuing student-athletes with a cumulative GPA of 2.4 or below are required to participate in the program until they raise their cumulative GPA above 2.4.

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

Student-athletes are made aware of these programs in the student-athlete handbook and from their athletics academic advisor. Staff are made aware of advising services through regular staff meetings, via e-mail and through information available on the website and in the student handbook.

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

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

Student-athletes have one computer lab and two rooms specifically designated for tutoring and athletics study tables. The computer lab is open Monday through Thursday, 9-3, and Friday 9-1. There are currently six computers available with required software and there are plans to add to the available facilities. Laptops are available for checkout during travel, although many students have their own.

All University students have access to the Student Success Center, a state-of-the-art facility housing academic and personal support services in one convenient location near the center of campus. A study lounge, meeting rooms, and a Mac computer lab are available to students 24 hours a day. Offices on the main level include Student Government, Disability Support Services, and the Academic Advancement Center (Academic Advising, Honors Program, Student Opportunities for Academic Results - SOAR, and Instructional Services - Math Resource Area, Reading Center, Writing Center, Speech Lab, Testing Services). Offices on the lower level include the Center for International Programs, International Student Services, Career Development Center, and Counseling and Health Services.

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

Policies regarding the use of the facilities are available through the individual service provider (e.g., Disabilities Support Services policy on eligibility).

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

Student-athletes and staff are made aware of facilities in the student-athlete handbook and from the website. Additionally, students are given information about facilities from their academic advisor

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);

Freshmen: The evaluation of high school transcripts is done through the Registrar's Office and occurs in the same manner for all students. The athletics eligibility process is certified through the Registrar's Office by the NCAA Certification Officer. The entering predictors of academic success in college for student-athletes are the same as the rest of the student body. The athletics advisor meets often with the prospective student-athletes and their parents during the recruiting process. An unofficial evaluation of high school transcripts must be completed prior to an official visit or an offer of athletics aid.

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

High school students who intend to participate in Division I or II athletics as college freshmen must register with the NCAA Eligibility Center. There is no deadline to register with the Eligibility Center; however, the Eligibility Center recommends that students register after the junior year in high school. Students can register with the Eligibility Center by completing the online registration form at www.eligibilitycenter.org.
Students must register and be certified as eligible by the Eligibility Center to participate in athletics scholarships, practices, and intercollegiate competitions their first year at a Division I or II institution. Students must meet the following academic standards to be certified by the Eligibility Center:

-Graduate from high school;
-Successfully complete a core curriculum of at least 16 academic courses;
-Present a minimum required grade-point average in the core courses; and
-Achieve a combined SAT or ACT sum score that matches the core course grade-point average on the initial-eligibility sliding scale.

Transfers: The University policies regarding evaluation of transfer credit and requirements for admission are the same for all transferring students. Pre-admission evaluations are often provided by the NCAA Certification Officer for the purpose of evaluating degree progress and are considered unofficial. Official evaluations are completed by the Registrar's Office and the related academic unit.

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

Athletics academic advisors as well as major advisors often meet with prospective students and discuss the programs offered at SIUE and discuss transfer coursework applicability prior to a commitment. Student-athletes and athletics staff members are also made aware of these services through the student handbook and through the Athletics Department website.

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

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

All SIUE students attend a freshman orientation program called Springboard. Degree information and assistance with degree selection is offered during Springboard. Student-athletes are also notified of degree options at various department orientations and through TRANSFERmation (SIUE's orientation for transfer students). An academic advisor also meets one-on-one with each student-athlete to discuss degree options. Undecided student-athletes are encouraged to enroll in AD 117 (Career Planning and Development), which is a two-credit-hour course. This class focuses on the career decision-making process and investigates self-awareness, career exploration, career information gathering, lifestyles and job search strategy, including development of resumes, interviewing skills and networking skills. Student-athletes are also referred to the Career Development Center to work one-on-one with a career counselor. All senior student-athletes participate in a required series of career development modules sponsored by the Department of Intercollegiate Athletics.

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

Academic advisement is mandatory for all students prior to registration for each term. The Athletics Academic Services Office (AASO) works directly with all student-athletes. Student-athletes are advised for classes within the AASO until declaration of a major occurs at which point the student-athlete is advised by the major advisor. Student-athletes are highly encouraged to meet with their athletics advisor in the AASO after meeting with their major advisor so progress toward degree standards can be monitored.

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

Information on degree selection and assistance is provided in the student handbook and during individual advising sessions. Information is also presented in Springboard and through TRANSFERmation. Staff is made aware of degree programs availability through individual academic meetings.

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

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

Placement tests are required for all incoming students, including student-athletes, with a Math ACT subscore below 19, a Reading sub-score of 20 or below, and an English sub-score of 20 or below.

Results of the testing determine the placement of students in academic development coursework or college-level coursework.

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

ACT scores and transfer credits are used to determine which placement tests are required. Results of the tests are used to place students in courses in their first term at the University. University admission and placement policies require placement tests for all incoming students, including student-athletes, with a Math ACT sub-score below 19, a Reading sub-score of 20 or below, and an English sub-score of 20 or below. Placement testing results will inform decisions made about student enrollment in academic development courses.

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

All students are notified by the Admissions Office of the placement testing requirements through letters, email, and personal meetings with an Admissions representative. Academic advisors also discuss the requirements with students. Academic advisors are apprised of placement testing requirements through meetings and e-mail from the Admissions staff. Athletics staff members are made aware of placement testing requirements through e-mail correspondence sent by the Athletics Academic Advising staff.

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 SIUE students, including student-athletes, are required to enroll in a New Freshman Seminar (NFS) Class, which provides an opportunity to support student transition into college life and academics. The NFS class is designed to meet the following goals: 1) transition the student from high school to college-level work and expectation; 2) orient the student to the services and culture of the University; and 3) engage students in an intellectual community with a small group of students and faculty. Most freshman student-athletes enroll in UNIV 112 (Freshman Experience- Student-Athlete section) where classes focus on teaching study skills and time management. The student-athlete section is specifically designed to build a cohort. These sections focus on academic support services afforded to student-athletes.

Student-athletes are also encouraged to enroll in AD 115 (Study Skills). The focus of this course is to improve study behaviors and attitudes through academic goal setting, study systems, note-taking techniques, test taking strategies, time management, classroom communication and problem solving. Academic workshops are offered throughout the semester by the Office of Academic Counseling and Advising and the Department of Intercollegiate Athletics Academic Services Office. These workshops include topics such as Time Management, Test Taking, Learning Positive Self-Talk, Procrastination, and many others.

Participation in NCAA CHAMPS/Life Skills programming is a requirement for all student-athletes. The mission of the NCAA CHAMPS/Life Skills Program is to maintain Intercollegiate Athletics as an integral part of the campus educational program and the student-athlete as an integral part of the student body and to enhance the quality of the student-athlete experience within the context of higher education. In the process of achieving this mission, the CHAMPS/Life Skills Program will:
-Promote student-athletes' ownership of their academic, athletic, career, personal and community responsibilities.
-Meet the changing needs of student-athletes.
-Promote respect for diversity and inclusion among student-athletes.
-Assist student-athletes in identifying and applying transferable skills.
-Foster an environment that encourages student-athletes to effectively access campus resources.
-Encourage the development of character, integrity and leadership skills.

Additional skill-developing programs are available on campus in the following units: Kimmel Leadership

Center, Campus Activities Board, a variety of student organizations, the Career Development Center, Counseling Services, Health Services, and Campus Recreation. Additional study skills programs are offered through the SOAR mentoring program for students who qualify.

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

The New Freshman Seminar class is mandatory for all first-time freshmen (including Student-Athletes) and the NCAA CHAMPS/Life Skills program is mandatory for all student-athletes.

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

Students are notified of success skill services at Springboard and TRANSFERmation, the various department orientations, individual advising appointments, and via electronic communication (i.e. e-mail, electronic screens across campus). Staff are made aware of these services through regular staff meetings, via e-mail and through information available on the website and in the student handbook.

Athletes are provided with a schedule of academic workshops that take place throughout each semester. These workshops focus on skills a student-athlete needs to be successful at SIUE.

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

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

Student-athletes must spend a minimum of half of their required study time in study tables. Study table is open exclusively for student-athletes. Study tables are held in an academic auditorium that is monitored to ensure an atmosphere conducive to studying. The Athletics Study Table program is designed to provide a structured study environment leading to academic success for SIUE student-athletes. The amount of required hours is determined by a student-athlete's academic background and is decided upon by the Academic Services staff in collaboration with the coaching staff. Student-athletes cannot opt out of study table hours. Tutors are available during study hours/tables for various subjects. If a student-athlete does not complete the required number of study hours, the student-athlete is disciplined (ranges from meeting with coach to suspension from games/team). Disciplinary decisions are made by the Assistant Athletics Director for Compliance and Student Services in consultation with faculty, staff, and coaches

Study Table Policy:

Policies:
-All Student-Athletes must complete their mandatory number of study table hours each week and assume all responsibility. Exceptions may occur in unique circumstances designated by the academic advisor.
-If you are required to complete 6 or more hours per week, you must complete half of your required weekly study hours in the Athletic Academic Study Tables.
-Approved signatures include athletic study table tutor, coach, academic advisor, Writing Lab tutor, Math Lab tutor, SI tutor, instructor, or chemistry lab tutor.
-You must be prepared with enough work to keep you busy during your time at study table.
-Personal computers will be allowed, but will only be used for academic purposes (no MySpace/Facebook, Instant Messenger, or personal email).
-Cell phones must be turned off during your time in study table (no text messaging).
-Tutors will be available, but may be busy with other students. Wait patiently and keep yourself busy until it is your turn.
-You will respect all monitors/tutors, their requests, and any disciplinary decisions.
-Students will be allowed to use the library for research purposes but must notify the monitor and return to study table to check out with proof of research.
-Disciplinary action will be taken as a result of a single or a combination of the following infractions:
o Dismissal by Tutor or Monitor due to disruptive behavior, being ill-prepared, or disrespecting tutor/ monitor.
o Incompletion of required study hours or failure to turn in log sheet.

o Any student who falsifies their study logs will also be suspended from their next competition and will face additional disciplinary action.
-The following is a list of disciplinary actions for the infractions mentioned above:
o 1st Infraction - Coach and Athletics Director will be notified and coach should discuss/determine appropriate disciplinary action.
o 2nd Infraction - Student-athlete will be suspended from their next date of competition. Any deviation of this policy will be determined by the Assistant Athletics Director for Compliances/Student Services and an additional member of the Athletics Administration staff.
o 3rd Infraction - Student-athlete will meet with the Athletics Director, Assistant Athletics Director for Compliance/Student Services and head coach to determine future actions which may include additional missed competition, a reduction of athletically related aid, or indefinite suspension from team.

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

All student-athletes must complete a mandatory number of study table hours each week. Study hours in study hall/tables are determined by a student-athlete's GPA, and student-athletes cannot opt out of hours. All freshmen, transfer students, and student-athletes with a GPA below 2.4 are required to participate in athletics study tables for a minimum of 2-10 hours per week. Student-athletes must document all hours on the Athletics Study Log Sheet. These hours are monitored by the Assistant Athletics Director for Compliance and Student Services. There is a three-tier penalty system for missing study hall hours, as explained in the Study Table Policy above.

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

Student-athletes are made aware of study hall/table requirements through the student-athlete handbook, student orientation, and from their athletics academic advisor and coach. Student-athletes and staff can find information available online, as well. A hardcopy version is available for review.

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

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

Student-athletes undergo the same orientation procedure as all SIUE students. In addition, the athletics academic support staff meets with each student-athlete and family for an orientation session that covers academic services and NCAA academic regulations.

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

Springboard to Success is the mandatory University orientation for all new first-year students. Student-athletes entering the University in the fall semester as first-year students attend this program. For transfer students, two orientation opportunities are available: TRANSFERmation, which occurs on campus, and an online orientation are available. These programs are available to all transfer students and are optional.

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

Springboard and TRANSFERmation provide excellent opportunities for students to become familiar with campus resources, academic expectations, and to meet other new students. Academic departments often provide additional orientation opportunities. Students and staff are notified by the SIUE Admissions Office of these opportunities.

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

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

The Faculty/Staff Mentoring Student-Athletes Program is a joint program operated by the Office of Institutional Diversity and Inclusion and the Athletics Department. The mentoring program pairs faculty/staff with athletes to enhance the relationship between faculty/staff and student-athletes and to support student-athletes in managing academic success. Mentors must meet regularly with students. Mentors also attend athletics competitions to support their student. In addition, all at-risk student-athletes are assigned to meet with a member of the Athletics Academic Services staff (Derrick Brown, Jaci DeClue, Lindsey Schmidt, Katie Zingg) for academic mentoring. These student-athletes meet with their mentor on a weekly or bi-weekly basis.

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

The faculty/staff mentoring program is open to all student-athletes. Currently there is no formal process or requirement for mentoring. Students are highly encouraged to participate in the Student-Athlete Mentoring Program. Assignment is done based on personality characteristics and goals identified by both the student-athletes and the faculty volunteers.

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

Student-athletes, athletics staff members, and faculty are made aware of the program through student orientation, from advisors, and via the student-athlete listserv and the faculty/staff listserv.

14. Posteligibility programs: Availability of scholarships, assistantships and academic support.

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

The Fifth Year Academic Assistance Program was developed to assist student-athletes who have completed their athletics eligibility, but still have not met the requirements for graduation.

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

Any student-athlete who is finishing his/her eligibility can apply for academic assistance for the following year under the 5th year academic support program (for undergraduate program completion assistance - tuition only). The SIUE/NCAA policy states: "NCAA rules limit student-athletes to 10 semesters of athletics aid over a five-year period. To be eligible for 5th year academic support, students must be in good academic standing at the beginning of their 5th year aid period (2.00 or above cumulative grade point average) and have earned at least 24 hours towards the designated degree in the previous academic year. Waivers of any part of this policy must be made by the Director of Athletics. Renewal of 5th year support is reviewed on a semester-by-semester basis. Students do not need to fill out an additional application. To continue to be eligible for the 5th year academic support, students must earn at least 12 hours toward a degree (or number of hours needed for degree completion if less than 12) with a 2.0 GPA in the previous semester. Waivers of any part of this policy must be made by the Director of Athletics. As a condition of accepting 5th year aid, students will be expected to provide certain services to the Athletics Department eight hours per week (i.e., work in the Department of Intercollegiate Athletics, event management, concessions, tutoring, ticket sales, field maintenance)."

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

The policy regarding the Fifth Year Academic Assistance Program is included in the student-athlete handbook and on the Athletics Department website. Additionally, the Assistant Athletics Director for Compliance and Student Services sends information about the program and the application to the student-athlete listserv approximately one month before the application is due. Athletics staff are made aware of this program through the student-athlete handbook and e-mail correspondence sent out by the Assistant Athletics Director for Compliance and Student Services.

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 on the ACS to submit a copy of the institution's most recent academic support services evaluation.]

The institution must demonstrate that all academic support services provided to student-athletes are subject to a comprehensive, written evaluation and approval at least once every four years by appropriate academic authorities outside athletics who do not have day-to-day responsibilities in the academic support services area (e.g., faculty members, degree program advisors, academic administrators of the institution or noninstitutional academic support specialists). Please note, academic support services evaluations conducted by athletics conference office personnel generally will not meet this requirement. Finally, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The comprehensive, written academic support services evaluation must include an evaluation of all services provided to student-athletes. [Note: The list below should provide institutions with a starting point for the evaluation but it is not an exhaustive list. Institutions are required to evaluate all relevant services provided.]

a. Academic counseling/advising resources and services;
b. Tutoring;
c. Academic progress monitoring and reporting;
d. Assistance for special academic needs;
e. Assistance for at-risk students;
f. Academic support facilities;
g. Academic evaluation of prospective student-athletes;
h. Student-athlete degree selection;
i. Learning assessments;
j. Success skills;
k. Study hall;
l. First year/transfer orientation;
m. Mentoring;
n. Post-eligibility programs; and
o. Any other relevant service provided to student-athletes.

The institution must submit a copy of the written evaluation of the academic support services. Please note that institutions that do not have a separate academic support program for student-athletes are not required to ensure that its academic support

program for students generally is subject to a comprehensive written evaluation at least once every four years by authorities external to athletics.

The institution must involve a broad group of on-campus personnel who are employed outside the department of intercollegiate athletics (e.g., academic board, undergraduate education office, provost office) as participants in the comprehensive, written evaluation and periodic approval of academic support services. Further, institutions must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.

Document uploaded.

List of attachments

1. OP_2.2_Academic_Support_Services_Evaluation_Team_Report.doc

8. Identify the academic authorities outside the department of athletics 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 institution must involve a broad group of on-campus personnel who are employed outside the department of intercollegiate athletics (e.g., academic board, undergraduate education office, provost office) as participants in the comprehensive, written evaluation and periodic approval of academic support services. Further, institutions must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.

The Provost's Office created a workgroup responsible for conducting the academic support services evaluation. This workgroup recommended faculty and staff to serve on the evaluation team.

The student support services evaluation team included:

-Florence Maatita (Chair), Associate Professor, Department of Sociology and Criminal Justice Studies
-Brian Hinterscher, Coordinator, College of Arts and Sciences Undergraduate Advising Office, Degree Program Advisor
-Musonda Kapatamoyo, Assistant Professor, Department of Mass Communications
-Anne Kates, Records Staff, Office of the Registrar
-Norris Manning, Program Director, School of Business Advisement Office
-Joseph T. Meeks, Assistant Professor, Department of Psychology

For the purposes of the initial review, completed as part of the move to Division I-A Athletics, the review of the academic support services evaluation was conducted by the appointed committee. The Academic Integrity Subcommittee recommended faculty and staff to serve on the evaluation team. The team names were vetted through the Provost's Office and the Athletics Department to ensure that no individuals had day-to-day responsibilities in the academic support services area and were external to the athletics department. The team was approved by the Chancellor.

The date of the institution's most recent academic support services evaluation was October 28, 2010.

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.

No outside agency was involved in 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 any necessary corrective actions. In addition, identify the individuals involved in this review.

The institution must involve a broad group of on-campus personnel who are employed outside the department of intercollegiate athletics (e.g., academic board, undergraduate education office, provost office) as participants in the comprehensive, written evaluation and periodic approval of academic support services. Further, institutions must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.

The review of the academic support services evaluation was conducted by the NCAA Self-Study-Academic Integrity Subcommittee, chaired by the Provost and Vice Chancellor for Academic Affairs. The Academic Integrity Subcommittee also included key administrators, faculty, staff, and student-athletes. The evaluation and the review were sent to the NCAA Steering Committee Chair and Steering Committee. In subsequent years, the academic support services evaluation report will be reviewed by the Intercollegiate Athletics Committee. In order to institutionalize the process of continuous review of the academic support services provided to student-athletes, the
Intercollegiate Athletics Committee will be charged with annually checking progress on recommendations listed in the Student Support Services Evaluation Report and for initiating the next review in four years.

The Academic Integrity Subcommittee was made up of the following members:
-Paul Ferguson, Provost and Vice Chancellor for Academic Affairs, subcommittee chair
-Sharon Berry, Student Financial Aid Director
-Todd Burrell, Director of Admissions
-Jaci DeClue, Assistant Director of Athletics for Compliance and Student Services
-Julie Hopwood, Assistant to the Provost and Vice Chancellor
-Kevin Kalish, Head Men's Soccer Coach
-Bill Retzlaff, Associate Dean for the College of Arts and Sciences
-Kasey Schlafke, Student-athlete
-Vicki Scott, Assistant Provost for Academic Innovation and Effectiveness
-Laura Strom, Registrar
-Sue Thomas, Associate Provost for Academic Planning and Program Development

11. Identify relevant corrective action(s) 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. Provide:

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

Following the review of the academic support services evaluation by the NCAA Self-Study Academic Integrity Subcommittee, the following corrective action plans were developed, and subsequently approved by the Chancellor's Council, in February of 2011:

1. Beginning in September 2011, the Office of Athletics Academic Services will hold a campus-wide meeting for all professional advisors on campus. This meeting will be held on an annual basis and will cover all pertinent NCAA legislation regarding student-athletes and academics.

2. Additional study/computer space will be provided for student-athletes. The expansion of the computer/study lab for student-athletes will occur upon completion of the Vadalabene Center addition. This addition is scheduled for completion in the 2012-2013 academic year.
3. Career development services will be offered to student-athletes prior to their senior year. The career development modules for student-athletes will be expanded to juniors during the Fall 2011 semester.

12. List all APR Improvement Plans developed and approved by the institution for any team if required by the Committee on Academic Performance. In each case, provide:

a. The original goal(s);
b. The step(s) taken by the institution to achieve the goal(s);
c. The date(s) the step(s) was completed; and
d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

The institution must provide evidence that the most recent APR Improvement Plans developed and approved by the institution during the previous self-study or as required by the Committee on Academic Performance have been implemented. If the plan(s) was modified or not fully implemented, the institution must provide a written explanation prepared and approved by appropriate institutional authorities.

1. **Original Plan**
   N/A
   Action
   N/A
   Action Date
   N/A
   Explanation for partial or non-completion
   SIUE was not required to have an APR Improvement Plan.

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

A formal meeting of the NCAA Academic Integrity Subcommittee, as the concluding step in the SIUE review of academic services provided to student-athletes, was held on January 31, 2011 in the Provost's Conference Room. The following people were in attendance from the NCAA Academic Integrity Subcommittee and the NCAA Certification Self-Study Steering Committee: Dr. Paul Ferguson, Dr. Sue Thomas, Ms. Julie Hopwood, Dr. Vicki Scott, Ms. Laura Strom, Ms. Jaci DeClue, Miss Kasey Schlafke, Mr. Kevin Kalish, Ms. Kim Durr, Mr. Todd Burrell, and Dr. Bill Retzlaff. Represented departments included the offices of the Provost, Registrar, Intercollegiate Athletics, Chancellor, Admissions, and Biological Sciences. Members of the Student Support Services Evaluation Team in attendance were: Dr. Florence Maatita, Ms. Anne Kates, Mr. Brian Hinterscher, Dr. Thad Meeks, and Mr. Norris Manning, representing the departments of Sociology, Registrar, Psychology, Business, and the College of Arts and Sciences.

The Academic Support Evaluation Team, chaired by Dr. Maatita, presented the findings of its evaluation of the student support services provided to student-athletes. Dr. Hewitt had an opportunity to respond to the report. After the presentation and response, guests were asked to leave and the NCAA Academic Integrity Subcommittee discussed the report, the response and proposed corrective actions, and then developed the improvement plans.

To insure broad-based input, the improvement plans were submitted to the Intercollegiate Athletics Committee for additional approval. Three areas for corrective action were identified: 1) The Athletics Academic Services Office will convene a campus-wide meeting for professional advisors; 2) Additional

study/computer space will be provided for student-athletes; and 3) Career development services will be offered to student-athletes prior to their senior year.

The improvement plans were formally approved by the Chancellor's Council on March 9, 2011.
The Intercollegiate Athletics Committee is responsible for monitoring continuous improvement efforts relating to student-athlete support services, including monitoring progress and completion of corrective action plans and continuous student support services review as related to NCAA guidelines.

Special-Admissions

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

1. Indicate the numerical percentage of entering first-year students who were admitted through special exception provisions during the four most recent academic years. List the most recent academic year's data first and include all first-year students entering the institution during the year.

   Column 1. Calculate this percentage by dividing the number of all entering first-year students who were admitted through special exception provisions by the total number of entering first-year students.

2. Indicate the numerical percentage of first-year student-athletes receiving athletics aid* who were admitted through special exception provisions during the four most recent academic years. Include nonqualifiers who were ineligible for aid. List the most recent academic year's data first.

   Column 2. Calculate this percentage by dividing the number of entering first-year student-athletes receiving athletics aid* who were admitted through special exception provisions by the total number of entering first-year students.

		1	2
	Year	All First-Year Students	All First-Year Student-Athletes on Athletics Aid
Percent of Specially Admitted Students	2011	0%	0%
	2010	0%	0%
	2009	0%	0%
	2008	0%	0%

*Institutions that do not award athletics aid should compile this data for first-year student-athletes who were recruited, in accordance with NCAA Division I Bylaw 13.02.12.1.

Note: Institutions are not required to report data if the number of students in a group is two or less.

Name of person completing this chart: Sue Thomas
Title: Associate Provost

Special-Admissions by Sport

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

1. Indicate the total number of entering first-year student-athletes receiving athletics aid * by sport group who were admitted through special exception provisions during the four most recent academic years. List the most recent academic year's data first.
2. Indicate the total number of entering first-year student-athletes receiving athletics aid *. List the most recent academic year's data first.

	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	
Year	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
2010-2011	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2009-2010	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2008-2009	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2007-2008	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*Institutions that do not award athletics aid should compile this data for first-year student-athletes who were recruited, in accordance with NCAA Division I Bylaw 13.02.12.1.

Note: Institutions are not required to report data if the number of students in a group is two or less.

Name of person completing this chart: Sue Thomas
Title: Associate Provost

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	2008-2009	93	802	86	20	89	1092	89	22
	2007-2008	94	804	90	16	88	1025	87	21
	2006-2007	93	746	92	20	90	1020	87	21
	2005-2006	92	712	90	13	89	998	93	31

Name of person completing this chart: Jaci DeClue
Title: Assistant Athletics Director

Test Scores by Racial or Ethnic Group - Old Race/Ethnicity Categories Chart (IPEDS)

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		NR 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	2008-2009	94	2	92	32	78	229	88	61	92	1494	82	7	93	69
	2007-2008	92	5	89	36	79	221	84	34	92	1433	89	3	94	97
	2006-2007	90	5	90	34	79	141	90	36	92	1545	78	2	87	3
	2005-2006	82	2	94	23	78	170	90	30	92	1483	70	2		

		Racial or Ethnic Group - All Entering First-year Student Athletes on Aid													
		Am. Ind./AN		Asian/PI		Black		Hispanic		White		NR 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	2008-2009			100	1	82	5			88	36				
	2007-2008					85	7	88	1	89	27	88	2		
	2006-2007					77	5			91	36				
	2005-2006					82	6			94	38				

Name of person completing this chart: Jaci DeClue
Title: Assistant Athletics Director

Test Scores and GPA by Sport

FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS-AID

		Sport Group															
		Football		Men's Basketball		Baseball		Men's Track/ Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/ Cross Country		Women's Other Sports	
	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	2008-2009			2.92	3	3.09	5	3.16	3	2.99	9	2.72	3	2.9	4	3.48	15
	2007-2008			2.66	2	3.48	2	2.36	1	3.05	11	2.89	1	3.45	5	3.22	15
	2006-2007			3.26	2	3.83	3	3.32	4	3.21	11			3.29	6	3.56	15
	2005-2006			2.32	1			3.27	6	3.12	6	3.83	3	2.94	9	3.81	19

		Sport Group															
		Football		Men's Basketball		Baseball		Men's Track/ Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/ Cross Country		Women's Other Sports	
	Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2008-2009			84	3	82	5	84	3	90	9	87	3	88	4	89	15
	2007-2008			98	2	98	2	88	1	88	11	76	1	88	5	87	15
	2006-2007			86	2	101	3	100	4	87	11			80	6	90	15
	2005-2006			88	1			97	6	83	6	85	3	83	9	99	19

Name of person completing this chart: Jaci DeClue
Title: Assistant Athletics Director

Federal Graduation Rates - Comparison Chart

Information obtained to complete this chart

- 2008-2009 NCAA Federal Graduation Rates Report

	FGR
All Students	46%
Student Athletes	68%

Federal Graduation Rates by Racial and Ethnic Group

Information obtained to complete this chart

- 2008-2009 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	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown					Am. Ind. /AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown
Baseball	0%	0%	0%	0%	0%	46%	0%	0%	0%	46%	68%	66%	43%	29%	30%	0%	24%	35%	46%	50%	0%	0%
Basketball	0%	0%	0%	0%	0%	60%	0%	0%	0%	60%												
CC Track	0%	0%	0%	0%	0%	84%	0%	0%	0%	80%												
Others	0%	0%	0%	0%	0%	70%	0%	0%	0%	68%												

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	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown					Am. Ind. /AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown
Basketball	0%	0%	0%	0%	0%	82%	0%	0%	0%	75%	68%	70%	49%	50%	46%	0%	29%	41%	53%	60%	0%	0%
CC Track	0%	0%	0%	0%	0%	47%	0%	0%	0%	40%												
Others	0%	67%	0%	0%	0%	79%	0%	0%	0%	78%												

All Student's	All Students FGR by Racial and Ethnic Group								
	Am. Ind./AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown
46%	42%	37%	0%	27%	39%	50%	54%	0%	0%

Federal Graduation Rates by Sport

Information obtained to complete this chart

- 2008-2009 NCAA Graduation Success Rates Report(Columns 1-2 below)
- 2008-2009 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	46%	46%	43%	68%	66%
Basketball	60%				
CC Track	80%				
Soccer	88%				
Tennis	100%				
Wrestling	33%				

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	75%	46%	49%	68%	70%
CC Track	40%				
Golf	86%				
Soccer	82%				
Softball	79%				
Tennis	60%				
Volleyball	75%				

Academic Progress Rates

Information obtained to complete this chart

- 2008-2009 NCAA Academic Progress Rate Report(Columns 1-2 below)
- 2008-2009 NCAA Projected Federal Graduation Rate Chart(Columns 3 below)
- 2008-2009 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	965	%	46%
Basketball	906	25%	
Cross Country	1000	%	
Golf	917	35%	
Soccer	978	%	
Tennis	1000	%	
Track, Indoor	985	%	
Track, Outdoor	985	%	
Wrestling	1000	%	

1	2	3	4
Women's Team	Team MultiYear APR	Team Projected FGR	All Students FGR
Basketball	1000	%	46%
Cross Country	1000	%	
Golf	1000	%	
Softball	1000	%	
Soccer	988	%	
Tennis	1000	%	
Track, Indoor	986	%	
Track, Outdoor	1000	%	
Volleyball	976	%	

Graduation Success Rates

Information obtained to complete this chart

- 2008-2009 NCAA Graduation Success Rates Report(Columns 1-2 below)
- 2008-2009 NCAA Federal Graduation Rates Report(Columns 3 below)

1	2	3
Men's Team	Team GSR	All SA's GSR
Baseball	65%	74%
Basketball	80%	
CC Track	68%	
Soccer	85%	
Tennis	100%	
Wrestling	41%	

1	2	3
Women's Team	Team GSR	All SA's GSR
Basketball	71%	74%
CC Track	62%	
Golf	88%	
Soccer	96%	
Softball	89%	
Tennis	83%	
Volleyball	92%	

Retention Rates - Men's Sports

Information obtained to complete this chart

- 2008-2009 NCAA Academic Progress Rate Report
- 2008-2009 NCAA Retention Rate Report

Men's Team	Team Retention by Ethnicity									Team Rate
	Am. Ind./AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown	
Baseball				**		979	1000			982
Basketball				786		1000	**			885
Cross Country						1000				1000
Golf						889				889
Soccer				1000		975	**			978
Tennis					**	1000				1000
Track, Indoor				1000		1000				1000
Track, Outdoor				1000		1000				1000
Wrestling						1000				1000
ALL SA's		**		968	1000	986	1000			983
ALL Male SA's				950	**	975	1000			970

Retention Rates - Women's Sports

Information obtained to complete this chart

- 2008-2009 NCAA Academic Progress Rate Report
- 2008-2009 NCAA Retention Rate Report

Women's Team	Team Retention by Ethnicity									Team Rate
	Am. Ind./AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown	
Basketball				1000		1000				1000
Cross Country				**		1000				1000
Golf						1000				1000
Softball					**	1000				1000
Soccer		**		1000		1000				1000
Tennis						1000	**			1000
Track, Indoor				1000		1000				1000
Track, Outdoor				1000		1000				1000
Volleyball						958				950
ALL SA's		**		968	1000	986	1000			983
ALL Female SA's		**		1000	**	995	**			996

Operating Principle

3.1 Gender Issues.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.1 (Gender Issues). For each condition, 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.

1. **Condition**
   N/A
   Action
   N/A
   Action Date
   N/A
   Explanation for partial or non-completion
   As a newly certifying institution, Southern Illinois University Edwardsville did not complete the Cycle 2 process; therefore, this self-study item is not applicable.

2. Report on the implementation of the plan for improvement to address gender issues developed by the institution during its Cycle 2 certification process. For each issue identified, provide:

a. The original goal(s);
b. The step(s) taken by the institution to achieve the goal(s);
c. The date(s) the step(s) was completed; and
d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

The committee <u>will not</u> accept the following explanations for partial or noncompletion:

1. The institution did not possess sufficient funds to implement the plan.
2. The institution has had personnel changes since the original development of the plan.
3. The institution does not have documentation of actions taken to implement the plan.

The committee <u>will</u> accept the following explanation for partial completion or noncompletion:

• The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 gender-issues plan.

The institution must demonstrate that it has implemented its Cycle 2 gender-issues plan or provide an explanation for partial completion of the plan.

a. The committee will not accept the following explanations for partial completion or noncompletion:

1. The institution did not possess sufficient funds to implement the plan.
2. The institution has had personnel changes since the original development of the plan.
3. The institution does not have documentation of actions taken to implement the plan

b. The committee will accept the following explanation for partial completion or noncompletion:

• The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress towards the same goal outlined in its Cycle 2 gender issues 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. Institutions may develop plans that have broad, flexible non-numeric hiring goals. As it relates to the program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

1. **Original Plan**
   N/A
   Action
   N/A
   Action Date
   N/A
   Explanation for partial or non-completion
   As a newly certifying institution, Southern Illinois University Edwardsville did not complete the Cycle 2 process; therefore, this self-study item is not applicable.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.1 (Gender Issues). For each additional plan, provide:

a. The additional goal(s);
b. The step(s) taken by the institution to achieve the goal(s); and
c. The date(s) the steps(s) was completed

As a newly certifying institution, Southern Illinois University Edwardsville did not complete the Cycle 2 process; therefore, this self-study item is not applicable.

4. Explain how the institution is organized to further its efforts related to the gender-issues operating principle for both department of athletics staff, coaches and student-athletes.

Southern Illinois University Edwardsville (SIUE), through its Office of Institutional Compliance (OIC), Office of the Chancellor, monitors gender equity for the entire University. The University policy reads: "Southern Illinois University Edwardsville prohibits discrimination on the basis of age, color, disability status, gender, marital status, national origin, race, religion, sex (including sexual harassment), sexual orientation, or veteran status regarding the administration of educational programs, admission of students, employment actions, athletics or other sponsored activities. The University complies in letter and spirit with appropriate federal and state legislation."

Responsibility for monitoring equitable practices University-wide falls under the purview of the OIC. The Chancellor of the University has charged the Assistant Chancellor for Institutional Compliance with the duties and responsibilities of developing and maintaining all necessary programs, records, and reports which will ensure that Southern Illinois University Edwardsville is compliant with all pertinent federal and state regulations, as well as executing the goals and objectives of the University's Affirmative Action Plan.

The Director of Athletics at Southern Illinois University Edwardsville is responsible for monitoring issues associated with gender equity within the Department of Athletics. The Director of Athletics reports directly to the Chancellor and keeps him apprised of issues related to gender equity. Subsequently, the Senior Woman Administrator informs the Director of Athletics about equity issues as they pertain to the Department of Athletics. The senior administrators of the Department routinely focus on gender equity issues and facilitate long-range plans to address any inequities. The Assistant Director of Athletics for Compliance and Student Services ensures that equivalency and participation rate studies are prepared and reviewed annually. Exit interviews given to student-athletes provide an opportunity for students to raise concerns about gender equity issues. The Intercollegiate Athletics Committee (ICAC), an independent committee comprised of the Director of Athletics, the Faculty Athletics Representative (FAR), volunteer faculty and staff members, as well as students, address equity issues, including but not limited to reviewing the Gender Equity Report/Departmental Self Study, submitting recommendations to the appropriate University administrators. ICAC, in coordination with the Office of the Provost, assures that an evaluation of the Athletics Academic Support Services area is conducted at least every four years, according to NCAA requirements. ICAC works with the Office of the Provost to appoint a committee to conduct the evaluation comprised of faculty and staff whose responsibilities are outside of the Athletics Department. Finally, the Student-Athlete Advisory Committee (SAAC) enables student-athletes through their team representative to bring to the attention of the administrators of the Athletics Department matters related to gender equity.

5. Describe how matters concerning gender equity for department of athletics staff, coaches and student-athletes are monitored, evaluated and addressed on a continuing basis.

Southern Illinois University Edwardsville has made the commitment to address gender equity issues and does so with the assistance of the ICAC as well as the Gender Equity Committee, both of which are independent committees comprised of faculty, staff, and student members from various departments campus-wide. Through the generation and review of the Equity in Athletics Disclosure Act (EADA) Report, the Gender Equity Committee is able to evaluate the equity of both the men's and women's programs and make recommendations to the ICAC for further action. The Gender Equity Committee is responsible for conducting a program review every two years and submitting recommendations to the Director of Athletics for distribution to the appropriate University administrators.

Gender equity issues relating to students, staff, and coaches are monitored, evaluated, and addressed by the senior administrative staff of the Athletics Department including the Director of Athletics, the Senior Woman Administrator, and the Assistant Director of Athletics for Compliance and Student Services. Student-athletes are able to make known their concerns through their team representative to the SAAC, and those concerns are then passed along to the administrative staff of the Athletics Department.

The University has instituted a program for mentoring student-athletes that is overseen jointly by the Office of Institutional Diversity and Inclusion, within the Office of the Provost, and the Athletics department. The purpose of the program is "to enhance the relationship between faculty and student-athletes" for both male and female student-athletes. The program was designed as a system of support

for student-athletes, assisting them in the management of both academic success and athletics competition.

Staff and coaches are given opportunities during one-on-one meetings with their direct supervisors to voice concerns relative to their particular programs or the department as a whole, and those concerns are then passed along to the senior administrative staff of the Athletics Department.

6. Describe the programs and activities that the institution has in place for coaches, department of athletics staff and student-athletes that address gender issues, including programs and activities designed to address the needs of the underrepresented gender within the athletics program.

The institution must demonstrate that it provides programs and activities for coaches, department of athletics staff and student-athletes that address gender issues, including programs and activities designed to address the needs of the underrepresented gender within the athletics program.

The Department of Intercollegiate Athletics at Southern Illinois University Edwardsville continually works to provide opportunities for professional development to female and male coaches as well as members of the administrative staff. During the past few years, coaches and staff members have had the opportunity to attend professional development seminars and conferences, such as women's leadership symposiums, NCAA leadership symposiums, gender equity and issues forums, NACWAA-HERS conferences, and ROE women's networking breakfasts. Female coaches are encouraged to play an active role not only in their particular sport, but also within the whole department as advocates for female student-athletes and their respective sports.

The administrators within the Department of Athletics also present opportunities for professional development to both male and female student-athletes. Student-athletes may attend Conference meetings and have been included as members of committees formed during both the reclassification and certification processes. Female student-athletes are encouraged to take leadership roles on SAAC where they are able to provide a student voice for the underrepresented gender in Department initiatives. The University's Health Services Department offers health education programs directed toward women's health issues. Similarly, on-campus residence halls offer programming to all students that focus on women's health and wellness issues.

7. For the three most recent academic years in which information is available, analyze the institution's EADA report (i.e., participation, head coaches and assistant coaches). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its analysis]. If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender-issues plan for improvement.

The institution must analyze its EADA report (i.e., participation, head coaches and assistant coaches) and NCAA financial report (specified expense categories) for the three most recent academic years, explain (using supporting data) any differences, address any deficiencies and comment on any trends.

Southern Illinois University Edwardsville's completed EADA forms and worksheets for the three most recent academic years (2007, 2008, and 2009) have been submitted, are on file, and are available for review. As an initial matter, the analysis of these EADAs is complicated by SIUE's move from NCAA Division II to Division I, its fast-tracking of women's softball and men's soccer, and its new memberships in the Ohio Valley Conference and the Missouri Valley Conference, making direct comparisons of annualized data complex.

The EADA reports for the three years reveal some gender differences, primarily in the male/female enrollment ratio as compared to the male/female participation ratio. However, as explained below, the data also show that most, but not all, expenditures on men's and women's teams are in line with the enrollment ratio or are essentially equal for men's and women's teams. In the few categories where men's teams and women's teams show differences, such as coaching salaries and revenue generated, the clear trend shown is for the gender gap to be narrowing. The identified differences and trends are detailed and explained below.

The overall Southern Illinois University Edwardsville undergraduate male/female enrollment ratio has remained relatively stable at 46% male and 54% female during the three-year period: 46.04% male, 53.94% female for 2007; 45.78% male, 54.22% female for 2008; and 46.16% male, 53.84% female for 2009. Somewhat similarly, the EADA shows that the male/female athletics participation ratio remained relatively stable for 2008 and 2009, with the cumulative two-year male athletics participation at 55.01% and female participation at 44.99%.

The three-year EADA reports show that Total Operating Expenses for men's and women's teams are approximately equal, 50.25% for men and 49.75% for women. Except for coaching salaries, explained below, expenditures on women's teams in most instances exceed expenditures on men's teams and in some instances exceed the overall Southern Illinois University Edwardsville undergraduate male/female enrollment ratio. In particular, Athletically-Related Student Aid and Recruiting Expenses for women's teams in 2009 were approximately equal to the 46/54% enrollment ratio. SIUE anticipates that this expenditure differential will remain stable in the future with minor fluctuations, notwithstanding that the three-year data does not establish a trend. The number of head coaches remained the same for men's teams (7) and women's teams (7) in each of the EADA reports. The Total Head Coaches Salary increased significantly in each of the three EADA reports, reflecting the anticipated market-driven costs of the transition from NCAA Division II to Division I. The salaries paid to men's teams' coaches exceeded the salaries paid to women's teams' coaches in each EADA report, but the difference narrowed in each year. The salary differential in 2008 and 2009 is less than 5% and is primarily because of the current market-driven salary differential between the men's and women's head basketball coaches. The number of assistant coaches and the average annual institutional salary per FTE for assistant coaches has fluctuated for the period 2007-2009. There were twelve assistant coaches for women's teams and ten assistant coaches for men's teams in 2009, a reverse of the numbers for 2008. In 2008, the salary per FTE for assistant coaches of men's teams ($32,596) was 12.96% greater than for assistant coaches of women's teams ($25,117). This differential in salary per FTE for assistant coaches closed significantly to 4.24% in 2009 ($29,344 for men's teams and $26,957 for women's teams).

The EADA report data for revenues shows that Total Revenues for Men's and Women's Teams increased steadily and significantly in each year from 2007 to 2009; $2,638,252 in 2007, $3,099,357 in 2008, and $3,791,153 in 2009. Revenues for men's teams and women's teams were essentially equitable for 2007 (49.10% men's and 50.10% women's) and for 2008 (50.47% men's and 49.53% women's). The discrepancy in revenue reported in 2009 (52.80% men's and 47.20% women's) resulted primarily from an increase in revenue for men's basketball in the form of game guarantees and tournament game revenues.

8. For the three most recent academic years in which information is available, analyze the institution's NCAA financial report (specified expense categories). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its analysis]. If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender issues plan for improvement.

The institution must analyze its EADA report (i.e., participation, head coaches and assistant coaches) and NCAA financial report (specified expense categories) for the three most recent academic years, explain (using supporting data) any differences, address any deficiencies and comment on any trends.

Southern Illinois University Edwardsville's NCAA financial reports for 2007, 2008, and 2009 show no expenditure disparities between genders in the fourteen (14) specified expense categories when analyzed in conjunction with the participant counts for the corresponding annual Equity in Athletics

Disclosure Act (EADA) report. For example, while women accounted for almost forty-four percent (43.93%) of cumulative athletics participation for 2007, 2008, and 2009, more than fifty percent (50.09%) of the three-year aggregated Total Operating Expenses (Expense Category 14) were for women's sports. In fact, with few exceptions, the reported expenditures on women's teams exceeded the expenditures on men's teams.

A relevant factor impacting a comparative analysis of the Southern Illinois University Edwardsville financial reports for the last three years is SIUE's move from NCAA Division II to Division I and the resulting increase in expenditures associated with that transition. Additional related factors include the fast-tracking of men's soccer and women's softball teams to Division I and SIUE's new memberships with the Ohio Valley Conference and the Missouri Valley Conference. Expense Categories for the 2009 financial report in which expenditures on women's teams exceeds men's teams are the following: athletics student aid (53.25% for women's teams); recruiting (54.68% for women's teams); equipment, uniforms and supplies (53.84% for women's teams); and memberships and dues (55.64% for women's teams). Expenditures for athletics student aid, SIUE's largest expense category, have been consistently greater for women's teams over the three reporting years. The percentage of recruiting expenditures on women's teams in comparison to men's teams has trended upward from 37.78% in the 2007, to 45.39% in 2008, to 54.68% in 2009. Similarly, the percentages of expenditures for women's teams have trended upwards for equipment, uniforms and supplies (46.35% in 2007, 48.82% in 2008, and 53.84% in 2009) and for memberships and dues (43.10% in 2007, 50.25% in 2008, and 55.64% in 2009).

The support staff/administrative salaries, benefits and bonuses paid by the University and related entities were all non-gender based in 2007, and negligibly higher for men's teams in 2008 (1.16% men's, 0.45% women's and 98.39% non-gender based) and 2009 (1.94% men's, 0.00% women's and 98.06% non-gender based). There were no support staff/administrative compensation or benefits paid by a third party in 2007, 2008 or 2009. Games expenses showed a negligible difference (slightly higher for men's teams) in 2007 (37.17% men's, 32.23% women's and 30.60% non-gender based), 2008 (19.87% men's, 18.09% women's and 62.04% non-gender based), and 2009 (31.32% men's, 30.13% women's and 38.55% non-gender based.) While a slight disparity in fundraising, marketing and promotion expenses in 2007 existed with expenditures on men's teams (19.83%) slightly higher than on women's teams (9.76%, and 70.41% non-gender based), expenditures were much higher in 2008 for women's teams (23.72%) than for men's teams (13.60% and 62.68% for non-gender based). Additionally, expenditures on both men's and women's teams increased and were equitable in 2009 (39.50% men's, 39.01% women's and 21.48% non-gender based).

The expense categories showing the greatest gender differences in Southern Illinois University Edwardsville's 2009 NCAA financial report are coaching salaries, benefits and bonuses (47.68% for women's teams), team travel (43.38% for women's teams), sports camp expenses (45.35% for women's teams), and medical expenses and medical insurance (42.29% for women's teams). These reported differences, while still within the range of equity when viewed in conjunction with the 44.94% female participant count for 2009, are explained separately below. SIUE expenditures attributed to coaching salaries, benefits and bonuses steadily increased with each financial report from 2007 to 2009, reflecting the anticipated market-driven costs of the transition from NCAA Division II to Division I. The number of men's team and women's team coaches at SIUE remained essentially equal in 2008 and in 2009, but the difference in coaching salaries, benefits and bonuses narrowed and approached equity in 2009 (43.36% in 2008 versus 47.68% in 2009). The primary reason for the difference in coaching salaries, benefits and bonuses in the two most recent financial reports is the market-driven salary differential between the men's and women's basketball coaches.

The lesser expenditure for team travel for women's teams in comparison to men's teams in the NCAA financial report for 2009 appears to be an anomaly that is not present in prior reports. The financial reports for 2007 and 2008 show significantly more expenditures in the team travel expense category on women's teams (52.40% in 2007 and 54.47% in 2008). The 2009 team travel expenditures reflect, in part, increased travel costs for certain men's teams confronting scheduling difficulties related to Southern Illinois University Edwardsville's transition to NCAA Division I. In particular, the source of the 2009 expenditure difference is primarily due to travel by the men's basketball team, the men's soccer team, and the baseball team. As part of the transition from NCAA Division II to Division I, each team has had difficulty scheduling Division I competition at home. Furthermore, men's basketball played several games at distant locations (California, North Dakota, South Dakota) that incurred high travel costs for SIUE, although reimbursed by a high game guarantee. The men's soccer and women's softball teams, as fast-tracked Division I sports, have also experienced increased travel. The expenditure difference in the sports camps expense category for 2009 also appears to be an anomaly not present in the 2007

and 2008 reports. The primary reason for the 2009 difference from prior years was a highly successful increased enrollment in the men's basketball camp in 2009, reflected in a $14,799 increase in expenditures over 2008 expenditures.

The expenditure difference between men's teams and women's teams in the medical expenses and medical insurance expense category in the 2009 NCAA financial report, $11,826 for women's teams and $16,137 for men's teams, derives primarily from an equitable division of overall expenditures by athletics training based on unduplicated head count participation of men and women student athletes. An additional $1,785 was expended on men's basketball to procure required insurance coverage for two non-citizen student-athletes, as allowed by NCAA rules.

The $15,000 expenditure difference between men's and women's teams in the support staff/administrative salaries, benefits and bonuses paid by the University and related entities category in the 2009 NCAA financial report is an anomaly due solely to the creation of a one-year operations manager staff position created for the men's soccer program. Men's soccer conducted fund-raising activities to pay for this position. All teams have the option of fundraising for similar types of positions.

9. Using the program areas for gender issues:

a. Describe how the institution has ensured a complete study of each of the 15 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 15 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 (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and
d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

[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.]

The institution must conduct a thorough and written review of each of the 15-program areas for gender issues. Please see program area definitions located in the Gender, Diversity and Student-Athlete Well-Being attachment of the self-study instrument. If the institution identifies any deficiencies during this review, the deficiencies must be incorporated into the institution's gender-issues plan for improvement. If no deficiency exists, the institution must include a maintenance plan for each program area and action steps the institution will take if the program area(s) becomes inequitable in the future.

The review must:
Describe how the institution has ensured a complete study of each of the 15-program areas for gender issues. This study should be conducted as part of the self-study process. Please note that for the program area of accommodations of interests and abilities, the use of surveys alone does not constitute a complete study. If an institution chooses to use

an interest survey (e.g., a web survey or hard-copy survey) as one of its sources of data, the committee will require an explanation regarding the survey content, populations surveyed, the survey response rate, method used to interpret the data, and written evidence demonstrating the institution's Title IX coordinator has approved the survey. In addition, the institution must describe other methods of measuring interest and ability.

a. *Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the areas;*
b. *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. Please note, any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and*
c. *Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15-program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.*

1. Accommodation of Interests and Abilities. Participation proportionate to enrollment; and/or, history and continuing practice of program expansion for the under represented gender within the athletics program; and/or, full and effective accommodation for the under represented 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 15 program areas. This study must be conducted as part of the self-study process;

Southern Illinois University Edwardsville has an ongoing commitment to gender equity. The Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Compliance and Student Services, and the Assistant Director of Athletics for Business Affairs review gender issues on an ongoing basis. It is the responsibility of the Associate Director of Athletics for Student Welfare/Senior Woman Administrator to monitor gender equity issues and report them to the Director of Athletics and discuss them with senior athletics administration personnel. The Student-Athlete Advisory Committee brings issues relating to gender equity to the appropriate sport administrator. The existing Gender Equity Self Study Committee will conduct a needs and interest survey every four years to determine if the needs and interests of the underrepresented gender are being met. The Intercollegiate Athletics Committee (ICAC) reviews gender equity issues when they are presented and makes recommendations to the Director of Athletics for distribution to the appropriate University administrators.

The Gender Equity and Student Welfare Certification Subcommittee consisted of 11 members and two ex-officio members chaired by the Vice Chancellor for Student Affairs. A student-athlete, the student government president, one faculty member, seven staff members, and one administrator were members. The ex-officio members included one staff and one faculty member. Three members were designated as additional co-chairs of workgroups who evaluated the Equity and Student-Athlete Well-being Operating Principles.

The Subcommittee's Gender Equity Workgroup met and reviewed the topic of gender equity from June 2010 through November 2010. The following information and/or materials were reviewed:

-Data prepared by the Gender Equity Committee as it was conducting a self-study of the program review areas.

-2006-2007 EADA Report
-2007-2008 EADA Report
-2008-2009 EADA Report
-2006-2007 NCAA Financial Report
-2007-2008 NCAA Financial Report
-2008-2009 NCAA Financial Report
-Spring 2009 Student Needs and Interest Survey
-Analysis of Financial Aid Awards
-Spring 2010 Head Coaches Questionnaire results
-Equipment and supplies analysis
-Scheduling of games and practice times analysis
-Facilities Master Plan Analysis
-Athletics training and student-athlete welfare analysis
-Sports Medicine Daily Treatment Logs
-Marketing and promotions plan analysis
-Recruiting summary
-Staffing Demographics Analysis
-Southern Illinois University Edwardsville Intercollegiate Athletics Mission Statement
-2009-2011 Division I Strategic Plan
-Interviews and questions of the Director of Athletics and senior Athletics administrators
-Recommendations from the SIUE NCAA Division I Task Force
-Recommendations from the SIUE NCAA Division I Transition Workgroup
-Recommendations from ICAC
-Interviews with NACDA Consultants

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Women's Volleyball was added in 1995 and Women's Golf was added in 1998 based on student interest and regional participation relevant to the high school sports offered by the Illinois and Missouri High School Associations. Additionally, student and regional interests are being reviewed to be sure the University is accommodating the needs and interests of the underrepresented gender.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Based on the results from the Needs and Interests survey conducted by the 2010 Gender Equity Committee, it has been determined that the needs and interests of the underrepresented gender (females) on campus are being met. SIUE's comprehensive Gender Equity Plan includes conducting a survey every four years to analyze student interest and regional high school participation. SIUE will further analyze club sport participation and any trends regarding emerging sports within the NCAA.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Following each needs and interests survey conducted, the existing Gender Equity Committee and the ICAC will analyze the data to determine if the University is accommodating the needs and interests of the underrepresented gender. Based on this information, a recommendation will be given to the Director of Athletics who will, in turn, forward the data to the Chancellor. At that time, options will be explored to address any deficiencies identified.

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

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Compliance and Student Services, and the Assistant Director of Athletics for Business Affairs review gender issues on an ongoing basis. It is the responsibility of the Associate Director of Athletics for Student Welfare/Senior Woman Administrator to monitor gender equity issues and report them to the Director of Athletics and discuss them with senior Athletics administration. The Student- Athlete Advisory Committee also brings issues relating to gender equity to the appropriate sport administrator. The ICAC also reviews gender equity issues when they are presented. A percentage comparison on scholarships offered and used is conducted on an annual basis as well as a trend analysis to better accommodate potential interest and enhance opportunities for the underrepresented gender.

The Gender Equity and Student Welfare Certification Subcommittee consisted of 11 members and two ex-officio members chaired by the Vice Chancellor for Student Affairs. A student-athlete, the student government president, one faculty member, seven staff members, and one administrator were members. The ex-officio members included one staff and one faculty member. Three members were designated as additional co-chairs of workgroups who evaluated the Equity and Student-Athlete Well-being Operating Principles.

The Subcommittee's Gender Equity Workgroup met and reviewed the topic of gender equity from June 2010 through November 2010. The following information and/or materials were reviewed:

-Data prepared by the Gender Equity Committee as they were conducting a self-study of the program review areas
-2006-2007 EADA Report
-2007-2008 EADA Report
-2008-2009 EADA Report
-2006-2007 NCAA Financial Report
-2007-2008 NCAA Financial Report
-2008-2009 NCAA Financial Report
-Spring 2009 Student Needs and Interest Survey
-Analysis of Financial Aid Awards
-Spring 2010 Head Coaches Questionnaire results
-Recruiting summary
-Southern Illinois University Edwardsville Intercollegiate Athletics mission statement
-2009-2011 Division I Strategic Plan
-Interviews and questions of the Director of Athletics and senior athletics administrators
-Recommendations from the SIUE NCAA Division I Task Force
-Recommendations from the SIUE NCAA Division I Transition Workgroup
-Recommendations from ICAC
-Interviews with NACDA Consultants

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

In 2006-2007, the total amount of athletics financial aid awarded was $1,072,674. Males represented 58.02% of unduplicated participation and received 45.52% of athletics financial aid awarded. Females represented 41.98% of unduplicated participation and received 54.48% of athletics financial aid awarded.

In 2007-2008, the total amount of athletics financial aid awarded was $1,322,260. Males represented 54.96% of unduplicated participation and received 55.96% of athletics financial aid awarded. Females represented 45.04% of unduplicated participation and received 44.04% of athletics financial aid awarded.

In 2008-2009, the total amount of athletics financial aid awarded was $1,415,817. Males represented 55.06% of unduplicated participation and received 46.82% of athletics financial aid awarded. Females represented 44.94% of unduplicated participation and received 53.18% of athletics financial aid awarded.

Clearly, athletics financial aid has been awarded to men and women at a similar percentage at Southern Illinois University Edwardsville (SIUE) during the two academic years 2007-2008 and 2008-2009. A relevant factor impacting a comparative analysis of the SIUE EADA reports for the last three years is SIUE's move from NCAA Division II to Division I, as SIUE was still classified as NCAA Division II in 2006-2007.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Although proportionate in 2007 based on participation, the subsequent trend was to award more athletics financial aid to female participants. Allocations for athletics financial aid, Southern Illinois University Edwardsville's largest expense category, were greater for women's teams in two of the three reporting years.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Southern Illinois University Edwardsville will continue funding of athletics financial aid at the maximum permitted by the NCAA in the sports of men's and women's basketball, men's soccer, and softball. Women's soccer, women's volleyball, and baseball will be funded at a minimum of 80% of the maximum permitted by the NCAA. In the sports of men's and women's cross country, men's and women's track and field, men's and women's golf, men's and women's tennis, and wrestling, SIUE will continue funding of financial aid at a minimum rate of 50% of the maximum permitted by the NCAA and continue monitoring financial assistance awarded to both men's and women's sports.

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

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Compliance and Student Services, and the Assistant Director of Athletics for Business Affairs review gender issues on an ongoing basis. It is the responsibility of the Associate Director of Athletics for Student Welfare/Senior Woman Administrator to monitor gender equity issues and report them to the Director of Athletics and discuss them with senior Athletics administration. A review of equipment and supplies is completed on an annual basis. Each program is asked for a mid-year and end-of-year "wish list" as well as an updated long-term needs analysis. The Student-Athlete Advisory Committee also brings issues relating to gender equity to the appropriate sport administrator. The ICAC also reviews gender equity issues when they are presented.

The Gender Equity and Student Welfare Certification Subcommittee consisted of 11 members and two ex-officio members chaired by the Vice Chancellor for Student Affairs. A student-athlete, the student government president, one faculty member, seven staff members, and one administrator were members. The ex-officio members included one staff and one faculty member. Three members were designated as additional co-chairs of workgroups who evaluated the equity and Student-Athlete Well-being Operating Principles.

The Subcommittee's Gender Equity Workgroup met and reviewed the topic of gender equity from June 2010 through November 2010. The following information and/or materials were reviewed:

-Data prepared by the Gender Equity Committee as they were conducting a self- study of the program review areas.
-2006-2007 EADA Report
-2007-2008 EADA Report
-2008-2009 EADA Report
-2006-2007 NCAA Financial Report
-2007-2008 NCAA Financial Report
-2008-2009 NCAA Financial Report
-Spring 2010 Head Coaches Questionnaire results
-Equipment and supplies analysis
-Facilities master plan analysis
-Recruiting summary
-Southern Illinois University Edwardsville Intercollegiate Athletics mission statement
-2009-2011 Division I Strategic Plan
-Interviews and questions of the Director of Athletics and senior athletics administrators
-Recommendations from the SIUE NCAA Division Task Force
-Recommendations from the SIUE NCAA Division I Transition Workgroup
-Recommendations from ICAC
-Interviews with NACDA Consultants

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

According to the NCAA Financial Report, total equipment expenditures for the years 2007-2009 show a variance of less than 2% between men's and women's sports. The equipment and supplies analysis conducted by the Associate Director of Athletics for Student Welfare/Senior Woman Administrator show comparable distribution of equipment, uniforms, and supplies across all partner sports with the exception of baseball. The information analyzed included: practice gear, uniforms, travel apparel, shoes, warm-up apparel, and sport-specific equipment and supplies. Attention was also given to the amount of storage made available to each program and specific to its particular storage needs.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Based on the information from the 2009 equipment analysis, it has been determined that the baseball team is given insufficient equipment and supplies. Other teams provide several items for practice and games and the baseball team is provided the lowest amount of equipment and supplies. Based on this information, the Director of Athletics and the Senior Woman Administrator have determined that adjustments shall be made to develop minimums and maximums for all teams relevant to issued equipment and supplies.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The quality and equitable allotment of equipment and supplies is monitored annually to ensure that provisions for comparable equipment and supplies to both men's and women's teams are being provided. A minimum and maximum range for distribution of equipment and supplies is determined and implemented in the Gender Issues Plan for Improvement.

4. Scheduling of Games 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 15 program areas. This study must be conducted as part of the self-study process;

The scheduling process is based on in-season and out-of-season considerations, not gender, and annual reviews of the process are conducted to ensure consistency and equity of support. The Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Compliance and Student Services, and the Assistant Director of Athletics for Business Affairs review gender issues on an ongoing basis. It is the responsibility of the Associate Director of Athletics for Student Welfare/Senior Woman Administrator to monitor gender equity issues and report them to the Director of Athletics and discuss them with senior Athletics administration. The Student-Athlete Advisory Committee also brings issues relating to gender equity to the appropriate sport administrator. The ICAC also reviews gender equity issues when they are presented.

The Gender Equity and Student Welfare Certification Subcommittee consisted of 11 members and two ex-officio members chaired by the Vice Chancellor for Student Affairs. A student-athlete, the student government president, one faculty member, seven staff members, and one administrator were members. The ex-officio members included one staff and one faculty member. Three members were designated as additional co-chairs of workgroups who evaluated the Equity and Student-Athlete Well-being Operating Principles.

The Subcommittee's Gender Equity Workgroup met and reviewed the topic of gender equity from June 2010 through November 2010. The following information and/or materials were reviewed:

-Data prepared by the Gender Equity Committee as they were conducting a self-study of the program review areas.
-2006-2007 EADA Report
-2007-2008 EADA Report
-2008-2009 EADA Report
-2006-2007 NCAA Financial Report
-2007-2008 NCAA Financial Report
-2008-2009 NCAA Financial Report
-Spring 2010 Head Coaches Questionnaire results
-Scheduling of games and practice times analysis
-Facilities master plan analysis
-Southern Illinois University Edwardsville Intercollegiate Athletics mission statement
-2009-2011 Division I Strategic Plan
-Interviews and questions of the Director of Athletics and senior athletics administrators
-Recommendations from the SIUE NCAA Division Task Force
-Recommendations from the SIUE NCAA Division I Transition Workgroup
-Recommendations from ICAC
-Interviews with NACDA Consultants

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Per the Gender Equity Self-Study, the numbers of regular season games, practice opportunities, time of day for games and practices, and pre- and post-season opportunities are determined to be equitable between men's and women's sports. The minimal noted disparities are predominantly based upon scheduling variables created by Conference scheduling parameters. Facility scheduling meetings are conducted by the Assistant Director of Athletics for Events and Facilities where fair and equitable opportunities are provided to all sports with regard to practice space and times. The utilization of an Internet-based scheduling system is also available for all sports to check availability, request space, and hold space for future scheduling of contests and practices.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

All women's sports have the opportunity to schedule games and practices in all facilities at a comparable rate and level as men's sports. Two to three times per year, a scheduling meeting is held where each coach can request specific practice times, contest dates and times and any clinic date opportunities. The Assistant Director of Athletics for Events and Facilities facilitates this meeting to ensure equitable scheduling occurs for all teams.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Scheduling of games and practice times for men's and women's teams are monitored annually by the Senior Woman Administrator (SWA) to ensure the provision of equivalent opportunities for men's and women's teams in all aspects of competition and practice times.

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 15 program areas. This study must be conducted as part of the self-study process;

Travel policies are based upon the minimum expectation of treatment of student-athletes regardless of sport or gender (eg. two student-athletes per room; sit-down meals, bus transportation if under five hours of travel; flight if over seven hours). The Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Compliance and Student Services, and the Assistant Director of Athletics for Business Affairs review gender issues on an ongoing basis. It is the responsibility of the Associate Director of Athletics for Student Welfare/Senior Woman Administrator to monitor gender equity issues and report them to the Director of Athletics and discuss them with senior Athletics administration. The Student-Athlete Advisory Committee also brings issues relating to gender equity to the appropriate sport administrator. The ICAC also reviews gender equity issues when they are presented.

The Gender Equity and Student Welfare Certification Subcommittee consisted of 11 members and two ex-officio members chaired by the Vice Chancellor for Student Affairs. A student-athlete, the student government president, one faculty member, seven staff members, and one administrator were members. The ex-officio members included one staff and one faculty member. Three members were designated as additional co-chairs of workgroups who evaluated the Equity and Student-Athlete Well-being Operating Principles.

The Subcommittee's Gender Equity Workgroup met and reviewed the topic of gender equity from June 2010 through November 2010. The following information and/or materials were reviewed:

-Data prepared by the Gender Equity Committee as they were conducting a self-study of the program review areas.
-2006-2007 EADA Report
-2007-2008 EADA Report
-2008-2009 EADA Report
-2006-2007 NCAA Financial Report
-2007-2008 NCAA Financial Report

-2008-2009 NCAA Financial Report
-Spring 2010 Head Coaches Questionnaire results
-Marketing and promotions plan analysis
-Recruiting summary
-Team travel policies
-Staffing Demographics Analysis
-Southern Illinois University Edwardsville Intercollegiate Athletics mission statement
-2009-2011 Division I Strategic Plan
-Interviews and questions of the Director of Athletics and senior athletics administrators
-Recommendations from the SIUE NCAA Division Task Force
-Recommendations from the SIUE NCAA Division I Transition Workgroup
-Recommendations from ICAC
-Interviews with NACDA Consultants

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

According to the NCAA Financial Report, total travel expenditures for the years 2007-2009 show a variance of less than 2% between men's and women's sports. All sport administrators approve team travel and University travel policies are utilized by all men's and women's programs.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Based on travel expenditures, adherence to travel policies, and travel information provided by each sport-assigned administrator, it has been determined that there are no deficiencies in this program area.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The travel and per diem allowance and other aspects of team travel are monitored by the Assistant Director of Athletics for Business Affairs on an annual basis. The Department of Intercollegiate Athletics will continue to strive for hotel accommodations of two student-athletes per room, the provision of one sit down meal per day, travel accommodations of charter buses or flights, opportunities for hotel stays prior to a contest, when applicable, and allowance of a per diem when team meals are not provided. Resources to accommodate these provisions will be provided on an equitable basis.

There are no differences in the length of stay for competition (the number of days prior to departure, or the length of time for return after competition) based on gender. Both male and female sport programs are required to depart from the competition site following the contest or team meal, unless the time of the contest requires an additional overnight stay with a departure time of the morning of the next day.

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 15 program areas. This study must be conducted as part of the self-study process;

Opportunities for academic support services exist irrespective of gender. The Director of Athletics,

Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Compliance and Student Services, and the Assistant Director of Athletics for Business Affairs review gender issues on an ongoing basis. It is the responsibility of the Associate Director of Athletics for Student Welfare/Senior Woman Administrator to monitor gender equity issues and report them to the Director of Athletics and discuss them with senior Athletics administration. The Student-Athlete Advisory Committee also brings issues relating to gender equity to the appropriate sport administrator. The ICAC also reviews gender equity issues when they are presented.

The Gender Equity and Student Welfare Certification Subcommittee consisted of 11 members and two ex-officio members chaired by the Vice Chancellor for Student Affairs. A student-athlete, the student government president, one faculty member, seven staff members, and one administrator were members. The ex-officio members included one staff and one faculty member. Three members were designated as additional co-chairs of workgroups who evaluated the Equity and Student-Athlete Well-being Operating Principles.

The Subcommittee's Gender Equity Workgroup met and reviewed the topic of gender equity from June 2010 through November 2010. The following information and/or materials were reviewed:

-Data prepared by the Gender Equity Committee as they were conducting a self-study of the program review areas.
-2006-2007 EADA Report
-2007-2008 EADA Report
-2008-2009 EADA Report
-2006-2007 NCAA Financial Report
-2007-2008 NCAA Financial Report
-2008-2009 NCAA Financial Report
-Spring 2010 Head Coaches Questionnaire results
-Facilities master plan analysis
-Team travel policies
-Southern Illinois University Edwardsville Intercollegiate Athletics mission statement
-2009-2011 Division I Strategic Plan
-Interviews and questions of the Athletics Director and senior athletics administrators
-Recommendations from the SIUE NCAA Division I Task Force
-Recommendations from the SIUE NCAA Division I Transition Workgroup
-Recommendations from ICAC
-Interviews with NACDA Consultants

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Southern Illinois University Edwardsville provides equitable and comprehensive academic services for all student-athletes while maintaining compliance with the OVC/MVC Conference and NCAA academic and eligibility standards. SIUE provides tutoring, one-on-one mentoring meetings, advisement, study table opportunities, access to academic computer lab, mid-term grade checks, and frequent monitoring of at-risk student-athletes.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Based on the results provided from the 2010 Head Coaches Questionnaire, as well as the information included in the Academic Services section, it has been determined that there are no deficiencies in this program area.

d. Explain how the institution's written, stand-alone plan for gender issues addresses

each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Southern Illinois University Edwardsville will continue to provide equitable academic support services for all student-athletes. The Department of Athletics and the Faculty Athletics Representative (FAR) will monitor, based on the Athletics Academic Services self review, the availability of support on an annual basis to ensure the availability of academic support services to every student-athlete.

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 15 program areas. This study must be conducted as part of the self-study process;

The departmental preference and commitment (demonstrated by recent hires) is to fill coaching positions for women's programs with female coaches, giving strong consideration to those of minority status. The Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Compliance and Student Services, and the Assistant Director of Athletics for Business Affairs review gender issues on an ongoing basis. It is the responsibility of the Associate Director of Athletics for Student Welfare/Senior Woman Administrator to monitor gender equity issues and report them to the Director of Athletics and discuss them with senior Athletics administration. The Student-Athlete Advisory Committee also brings issues relating to gender equity to the appropriate sport administrator. The ICAC also reviews gender equity issues when they are presented.

The Gender Equity and Student Welfare Certification Subcommittee consisted of 11 members and two ex-officio members chaired by the Vice Chancellor for Student Affairs. A student-athlete, the student government president, one faculty member, seven staff members, and one administrator were members. The ex-officio members included one staff and one faculty member. Three members were designated as additional co-chairs of workgroups who evaluated the Equity and Student-Athlete Well-being Operating Principles.

The Subcommittee's Gender Equity Workgroup met and reviewed the topic of gender equity from June 2010 through November 2010. The following information and/or materials were reviewed:

-Data prepared by the Gender Equity Committee as they were conducting a self-study of the program review areas.
-2006-2007 EADA Report
-2007-2008 EADA Report
-2008-2009 EADA Report
-2006-2007 NCAA Financial Report
-2007-2008 NCAA Financial Report
-2008-2009 NCAA Financial Report
-Spring 2009 Student Needs and Interest Survey
-Spring 2010 Head Coaches Questionnaire results
-Athletic training and student-athlete welfare analysis
-Marketing and promotions plan analysis
-Staffing Demographics Analysis
-Southern Illinois University Edwardsville Intercollegiate Athletics mission statement
-2009-2011 Division I Strategic Plan
-Interviews and questions of the Director of Athletics and senior athletics administrators
-Recommendations from the SIUE NCAA Division Task Force
-Recommendations from the SIUE NCAA Division I Transition Workgroup
-Recommendations from ICAC
-Interviews with NACDA Consultants

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The Total Head Coaches Salary increased significantly in each of the three EADA reports, reflecting the anticipated market-driven costs of the transition from NCAA Division II to Division I. The salary paid to men's teams' coaches exceeded the salaries paid to women's teams' coaches in each EADA report, but the difference narrows in each year. The salary differential in 2008 and 2009 is less than 5% and is primarily because of the current market-driven salary differential between the men's and women's head basketball coaches.

The number of assistant coaches and the average annual institutional salary per FTE (full-time equivalency) for assistant coaches has fluctuated for the period 2007-2009. There were twelve assistant coaches for women's teams and ten assistant coaches for men's teams in 2009, a reverse of the numbers for 2008. In 2008, the salary per FTE for assistant coaches of men's teams ($32,596) was 12.96% greater than for assistant coaches of women's teams ($25,117). This differential in salary per FTE for assistant coaches closed significantly to 4.24% in 2009 ($29,344 for men's teams and $26,957 for women's teams). Graduate assistant salaries are based on University standards for all graduate assistants and are categorized as either a first or a second-year assistant. These numbers are included in the Assistant Coaches FTE or PTE.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Salaries for coaches of women's sports have increased and will continue to remain comparable to 1AAA salary benchmarks and OVC upper quartile.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The Department of Athletics will continue to provide equitable levels of coaching to all programs and provide equitable opportunities for compensation, training, working conditions, and duration of contracts for all staff, regardless of gender. Both male and female coaches are hired based on comparable levels of experience and credentials and are also given the same level of opportunity for professional development. In the sports of Men's Golf, Women's Golf and Men's and Women's Tennis, each coach performs the following duties, while each also has some type of administrative responsibility. The Women's Softball Coach is also the Associate Director of Athletics/SWA and has the option of continuing employment with a dual role or moving toward full time coaching,
Coaching duties are described below;

- Organization and administration of the specific program
- Coaching, recruiting, team travel, fund raising, and all other areas of program operations.
- Compliance with University, NCAA Division I, and Departmental rules, standards, and regulations
- Working cooperatively and responsibly with other departmental personnel
- Operating within the budgetary limitations of the program
- Supporting the student-athlete concept and demonstrating concern for the health, safety, and welfare of each student-athlete
- Taking an active leadership role in fundraising and public relations activities for the sport program and for the Athletics Department as a whole.

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 15 program areas. This study must be conducted as part of the self-study process;

As of Fall 2011, all sports except men's and women's track and field and cross country, men's and women's golf, and men's and women's tennis have designated locker rooms. Grants have been obtained to meet future needs. The Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Compliance and Student Services, and the Assistant Director of Athletics for Business Affairs review gender issues on an ongoing basis. It is the responsibility of the Associate Director of Athletics for Student Welfare/Senior Woman Administrator to monitor gender equity issues and report them to the Director of Athletics and discuss them with senior Athletics administration. The Student-Athlete Advisory Committee also brings issues relating to gender equity to the appropriate sport administrator. The ICAC also reviews gender equity issues when they are presented.

The Gender Equity and Student Welfare Certification Subcommittee consisted of 11 members and two ex-officio members chaired by the Vice Chancellor for Student Affairs. A student-athlete, the student government president, one faculty member, seven staff members, and one administrator were members. The ex-officio members included one staff and one faculty member. Three members were designated as additional co-chairs of workgroups who evaluated the Equity and Student-Athlete Well-being Operating Principles.

The Subcommittee's Gender Equity Workgroup met and reviewed the topic of gender equity from June 2010 through November 2010. The following information and/or materials were reviewed:

-Data prepared by the Gender Equity Committee as they were conducting a self-study of the program review areas.
-2006-2007 EADA Report
-2007-2008 EADA Report
-2008-2009 EADA Report
-2006-2007 NCAA Financial Report
-2007-2008 NCAA Financial Report
-2008-2009 NCAA Financial Report
-Spring 2010 Head Coaches Questionnaire results
-Equipment and supplies analysis
-Facilities master plan analysis
-Athletic training and student-athlete welfare analysis
-Marketing and promotions plan analysis
-Southern Illinois University Edwardsville Intercollegiate Athletics mission statement
-2009-2011 Division I Strategic Plan
-Interviews and questions of the Athletics Director and senior athletics administrators
-Recommendations from the SIUE NCAA Division Task Force
-Recommendations from the SIUE NCAA Division I Transition Workgroup
-Recommendations from ICAC
-Interviews with NACDA Consultants

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Since the beginning of the transition to NCAA Division I status, a master plan for locker rooms and practice and competitive facilities has been implemented. This plan is ongoing and is based on a significant commitment to maintain equitable opportunities for all student-athletes. Facilities improvements continue to be made for all programs of both genders. The institution is responsible for all maintenance and preparation and is dedicated to providing high quality facilities and opportunities for the Department of Athletics. The following projects are ongoing, completed or scheduled:
-Men's and Women's Basketball Locker room enhancements
-Construction of Women's Volleyball and Wrestling locker rooms
-Renovation of Baseball locker room
-Construction of indoor practice facility for Women's Softball, which will be utilized by all sports
-Renovation of Vadalabene Center used by Men's/Women's Basketball, Volleyball, Wrestling

-Renovation of Athletics Weight Room, which is utilized by all sports
-Addition of artificial turf to Korte Stadium (soccer venue) utilized by Men's and Women's Soccer
-Future resurfacing of track used by Men's and Women's Track and Field
-Artificial turf on the Roy E. Lee baseball field
-Construction of the Lukas Athletics Annex, a 29,000-square-foot addition with office space, meeting rooms and weight room facilities

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Based on the development of the Facility Master Plan and the commitment of the institution and the Department of Athletics to provide equitable facilities, it has been determined that there are no deficiencies in this program area.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Southern Illinois University Edwardsville continues to monitor all facility variables to ensure equitable opportunities are being provided to all student-athletes. All future plans are addressed in the facility master plan and have been reviewed by the Gender Equity Committee. All future projects are evaluated based on the recommendations of the Gender Equity Committee and the ICAC.

9. Medical and Training Facilities and Services. Availability of medical personnel; availability and quality of weight training and conditioning facilities; availability and qualifications of athletic 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 15 program areas. This study must be conducted as part of the self-study process;

The medical and training facilities and services provided are identical appointments and are available for all student-athletes regardless of gender. The Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Compliance and Student Services, and the Assistant Director of Athletics for Business Affairs review gender issues on an ongoing basis. It is the responsibility of the Associate Director of Athletics for Student Welfare/Senior Woman Administrator to monitor gender equity issues and report them to the Director of Athletics and discuss them with senior Athletics administration. The Student-Athlete Advisory Committee also brings issues relating to gender equity to the appropriate sport administrator. The ICAC also reviews gender equity issues when they are presented.

The Gender Equity and Student Welfare Certification Subcommittee consisted of 11 members and two ex-officio members chaired by the Vice Chancellor for Student Affairs. A student-athlete, the student government president, one faculty member, seven staff members, and one administrator were members. The ex-officio members included one staff and one faculty member. Three members were designated as additional co-chairs of workgroups who evaluated the Equity and Student-Athlete Well-being Operating Principles.

The Subcommittee's Gender Equity Workgroup met and reviewed the topic of gender equity from June 2010 through November 2010. The following information and/or materials were reviewed:

-Data prepared by the Gender Equity Committee as they were conducting a self-study of the program review areas.

-2006-2007 EADA Report
-2007-2008 EADA Report
-2008-2009 EADA Report
-2006-2007 NCAA Financial Report
-2007-2008 NCAA Financial Report
-2008-2009 NCAA Financial Report
-Spring 2010 Head Coaches Questionnaire results
-Equipment and supplies analysis
-Facilities master plan analysis
-Athletic training and student-athlete welfare analysis
-Sports Medicine Daily Treatment Logs
-Team travel policies
-Staffing Demographics Analysis
-Southern Illinois University Edwardsville Intercollegiate Athletics mission statement
-2009-2011 Division I Strategic Plan
-Interviews and questions of the Director of Athletics and senior athletics administrators
-Recommendations from the SIUE NCAA Division Task Force
-Recommendations from the SIUE NCAA Division I Transition Workgroup
-Recommendations from ICAC
-Interviews with NACDA Consultants

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The Gender Equity Committee review reported that medical personnel are available to men's and women's sports on an equitable basis. Athletics trainers are assigned to practices and competitions in the same manner, and all athletics training facilities are available to both men and women student-athletes. Opportunities for medical treatment and access to team physicians are provided on a case-by-case basis. Strength and Conditioning staff provide programs and access to the weight training facilities on an equitable basis. These opportunities are provided based on class schedules and variables determined by their respective coaching staffs at the direction of the Head Strength and Conditioning Coach, who is female. Student-athletes are asked to provide their own personal or parental medical insurance, which is utilized first in the event of accident or injury. If a student-athlete does not have personal or parental medical insurance, they are offered medical insurance through the University at their own expense. If a student-athlete cannot afford to purchase medical insurance through the University, they are covered under the Department of Intercollegiate Athletics liability insurance policy. Insurance coverage is provided to all student-athletes, regardless of gender.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Based on the organizational structure of the Athletics Training Staff and the Strength and Conditioning Staff, as well as the manner in which both departments operate and provide services, it has been determined that there are no disparities in this program area.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The Department of Athletics will continue to provide male and female staff in the areas of athletics training and strength and conditioning. Assignments of medical and strength staff will be monitored on an annual basis to ensure equitable coverage and opportunities regardless of gender.

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

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Compliance and Student Services, and the Assistant Director of Athletics for Business Affairs review gender issues on an ongoing basis. It is the responsibility of the Associate Director of Athletics for Student Welfare/Senior Woman Administrator to monitor gender equity issues and report them to the Director of Athletics and discuss them with senior Athletics administration. The Student-Athlete Advisory Committee also brings issues relating to gender equity to the appropriate sport administrator. The ICAC also reviews gender equity issues when they are presented.

The Gender Equity and Student Welfare Certification Subcommittee consisted of 11 members and two ex-officio members chaired by the Vice Chancellor for Student Affairs. A student-athlete, the student government president, one faculty member, seven staff members, and one administrator were members. The ex-officio members included one staff and one faculty member. Three members were designated as additional co-chairs of workgroups who evaluated the Equity and Student-Athlete Well-being Operating Principles.

The Subcommittee's Gender Equity Workgroup met and reviewed the topic of gender equity from June 2010 through November 2010. The following information and/or materials were reviewed:

-Data prepared by the Gender Equity Committee as they were conducting a self-study of the program review areas.
-2006-2007 EADA Report
-2007-2008 EADA Report
-2008-2009 EADA Report
-2006-2007 NCAA Financial Report
-2007-2008 NCAA Financial Report
-2008-2009 NCAA Financial Report
-Analysis of Financial Aid Awards
-Spring 2010 Head Coaches Questionnaire results
-Equipment and supplies analysis
-Facilities master plan analysis
-Athletic training and student-athlete welfare analysis
-Marketing and promotions plan analysis
-Southern Illinois University Edwardsville Intercollegiate Athletics mission statement
-2009-2011 Division I Strategic Plan
-Interviews and questions of the Director of Athletics and senior athletics administrators
-Recommendations from the SIUE NCAA Division Task Force
-Recommendations from the SIUE NCAA Division I Transition Workgroup
-Recommendations from ICAC
-Interviews with NACDA Consultants

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Both the departments of Housing and Dining Services report to the Vice Chancellor for Student Affairs. All services for student-athletes are the same as those that are available for all students on campus. On-campus housing consists of 3 residence halls which are 2-bedroom suites, 1 residence hall that consists of 4- and 6-bedroom suites with a common living area, and an apartment complex that contains 496 student apartments in 62 buildings. Dining Services consist of various food service opportunities on campus and available to all students. Both Housing and Dining Services provide the same opportunities for all students, regardless of gender.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

The institution is responsible for providing equitable and adequate services for both housing and dining for both genders. Based on this information it has been determined that there are no deficiencies in this program area.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The Department of Athletics continues to coordinate housing and dining opportunities through the existing policies and procedures outlined by the Vice Chancellor for Student Affairs. Housing and Dining staff members continue to meet regularly with coaches and administrators to evaluate current policies and procedures in this area.

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 15 program areas. This study must be conducted as part of the self-study process;

The Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Compliance and Student Services, and the Assistant Director of Athletics for Business Affairs review gender issues on an ongoing basis. It is the responsibility of the Associate Director of Athletics for Student Welfare/Senior Woman Administrator to monitor gender equity issues and report them to the Director of Athletics and discuss them with senior Athletics administration. The Student-Athlete Advisory Committee also brings issues relating to gender equity to the appropriate sport administrator. The ICAC also reviews gender equity issues when they are presented.

The Gender Equity and Student Welfare Certification Subcommittee consisted of 11 members and two ex-officio members chaired by the Vice Chancellor for Student Affairs. A student-athlete, the student government president, one faculty member, seven staff members, and one administrator were members. The ex-officio members included one staff and one faculty member. Three members were designated as additional co-chairs of workgroups who evaluated the Equity and Student-Athlete Well-being Operating Principles.

The Subcommittee's Gender Equity Workgroup met and reviewed the topic of gender equity from June 2010 through November 2010. The following information and/or materials were reviewed:

-Data prepared by the Gender Equity Committee as they were conducting a self-study of the program review areas.
-2006-2007 EADA Report
-2007-2008 EADA Report
-2008-2009 EADA Report
-2006-2007 NCAA Financial Report
-2007-2008 NCAA Financial Report
-2008-2009 NCAA Financial Report

-Spring 2010 Head Coaches Questionnaire results
-Marketing and promotions plan analysis
-Southern Illinois University Edwardsville Intercollegiate Athletics mission statement
-2009-2011 Division I Strategic Plan
-Interviews and questions of the Director of Athletics and senior athletics administrators
-Recommendations from the SIUE NCAA Division I Task Force
-Recommendations from the SIUE NCAA Division I Transition Workgroup
-Recommendations from ICAC
-Interviews with NACDA Consultants

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The Department of Athletics is committed to equal distribution of advertising and promotional dollars through all media for both men's and women's sports at comparable levels. Banners, promotional materials, marketing efforts, electronic media, and opportunities for post-season awards are made available, regardless of gender. The Associate Director of Athletics for External Affairs and the Assistant Director of Athletics for Sales and Marketing work closely with the Director of Athletics to continually enhance media coverage for women's sports.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Publicity and awards are generally equitable for both men's and women's sports. Based on the Gender Equity Committee report and data from the Head Coaches Questionnaires, it was determined that the Southern Illinois University Edwardsville Coaches' Show broadcast on local radio has a few disparities. The lack of equitable opportunities for women's sports to participate is being addressed and corrected in the Annual Plan for Improvement.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The Department of Athletics will continue to monitor and evaluate the availability and opportunity for women's programs to be involved in the Coaches' Show broadcast on local radio. While in 2009-10 disparities were present, this issue is being addressed and corrected. The Athletics Department will monitor this variable each semester to ensure equitable opportunities are available for women's programs relative to the men's programs.

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

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Compliance and Student Services, and the Assistant Director of Athletics for Business Affairs review gender issues on an ongoing basis. It is the responsibility of the Associate Director of Athletics for Student Welfare/Senior Woman Administrator to monitor gender equity issues and report them to the Director of Athletics and discuss them with senior Athletics administration. The Student-Athlete Advisory Committee also brings issues relating to gender equity to the appropriate sport administrator. The ICAC also reviews gender equity issues when they are presented.

The Gender Equity and Student Welfare Certification Subcommittee consisted of 11 members and two ex-officio members chaired by the Vice Chancellor for Student Affairs. A student-athlete, the student government president, one faculty member, seven staff members, and one administrator were members. The ex-officio members included one staff and one faculty member. Three members were designated as additional co-chairs of workgroups who evaluated the Equity and Student-Athlete Well-being Operating Principles.

The Subcommittee's Gender Equity Workgroup met and reviewed the topic of gender equity from June 2010 through November 2010. The following information and/or materials were reviewed:

-Data prepared by the Gender Equity Committee as they were conducting a self-study of the program review areas.
-2006-2007 EADA Report
-2007-2008 EADA Report
-2008-2009 EADA Report
-2006-2007 NCAA Financial Report
-2007-2008 NCAA Financial Report
-2008-2009 NCAA Financial Report
-Spring 2010 Head Coaches Questionnaire results
-Scheduling of games and practice times analysis
-Facilities master plan analysis
-Athletic training and student-athlete welfare analysis
-Sports Medicine Daily Treatment Logs
-Marketing and promotions plan analysis
-Southern Illinois University Edwardsville Intercollegiate Athletics mission statement
-2009-2011 Division I Strategic Plan
-Interviews and questions of the Director of Athletics and senior athletics administrators
-Recommendations from the SIUE NCAA Division Task Force
-Recommendations from the SIUE NCAA Division I Transition Workgroup
-Recommendations from ICAC
-Interviews with NACDA Consultants

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Each sport program is assigned to a member of the Department of Intercollegiate Athletics senior administration, who works with that program on a regular basis. No program has exclusive access to secretarial or clerical support other than those individuals who have hired student workers or graduate assistants within their particular programs. All of this support is available at the discretion of the head coach and regardless of gender.

General office space and specific offices for sport programs are made available on an equitable basis in the main Vadalabene Center office area for both male and female sports. Additional office space has been created for Men's and Women's Soccer head coaches and their respective assistants at Korte Stadium to alleviate space concerns. The Men's and Women's Basketball teams have a designated "Basketball Suite" that was recently built to accommodate all basketball operations. This space includes eight suites, one for each coach for both the men's and women's teams, and designated working areas for their respective graduate assistants. The business manager and the external affairs, event management and sports information staff also have recently constructed offices located on the west side of the main area. These offices were developed to support the growing number of athletics department staff. Current planning includes a new Athletics Annex which will accommodate all programs with new office suites and administrative space.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

No program of either gender has been assigned clerical or secretarial support by the athletics administration. Those programs who choose to utilize student workers or graduate assistants may do so at their discretion. Based on this information, it has been determined that there are no deficiencies in this program area.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The Athletics Department will continue to monitor support services provided to coaches and athletes on an annual basis and implement enhancements, when applicable, based on the University strategic plan and recommendations by ICAC.

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

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Compliance and Student Services, and the Assistant Director of Athletics for Business Affairs review gender issues on an ongoing basis. It is the responsibility of the Associate Director of Athletics for Student Welfare/Senior Woman Administrator to monitor gender equity issues and report them to the Director of Athletics and discuss them with senior Athletics administration. The Student-Athlete Advisory Committee also brings issues relating to gender equity to the appropriate sport administrator. The ICAC also reviews gender equity issues when they are presented.

The Gender Equity and Student Welfare Certification Subcommittee consisted of 11 members and two ex-officio members chaired by the Vice Chancellor for Student Affairs. A student-athlete, the student government president, one faculty member, seven staff members, and one administrator were members. The ex-officio members included one staff and one faculty member. Three members were designated as additional co-chairs of workgroups who evaluated the Equity and Student-Athlete Well-being Operating Principles.

The Subcommittee's Gender Equity Workgroup met and reviewed the topic of gender equity from June 2010 through November 2010. The following information and/or materials were reviewed:

-Data prepared by the Gender Equity Committee as they were conducting a self-study of the program review areas.
-2006-2007 EADA Report
-2007-2008 EADA Report
-2008-2009 EADA Report
-2006-2007 NCAA Financial Report
-2007-2008 NCAA Financial Report
-2008-2009 NCAA Financial Report
-Analysis of Financial Aid Awards
-Spring 2010 Head Coaches Questionnaire results
-Facilities master plan analysis
-Athletic training and student-athlete welfare analysis
-Recruiting summary
-Southern Illinois University Edwardsville Intercollegiate Athletics mission statement
-2009-2011 Division I Strategic Plan
-Interviews and questions of the Athletics Director and senior athletics administrators
-Recommendations from the SIUE NCAA Division Task Force
-Recommendations from the SIUE NCAA Division I Transition Workgroup
-Recommendations from ICAC

-Interviews with NACDA Consultants

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Each sport's recruiting resource allocation is determined by its head coach based on the coach's needs for each recruiting cycle. Thus, head coaches have the flexibility to determine use of professional personnel, treatment of potential student-athletes, and other relevant benefits. The percentage of recruiting expenditures for women's teams in comparison to men's teams has increased from 37.78% in the 2007, to 45.39% in 2008, to 54.68% in 2009.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Based on Athletics Department Policy, resource allocation by each head coach and each program's flexibility to determine recruiting expenditures, it has been determined that there are no deficiencies in this program area.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The Athletics Department will continue to monitor and evaluate recruiting resources and opportunities on a regular basis. The Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Compliance and Student Services, Assistant Director of Athletics for Business Affairs, and the Director of Athletics will analyze spending and resource allocation to ensure the recruitment of student-athletes is equitable for women's programs as compared to men's programs.

14. Retention. Programs and services to address retention of staff, coaches and student-athletes from the under-represented gender within the athletics program; review of retention and promotion of staff and coaches from the under-represented 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 under-represented gender within the athletics program.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Compliance and Student Services, and the Assistant Director of Athletics for Business Affairs review gender issues on an ongoing basis. It is the responsibility of the Associate Director of Athletics for Student Welfare/Senior Woman Administrator to monitor gender equity issues and report them to the Director of Athletics and discuss them with senior Athletics administration. The Student-Athlete Advisory Committee also brings issues relating to gender equity to the appropriate sport administrator. The ICAC also reviews gender equity issues when they are presented.

The Gender Equity and Student Welfare Certification Subcommittee consisted of 11 members and two ex-officio members chaired by the Vice Chancellor for Student Affairs. A student-athlete, the student

government president, one faculty member, seven staff members, and one administrator were members. The ex-officio members included one staff and one faculty member. Three members were designated as additional co-chairs of workgroups who evaluated the Equity and Student-Athlete Well-being Operating Principles.

The Subcommittee's Gender Equity Workgroup met and reviewed the topic of gender equity from June 2010 through November 2010. The following information and/or materials were reviewed:

-Data prepared by the Gender Equity Committee as they were conducting a self-study of the program review areas.
-2006-2007 EADA Report
-2007-2008 EADA Report
-2008-2009 EADA Report
-2006-2007 NCAA Financial Report
-2007-2008 NCAA Financial Report
-2008-2009 NCAA Financial Report
-Spring 2010 Head Coaches Questionnaire results
-Staffing Demographics Analysis
-Southern Illinois University Edwardsville Intercollegiate Athletics mission statement
-2009-2011 Division I Strategic Plan
-Interviews and questions of the Director of Athletics and senior athletics administrators
-Recommendations from the SIUE NCAA Division Task Force
-Recommendations from the SIUE NCAA Division I Transition Workgroup
-Recommendations from ICAC
-Interviews with NACDA Consultants

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The Department of Athletics is committed to providing programs and services that address the retention rate of student-athletes, coaches, and staff on an equitable basis for men and women. Compensation, duration, and conditions of contracts, professional development, and services are provided on an equitable basis for men and women. Health Services, the Office of Institutional Diversity and Inclusion and the Office of Institutional Compliance offer programs on various topics related to minority/gender equity issues as well as student-athlete mentoring programs, in conjunction with the Athletics department, and on an equitable basis for men and women.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

The Department of Athletics works directly with the Office of Institutional Compliance and with Human Resources to provide equitable opportunities and programs designed to address retention. The Department of Athletics relies on the Institution to offer such programs, as well as utilizing opportunities provided by the NCAA. Based on these variables, it has been determined that there are no deficiencies in this program area.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The Department of Athletics will continue to provide programs and services that address the retention of student-athletes, coaches, and staff. Retention rates will be monitored and evaluated by the Assistant Director of Athletics for Compliance and Student Services and opportunities will be provided to student-athletes of the underrepresented gender.

15. Participation in Governance and Decision Making. Involvement of athletics department staff, coaches and student-athletes from the under-represented 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 15 program areas. This study must be conducted as part of the self-study process;

Southern Illinois University Edwardsville has an ongoing commitment to gender equity. The Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Compliance and Student Services, and the Assistant Director of Business Affairs review gender issues on an ongoing basis. It is the responsibility of the Associate Director of Athletics for Student Welfare/Senior Woman Administrator to monitor gender equity issues and report them to the Director of Athletics and discuss them with senior Athletics administration. The Student-Athlete Advisory Committee also brings issues relating to gender equity to the appropriate sport administrator. The ICAC also reviews gender equity issues when they are presented.

The Gender Equity and Student Welfare Certification Subcommittee consisted of 11 members and two ex-officio members chaired by the Vice Chancellor for Student Affairs. A student-athlete, the student government president, one faculty member, seven staff members, and one administrator were members. The ex-officio members included one staff and one faculty member. Three members were designated as additional co-chairs of workgroups who evaluated the Equity and Student-Athlete Well-being Operating Principles.

The Subcommittee's Gender Equity Workgroup met and reviewed the topic of gender equity from June 2010 through November 2010. The following information and/or materials were reviewed:

-Data prepared by the Gender Equity Committee as they were conducting a self-study of the program review areas.
-2006-2007 EADA Report
-2007-2008 EADA Report
-2008-2009 EADA Report
-2006-2007 NCAA Financial Report
-2007-2008 NCAA Financial Report
-2008-2009 NCAA Financial Report
-Analysis of Financial Aid Awards
-Spring 2010 Head Coaches Questionnaire results
-Equipment and supplies analysis
-Scheduling of games and practice times analysis
-Facilities master plan analysis
-Athletic training and student-athlete welfare analysis
-Marketing and promotions plan analysis
-Team travel policies
-Staffing Demographics Analysis
-Southern Illinois University Edwardsville Intercollegiate Athletics mission statement
-2009-2011 Division I Strategic Plan
-Interviews and questions of the Director of Athletics and senior athletics administrators
-Recommendations from the SIUE NCAA Division Task Force
-Recommendations from the SIUE NCAA Division I Transition Workgroup
-Recommendations from ICAC
-Interviews with NACDA Consultants

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The Department of Athletics provides avenues through which student-athletes, Department staff, and coaches are able to participate in the governance and decision-making process, as well as access leadership opportunities. In the last five years, the Department of Athletics has sent female coaches and staff to the Women's Leadership Symposium, the NCAA Leadership Symposium, the Gender Equity and Issues Forum, NACWAA-HERS, and ROE Women's Networking Breakfasts. The Department of Athletics also provides various avenues for coaches and staff to provide input regarding formulation of departmental policies and procedures. Staff and student-athletes have been involved in SAAC, the Division I Certification Committee, the Division I Transition Steering Committee and Subcommittees, and the ICAC committee. SIUE has included male and female student-athletes in the NCAA certification and transition workgroup committees and process. Where leadership opportunities are present, SIUE encourages both male and female student-athletes to participate.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Based on provisions by both the Department of Athletics and the Institution to participate in decision making and governance on an equitable basis, as well as opportunities to participate in leadership and professional activities, it has been determined that there are no deficiencies in this program area.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The Department of Athletics will continue to monitor and evaluate opportunities that will be beneficial to student-athletes, coaches, and staff and make those opportunities available, regardless of gender.

10. Using the plan for improvement section, provide an institutional gender-issues plan that addresses all 15 aforementioned program areas for the department of athletics. 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 maintain the institution's status in that program area(s) and action steps the institution will take if the program area(s) becomes inequitable in the future. Finally, the institution must describe how it will review its plan on an annual basis and include this information in the institution's gender-issues 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.

The institution must develop a five-year written, stand-alone plan addressing gender issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.

The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis, including a comparison with its EADA report and

NCAA financial report, to determine if the course of action is still appropriate and this information must be included in the institution's gender-issues plan.

11. Describe how the institution will annually compare its gender-issues plan with its EADA reports and NCAA financial reports to determine if the course of action is still appropriate. Further, please provide the names and titles of the individuals who will be responsible for this review.

The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis, including a comparison with its EADA report and NCAA financial report, to determine if the course of action is still appropriate and this information must be included in the institution's gender-issues plan.

The gender-issues plan will be compared to the EADA reports and NCAA financial reports annually and presented to the Gender Equity committee for review. The committee will address any issues that may arise.

The individuals responsible for the annual review include Dr. Brad Hewitt, Assistant Vice Chancellor/Director of Athletics; Sandy Montgomery, Associate Director of Athletics/Senior Woman Administrator; and Bryan Belt, Assistant Director of Athletics for Business Affairs.

The Gender Equity Committee membership, responsible for comparing the annual review to the gender-issues plan, includes Chair, Sandy Montgomery, Associate Director of Athletics/Senior Woman Administrator, Department of Intercollegiate Athletics; Jaci DeClue, Assistant Athletics Director for Compliance and Student Services, Department of Intercollegiate Athletics; Katie Zingg, Lead Compliance Specialist, Department of Intercollegiate Athletics; Karen Lux, Assistant Professor, Department of Kinesiology and Health Education; Scott Gluntz, Associate Director, University Housing, Riane Greenwalt, Director, Health Services; Elizabeth Keserauskis, Executive Director, Marketing and Communications; and Ryan Downey, Assistant Director of Admissions, New Student and Campus Visit Programs, Office of Admissions.

12. 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 before 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. Please note that all institutional plans must contain all of the committee's required elements.

The institution's gender-issues plan must include the following requirements:
a. Include identification of issues or problems confronting the institution.
b. Include measurable goals the institution intends to achieve to address issues or problems.
c. Include specific steps the institution will take to achieve its goals.
d. Include a specific timetable(s) for completing the work.
e. Identify the individuals and/or offices responsible for carrying out the actions identified by the institution.

Further, the institution's gender-issues plan must meet the following requirements:

a. Be committed to paper and be a stand-alone document.
b. Be developed with opportunities for significant input from appropriate constituent groups inside and outside athletics.
c. Must be adopted formally by the institution's final authority in such matters (i.e., chancellor/president or board of trustees) to ensure that it carries the commitment and support of the entire institution.

The Gender Equity and Student Welfare Certification Subcommittee consisted of 11 members and two ex-officio members chaired by the Vice Chancellor for Student Affairs. A student athlete, the student government president, one faculty member, seven staff members and one administrator were members. The ex-officio membership included one staff and one faculty member. The subcommittee completed a self-study of the 15 program areas that included input from faculty, athletics administrators, students and alumni. Three members of the subcommittee were designated as additional co-chairs of work groups who evaluated the Equity and Student-Athlete Well-Being Operating Principles. The subcommittee's gender equity work group met and reviewed the topic of gender equity from June 2010 through November 2010 and developed a plan for improvement based on the self-study completed by the Gender Equity Committee. Before submission, all reports, plans, and materials were reviewed by the major governance groups on campus, including the Faculty Senate, Staff Senate, administrators and student government.

Therefore, the resulting plan features broad-based campus participation and was formally approved by the Chancellor's Council on April 6, 2011. The plan will continue through 2016, during which time progress in the areas addressed by the plan for improvement will be evaluated on an annual basis.

Operating Principle 3.1 Gender Issues
Plan for Improvement

Plan Date Range: 2011-12 thru 2015-16

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**
Accommodation of Interests and Abilities.	No issues identified.	Continue to provide equitable opportunities that meet the needs and interests of the underrepresented gender.	Complete a student needs and interests survey every four years. Monitor IHSA/MHSA sport participation numbers and club sports offered by peer institutions and SIUE. Adjust as determined by annual review.	Chancellor, Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Business Affairs, Assistant Director of Athletics for Compliance and Student Services	With the next evaluation due in 2014, SIUE will review every four years.
Athletics Scholarships.	No issues identified.	Continue funding of athletics financial aid at the maximum permitted by the NCAA in the sports of men's and women's basketball, men's and women's soccer, women's volleyball, baseball, and softball. In the sports of men's and women's cross country, men's and women's golf, men's and women's tennis, and wrestling SIUE will continue funding of financial aid at a rate of 50% of the maximum permitted by the NCAA.	Continue to evaluate participation levels and scholarship allocations for the underrepresented gender. Adjust as determined by annual review.	Chancellor, Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Business Affairs	Starting in Fall 2011 and continuing through 2016, SIUE will review on an annual basis.

Operating Principle 3.1 Gender Issues
Plan for Improvement

Plan Date Range: 2011-12 thru 2015-16

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**
Equipment and Supplies.	Student-athletes within the baseball program are provided insufficient equipment and supplies as compared to the women's softball student-athletes.	In an effort to continue the equitable distribution of equipment and supplies, establish a Department standard for providing type, amount, and quality of equipment and supplies for all programs.	Create and develop a minimum and maximum for equipment and supplies distribution per sport.	Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator	Starting in Fall 2011 and continuing through 2016, SIUE will review on an annual basis.
Scheduling of Games and Practice Time.	No issues identified.	Continue to provide equitable opportunities to men's and women's teams in all aspects of scheduling for competition, practices, and post season opportunities.	Provide structured scheduling procedures for contests, practice space and times through coordination of the assigned sport administrator. Adjust as determined by annual review.	Director of Athletics, Assistant Director of Athletics for Student Welfare (Head Trainer), Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Events and Facilities, Head Coaches, Assistant Coaches, Assistant Athletics Trainers, Strength and Conditioning Coaches, Sport Administrators	Starting in Fall 2011 and continuing through 2016, SIUE will review on an annual basis.

Operating Principle 3.1 Gender Issues
Plan for Improvement

Plan Date Range: 2011-12 thru 2015-16

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**
Travel Allowance.	Transportation – No issues identified.	Continue to monitor transportation mediums and require sport administrator approval.	Continue to review the policies and procedures for travel allowances and per diem to maintain equitable opportunities across all sports regardless of gender. Adjust as determined by annual review.	Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Business Affairs	Starting in Fall 2011 and continuing through 2016, SIUE will review on an annual basis.
Travel Allowance.	Housing – No issues identified.	Continue to provide equitable housing during away competition per Department travel policy.	Continue to review the policies and procedures for travel allowances and per diem to maintain equitable opportunities. Adjust as determined by annual review.	Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Business Affairs	Starting in Fall 2011 and continuing through 2016, SIUE will review on an annual basis.
Travel Allowance.	Dining – No issues identified.	Continue to provide equitable dining during away competitions per Department travel policy and University per diem guidelines.	Continue to review the policies and procedures for travel allowances and per diem to maintain equitable opportunities. Adjust as determined by annual review.	Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Business Affairs	Starting in Fall 2011 and continuing through 2016, SIUE will review on an annual basis.

Operating Principle 3.1 Gender Issues
Plan for Improvement

Plan Date Range: 2011-12 thru 2015-16

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**
Academic Support Services.	No issues identified.	Continue to provide equitable access to academic support services for all student-athletes through tutoring, one-on-one mentoring meetings, advisement, study table opportunities, access to academic computer lab, mid-term grade checks, and frequent monitoring of at-risk student-athletes.	Continue to evaluate level of need for academic support services and address need for support in specialized areas. Adjust as determined by annual review.	Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Compliance and Student Services, Faculty Athletics Representative	Starting in Fall 2011 and continuing through 2016, SIUE will review on an annual basis.
Coaches.	No issues identified.	Continue to provide equitable levels of coaching to all programs and provide equitable opportunities for compensation by utilizing peer institutional review.	Compare 1AAA salary survey and OVC surveys. Strive to achieve top quality during the hiring process. Adjust as determined by annual review.	Chancellor, Director of Athletics, Assistant Director of Athletics for Business Affairs	Starting in Fall 2011 and continuing through 2016, SIUE will review on an annual basis.

Operating Principle 3.1 Gender Issues
Plan for Improvement

Plan Date Range: 2011-12 thru 2015-16

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**
Locker Rooms, Practice and Competitive Facilities.	No issues identified.	Continue to provide equitable access to facilities for men's and women's programs and address quality concerns in the long-term facilities plan.	Continue to move forward with long-term facilities plan in an equitable fashion and evaluate facilities need for each program on an annual basis. Adjust as determined by annual review.	Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Business Affairs, Assistant Director of Athletics for Events and Facilities, Head Coaches, Associate Director of Athletics for External Affairs, Assistant Director of Athletics for Sales and Marketing	Starting in Fall 2011 and continuing through 2016, SIUE will review on an annual basis.
Medical and Training Facilities and Services.	No issues identified.	Continue to provide equitable access to medical and training facilities and services. Increase the availability and quantity of training staff to better support off-season and individual sports away travel.	Evaluate assignments of training staff through biannual assessment of schedules and staffing demands to add staff and services as needed and attempt to augment services during nontraditional seasons. Adjust as determined by annual review.	Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Student Welfare (Head Athletics Trainer), Assistant Athletics Trainers, Assistant Director of Athletics for Business Affairs, Head Coaches	Starting in Fall 2011 and continuing through 2016, SIUE will review on an annual basis.

Operating Principle 3.1 Gender Issues
Plan for Improvement

Plan Date Range: 2011-12 thru 2015-16

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**
Housing and Dining Facilities and Services.	No issues identified.	Continue to provide equitable access to campus housing and dining facilities and services.	Continue to work with Director and Associate Director of Housing, Director of the Morris University Center, Assistant Director for Dining Services and Business Manager to maintain equitable housing and dining accommodations for student-athletes. Adjust as determined by annual review.	Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Director of Housing, Assistant Director of Housing, Director of Food Service, ICAC	Through the use of focus groups, starting in Fall 2011 and continuing through 2016, SIUE will review on an annual basis.
Publicity and Awards.	Access to Publicity Resources – On the coaches' radio show, the proportion of male sport coaching staff involvement appears to be higher than that of women's sport coaching staff.	Create more opportunities for involvement of female sport coaching staff to provide equitable proportions of appearances and coverage for men's and women's sports.	Regularly evaluate the content of the coaches' show and monitor the equity of coverage. Additional resources and activities will be identified to enhance exposure opportunities for the underrepresented gender.	Director of Athletics, Associate Director of Athletics for External Affairs, Sports Information Director, Assistant to Director of Athletics (Broadcasting)	Starting in Fall 2011 and continuing through 2016, SIUE will review on an annual basis.
Publicity and Awards.	Availability and Quality of Sports Information –No issues identified.	Continue to provide equitable Sports Information services to men's and women's programs.	Evaluate the equity of availability and quality of sports information services on an annual basis.	Director of Athletics, Associate Director of Athletics for External Affairs, Sports Information Director, Assistant to Director of Athletics (Broadcasting)	Starting in Fall 2011 and continuing through 2016, SIUE will review on an annual basis.

Operating Principle 3.1 Gender Issues
Plan for Improvement

Plan Date Range: 2011-12 thru 2015-16

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**
Publicity and Awards.	Quantity and/or Quality of Publications and/or promotional devices – No issues identified.	Continue to provide equitable publications and promotional devices for men's and women's programs.	Evaluate the equity of quantity and quality of publications and promotional devices on an annual basis.	Director of Athletics, Associate Director of Athletics for External Affairs, Sports Information Director, Assistant to Director of Athletics (Broadcasting)	Starting in Fall 2011 and continuing through 2016, SIUE will review on an annual basis.
Publicity and Awards.	Institutional and outside awards – No issues identified.	Continue to provide equitable access to Institutional and outside awards for men's and women's programs.	Evaluate the equity of access to Institutional and outside awards on an annual basis.	Director of Athletics, Associate Director of Athletics for External Affairs, Sports Information Director, Assistant to Director of Athletics (Broadcasting)	Starting in Fall 2011 and continuing through 2016, SIUE will review on an annual basis.
Support Services.	No issues identified.	Continue to provide equitable access to administrative support personnel and include provisions in the long-range facilities plan to address Department-wide concerns regarding availability of office space.	Continue to move forward with long-term facilities plan in an equitable fashion and evaluate administrative support needs for each program on an annual basis. Adjust as determined by annual review.	Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Associate Director of Athletics for External Affairs, Assistant Director of Athletics for Sales and Marketing, Assistant Director of Athletics for Business Affairs, Assistant Director of Athletics for Events and Facilities, Head Coaches	Starting in Fall 2011 and continuing through 2016, SIUE will review on an annual basis.

Operating Principle 3.1 Gender Issues
Plan for Improvement

Plan Date Range: 2011-12 thru 2015-16

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 of Student-Athletes.	No issues identified.	Continue to provide men's and women's programs with equitable opportunities, resources and support for the recruitment of student athletes at a level comparable to peer institutions.	Continue to evaluate the equity of recruitment resources and support on an annual basis. Adjust as determined by annual review.	Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director for Business Affairs	Starting in Fall 2011 and continuing through 2016, SIUE will review on an annual basis.
Participation in Governance and Decision Making.	No issues identified.	Continue to maintain avenues through which student-athletes, Department staff and coaches from the underrepresented gender are able to participate in the governance and decision-making process of the Department and access leadership opportunities.	Continue to monitor the equity of opportunities to participate in Department of Athletics' governance and decision-making and encourage the involvement of the underrepresented gender through involvement with SAAC, ICAC, and leadership symposiums/ conferences. Adjust as determined by annual review.	Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Compliance and Student Services, Head Coaches	Starting in Fall 2011 and continuing through 2016, SIUE will review on an annual basis.

Operating Principle 3.1 Gender Issues
Plan for Improvement

Plan Date Range: 2011-12 thru 2015-16

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. Programs and services to address retention of staff, coaches and student-athletes from the underrepresented gender; review of retention and promotion of staff and coaches from underrepresented gender, 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 underrepresented gender.	No issues identified.	Continue to provide programs and services to address the retention of Department staff and coaches, including professional development opportunities, and student-athletes from the underrepresented gender.	Retention rates will be monitored and evaluated. Opportunities for programs and services will be provided to student-athletes of the underrepresented gender. Adjust as determined by annual review.	Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Business Affairs	Starting in Fall 2011 and continuing through 2016, SIUE will review on an annual basis.
Plan Comparison.	No issues identified.	Continue to monitor, compare, and review the Gender Issues Plan on a yearly basis with the University's institutional EADA and NCAA financial report submissions.	Continue to evaluate the stated goals of the institution's Gender Issues Plan for Improvement with actual data submitted to the Department of Education and the NCAA.	Director of Athletics, Associate Director of Athletics for Student Welfare/Senior Woman Administrator, Assistant Director of Athletics for Business Affairs, Active Gender Equity Committee	Starting Fall of 2011 and continuing through 2016, SIUE will review on an annual basis.

Operating Principle

3.2 Diversity issues.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.2 (Minority Issues). For each condition, 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.

1. Condition

N/A

Action

N/A

Action Date

N/A

Explanation for partial or non-completion

As a newly certifying institution, Southern Illinois University Edwardsville did not complete the Cycle 2 process; therefore, this self-study item is not applicable.

2. Report on the implementation of the plan for improvement to address minority issues developed by the institution during its Cycle 2 certification process. For each issue identified, provide:

a. The original goal(s);
b. The step(s) taken by the institution to achieve the goal(s);
c. The date(s) the step(s) was completed; and
d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

The committee <u>will not</u> accept the following explanations for partial or noncompletion:

1. The institution did not possess sufficient funds to implement the plan.
2. The institution has had personnel changes since the original development of the plan.
3. The institution does not have documentation of actions taken to implement the plan.

The committee <u>will</u> accept the following explanation for partial completion or noncompletion

• The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 minority-issues plan.

The institution must demonstrate that it has implemented its Cycle 2 minority-issues plan or provide an explanation for partial completion of the plan.

a. The committee will not accept the following explanations for partial completion or noncompletion:
1. The institution did not possess sufficient funds to implement the plan.
2. The institution has had personnel changes since the original development of the plan.
3. The institution does not have documentation of actions taken to implement the plan

The committee will accept the following explanation for partial completion or noncompletion:

• *The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress towards the same goal outlined in its Cycle 2 minority issues 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. Institutions may develop plans that have broad, flexible non-numeric hiring goals. As it relates to the program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

1. **Original Plan**
   N/A
   Action
   N/A
   Action Date
   N/A
   Explanation for partial or non-completion
   As a newly certifying institution, Southern Illinois University Edwardsville did not complete the Cycle 2 process; therefore, this self-study item is not applicable.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.2 (Minority Issues). For each additional plan, provide:

a. The additional goal(s);
b. The step(s) taken by the institution to achieve the goal(s);and
c. The date(s) the step(s) was completed.

As a newly certifying institution, Southern Illinois University Edwardsville did not complete the Cycle 2 process; therefore, this self-study item is not applicable.

4. Explain how the institution is organized to further its efforts related to the diversity-issues operating principle for both department of athletics staff, coaches and student-athletes.

The Chancellor of SIUE has the primary authority and responsibility for implementing policies and procedures ensuring diversity and equitable treatment for all members of the SIUE campus from diverse racial, ethnic and other backgrounds including national origin, religion, age, disability, and sexual orientation.

Southern Illinois University Edwardsville (SIUE) has an established Office of Institutional Compliance, which is responsible for ensuring that SIUE's commitment to equal opportunity and affirmative action in all aspects of employment practices is maintained. A letter of commitment from Chancellor Vaughn Vandegrift provides the University community with clear expectations and directives dealing with issues of diversity. It states: "All personnel policies, practices and procedures are administered without regard to an individual's age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran status." That commitment further states: "The Office of the Chancellor, Vice Chancellors, Deans, Directors, Chairs, Managers, and Supervisors adhere to these policies and procedures when conducting activities related to affirmative action and equal employment opportunity." The Assistant Chancellor for Institutional Compliance is charged with developing and maintaining necessary programs, records, and reports to comply with applicable state and federal statutes and regulations, and with carrying out the goals and objectives of the Affirmative Action Plan. The Assistant Chancellor for Institutional Compliance reports to the Chancellor and has the support of the Assistant Chancellors, the Director of Intercollegiate Athletics, his staff, coaches and student-athletes in this endeavor.

Since 1989, the University has been required by State law to provide an annual "Report [on faculty, staff and students] to the Governor and General Assembly on Underrepresented Groups in Illinois Institutions of Higher Education Including Women, Minorities and Persons with Disabilities." The University's Underrepresented Groups Report provides useful internal and external comparison relating to the participation and success of underrepresented members and groups at SIUE, specifically and in higher education generally.

Southern Illinois University Edwardsville (SIUE) has an Office of Institutional Diversity and Inclusion (OIDI), which is responsible for developing a recruitment and retention program including specific diversity initiatives to recruit and retain underrepresented groups. The OIDI is also charged with facilitating a campus climate where SIUE embraces, appreciates, and celebrates the diversity among faculty, staff, and students at SIUE. To that end, the OIDI is responsible for the development, implementation, and management of a University-wide diversity program, including elements of cultural and social diversity, civility, ethics, and collective responsibility. OIDI, in coordination with academic units, is also responsible for the Faculty Recruitment and Retention Program, including specific diversity initiatives to recruit and retain underrepresented groups. OIDI is responsible for the New Faculty Orientation and the sabbatical program.

Southern Illinois University Edwardsville has established a University Diversity Council which is comprised of representatives of the campus community.

Southern Illinois University Edwardsville maintains the Office of Disability Support Services, whose mission is to provide reasonable accommodations to ensure students with disabilities have access to the University and its programs through intentional interventions, programs, and services in order to meet federal guidelines and encourage personal growth.

The Center for Spirituality and Sustainability is the home for the campus ministries of several religious denominations dedicated to promoting religious faith on campus. The Center is available to people of all faiths for prayer, worship, spiritual discussions, educational events, student organizations, and faith-based counseling.

International Student Services provides international students with pre-enrollment assistance, immigration and advisement, community hospitality programs, as well as general support and assistance. International Student Advisors serve as advocates for international students and as resources for interpretation of immigration rules.

The SIUE Department of Athletics is structured to provide direct access by student-athletes to staff and coaches on issues ranging from academics to eligibility to student welfare. The Director of Intercollegiate Athletics oversees the operation of the department which includes an Associate Director of Athletics for Student Welfare, an Associate Director of Athletics for External Affairs, an Assistant Director of Athletics for Compliance and Student Services, an Assistant Director of Athletics for Business Affairs, an Assistant Director of Athletics for Sales and Marketing, and an Assistant Athletics Director for Student Welfare. Intercollegiate Athletics also has a Faculty Athletics Representative, who serves as liaison with the larger campus community. Student-athletes are also served by an Athletics Academic Advisor and a Lead Compliance Specialist.

The Student-Athlete Advisory Committee (SAAC) is comprised of a diverse group of 34 student-athletes who represent both men's and women's teams. This group plays a role in providing student-athletes a "voice" within the Department of Intercollegiate Athletics.

5. Describe the institution's written statements (e.g., vision statements, mission statements, diversity statements, policies, plans) that address issues of diversity, including where the statements are published.
Describe how the institution's written statements are communicated directly to department of athletics staff, coaches and student-athletes.

The institution must demonstrate how the institution's and department of athletics' written commitment and expectations related to diversity are communicated directly to department of athletics staff, coaches and student-athletes.

Southern Illinois University Edwardsville's (SIUE) mission, vision, and values, including diversity, are woven through the entire operation of the University. SIUE's written statements that specifically address diversity are communicated to staff and coaches upon hire by Human Resources and by their direct supervisors. Student-athletes receive information via the student-athlete handbook, their coaches, and by accessing the Athletics website. The University's mission statement reads: "Southern Illinois University Edwardsville is a public comprehensive university dedicated to the communication, expansion, and integration of knowledge through excellent undergraduate education as its first priority and complementary excellent graduate and professional academic programs; through the scholarly, creative and research activity of its faculty, staff, and students; and through public service and cultural and arts programming in its region." The vision statement reads as follows: "Southern Illinois University Edwardsville, as a premier Metropolitan University, will be recognized for the excellence of its programs and development of professional and community leaders." The mission and vision statements are reinforced by the core values: "Recognizing public education as the cornerstone of democracy, SIUE carries out its mission based on certain fundamental, shared values. We value citizenship, excellence, integrity, openness, and wisdom:

-Citizenship: 1. Social, civic and political responsibility, globally, nationally, locally, and within the University. 2. Active partnerships and a climate of collaboration and cooperation among faculty, staff, students, and the larger community.

-Excellence: 1. High quality student learning. 2. Continuous improvement and innovation. 3. Outstanding scholarship and public service. 4. Standards consonant with the premier status to which we aspire.

-Integrity: 1. Accountability to those we serve and from whom we receive support. 2. Honesty in our communication and in our actions.

-Openness: 1. Inclusion of the rich diversity of humankind in all aspects of university life. 2. Respect for individual differences. 3. Intellectual freedom and diversity of thought. 4. Access for all who can benefit from our programs.

-Wisdom: 1. Creation, preservation, and sharing of knowledge. 2. Application of knowledge in a manner that promotes the common good. 3. Life-long learning."

These statements are posted in the Morris University Center (the student union) and are communicated to the community and the campus through the University website. The statements are prominently placed in the Chancellor's Report, published annually. They are also included in the student handbook/catalog which is provided to each enrolling student, including student-athletes. The Chancellor routinely includes these statements in presentations he makes to the campus community, including his annual State of the University Address.

Southern Illinois University Edwardsville (SIUE) also includes a specific statement on diversity within the document outlining its mission, vision, and values. That statement reads: "All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity. SIUE nurtures an open, harmonious, and hospitable climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment. SIUE is committed to education that explores the historic significance of diversity in order to understand the present and to better enable our community to engage the future. Integral to this commitment, SIUE strives for a student body and a workforce that manifests diversity."

Each campus unit that provides services to students and/or employees, and that deals with issues of diversity provides its own mission statement.

Department of Intercollegiate Athletics
The Southern Illinois University Edwardsville (SIUE) Athletics Department adheres to the policies and mission statements on diversity set forth by the University through the Office of Institutional Compliance. Information regarding those policies is included in the student-athlete handbook, published on the Department of Intercollegiate Athletics website, and formally discussed at the fall compliance/academic meeting with each team. The philosophy of the Intercollegiate Athletics Program at Southern Illinois University Edwardsville is included in the handbook provided to all student-athletes. The philosophy statement states, "The Intercollegiate Athletics Program at Southern Illinois University Edwardsville has been developed with the belief that intercollegiate sports, subscribing to the principles of good sportsmanship, rules compliance and integrity, are beneficial activities which contribute to the physical, intellectual and social experiences of the entire University community. Intercollegiate Athletics should complement the instructional research and service programs of the University and must function within the framework of the University's overall goals."

In harmony with the stated mission of the University, the goals of Intercollegiate Athletics are to enhance the physical and intellectual abilities of those participating in the program, to encourage and maintain an overall appreciation for diversity, and to provide for the physical and social welfare of our student-athletes, as well as to provide spectator benefits for the University community and the community at large. The recognition that the goals of the Athletics Program are integrated into the goals of the general academic program should guide the activities of those responsible for the conduct of Intercollegiate Athletics. SIUE Athletics must enhance, not detract from the University's educational program.

Intercollegiate Athletics is intended to provide students with opportunities to enhance their education, to represent their University and to participate in athletics while developing skill, understanding, and diversity appreciation. Participation in the Intercollegiate Athletics Program is always secondary to the academic obligation of the student. To this end, it is the responsibility of those administering the program to schedule the length of playing seasons, the frequency of practice sessions and the number of contests so that they shall not unreasonably conflict with students' obligations to attend class regularly; to study; to develop their intellectual, moral and social faculties; and to graduate from the University as educated men and women.

The Student-Athlete Handbook also outlines the values of the Department of Intercollegiate Athletics:
-We value higher education. No goal of ours exceeds the mandate to educate and graduate the student-athlete. We are dedicated to being consistent with the educational purpose of the University.
-We value rules and regulations. We are dedicated to enforcing adherence to the rules and regulations of the NCAA and the OVC by our student-athletes, coaches and administrators.
-We value the pursuit of excellence. Intercollegiate Athletics, with its emphasis on excellence at all levels of play, provides opportunities for undergraduate/graduate students to understand the rewards that come from dedication to a larger purpose and to develop their personal, physical, and intellectual skills.

-We value citizenship. We believe that the values of citizenship are realized through sportsmanship and ethical play in athletics. We are committed to teaching our student-athletes essential skills that will provide for a lifetime of contributions to their community, state, and nation.
-We value amateur sportsmanship. Participation in amateur sports provides the student-athletes with opportunities to experience and develop life skills in areas of leadership, discipline, teamwork, goal-setting, self-respect, and respect for others.
-We value student-athlete welfare. Managing Intercollegiate Athletics in a manner designed to protect and enhance the physical, emotional, and social welfare of the student-athlete is the primary objective of the department.

The Student-Athlete Handbook is provided to each student-athlete and it is made clear within its opening pages that it is the responsibility of each athlete to know the contents of the handbook as well as the other policies and procedures which can be found on the SIUE Athletics website.

The Student-Athlete Handbook also contains a Student-Athlete Code of Conduct, which has clear guidelines involving behavior and expectations for all student-athletes, including respectful treatment of others as a means of communicating an appreciation for diversity. One expectation is that the student-athlete is able and willing to communicate and work as a member of a team. That includes demonstrating an attitude of respect for teammates, coaches, staff and administrators at all times. Student-athletes are also required to participate in the CHAMPS/Life
Skills program that promotes overall well-being of the student-athlete and encourages respect for diversity and acceptance among student-athletes.

Office of Institutional Compliance
The mission statement for the Office of Institutional Compliance (OIC) is included in the Affirmative Action/Equal Employment Opportunity Policy of the Affirmative Action Plan. That policy statement reads as follows:

As a federal contractor, Southern Illinois University Edwardsville complies with several employment laws and regulations, including, but not limited to the following:
-Equal Pay Act of 1963
-Titles VI and VII of the Civil Rights Act of 1964
-Executive Order 11246
-The Age Discrimination in Employment Act of 1967
-Title IX of the Educational Amendments of 1972
-Sections 503 and 504 of the Rehabilitation Act of 1973
-The Americans with Disabilities Act of 1990 (ADA)
-The Vietnam Era Veterans Readjustment Act of 1974
-The Illinois Human Rights Act
-The Rules and Regulations of the Board of Trustees of the Southern Illinois University System

Southern Illinois University Edwardsville (SIUE) is committed to an academic atmosphere and workplace free from inappropriate conduct of a discriminatory nature and that to the extent provided by the applicable laws no person shall on basis of age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran status, be denied the benefits of, or be subject to discrimination under, any program or activity which it sponsors or conducts. It is also SIUE's policy to maintain an environment free from discrimination, including sexual harassment.

The Affirmative Action Plan is available through the Office of Institutional Compliance, the SIUE Department of Human Resources, and through the University website.

Disability Support Services (DSS)
The mission statement of Disability Support Services (DSS) reads as follows: "DSS provides reasonable accommodations to ensure that students with disabilities have access to the University and its programs through intentional interventions, programs, and services in order to meet federal guidelines, encourage personal growth, and increase effective communication." This mission statement is provided through the DSS website and is included in the Handbook for Students and Faculty, which is distributed to the campus community.

The DSS office also sponsors the New Horizons program. New Horizons is open to any student who has a disability or anyone who is interested in the issues and concerns that can affect a person with a disability. The New Horizons mission statement reads: "New Horizons strives to promote an

understanding of the issues concerning persons with disabilities and to promote an atmosphere of social and moral support for its members." This mission statement is also included on the DSS website and on the New Horizons web page. The information and mission statement are also included in the Handbook for Students and Faculty.

Center for Spirituality and Sustainability
The mission statement for the Center for Spirituality and Sustainability is included on its website. It reads: "The Center's staff seeks to promote faith sharing among all those on campus who are attempting to integrate a relationship with a Higher Power and their daily life. Through this blending of several long-standing religious traditions, the staff hopes an inter-faith community will develop to encourage, inspire and challenge all participants, as well as anyone at SIUE who is asking questions about the ultimate meaning and purpose of life."

The Diversity Education Project
The Diversity Education Project (DEP) evolved from an emerging commitment on the part of the SIUE School of Education to bring diversity education to the forefront. The stated goal of DEP reads: "The goal of the project is to support access and success for diverse P-20 learners by providing and promoting diversity education for teacher educators. In order to carry out its goal, the DEP organizes and coordinates diversity education activities. It also creates and develops linkages with other groups and institutions in order to foster the growth of diversity understanding among educators and learners." This program is administered through the School of Education.

6. Describe how matters concerning diversity issues for department of athletics staff, coaches, and student-athletes are monitored, evaluated and addressed on a continuing basis.

The SIUE Department of Intercollegiate Athletics currently has no departmental-specific policy, procedure, or method for monitoring, evaluating, and addressing matters concerning diversity issues on a continuing basis; however, the Department of Intercollegiate Athletics has included the need for additional processes in the Diversity Issues Plan (Appendix C). The Athletics Department currently adheres to all existing University policies and procedures in this regard.

7. Describe the programs and activities the institution has in place for coaches, department of athletics staff and student-athletes that address diversity issues, including programs and activities designed to address the needs of the underrepresented groups or individuals of diverse backgrounds.

The institution must demonstrate that it provides programs and activities for coaches, department of athletics staff and student-athletes that address diversity issues, including programs and activities designed to address the needs of under-represented groups or individuals of diverse backgrounds.

Unless otherwise specified, all programs described in the following section are open and available to the entire campus community, including students, staff and faculty.

The Office of Institutional Compliance (OIC) provides regular training sessions for students and the University community on the University's Affirmative Action Plan, Equal Opportunity policy, and issues involving sexual harassment and diversity. These programs are offered to the Department of Intercollegiate Athletics as well as student-athletes.

The Office of Institutional Diversity and Inclusion (OIDI) sponsors and/or hosts a wide array of programs, presentations, and activities available to the entire SIUE community. A description of the activities offered is listed below.

-Faculty/Staff Mentoring Student-Athletes Program-This program was established in 2009 by the OIDI and now operates in conjunction with the Athletics department. This mentoring program pairs a volunteer faculty/staff mentor with an individual member of an SIUE athletics team. The purpose of this

mentoring program is to help student-athletes connect with role models outside the athletics environment and foster a greater level of communication and understanding between student-athletes and faculty/staff members.

-Operation Safe Zone-OIDI operates this program designed to promote inclusion and acceptance of the lesbian/gay/bisexual/transgender (LGBT) students, faculty, and staff on the SIUE campus. Safe Zone hosts a variety of events each year in an effort to achieve its goals. Among the events are:
----Celebration of National Coming Out Day, during which Safe Zone staffs informational tables in the Morris University Center. These activities culminate with a candle-light vigil in Stratton Quadrangle in memory of the murder of Matthew Shepard.
----Safe Zone provides mandatory training for Resident Assistants.
----Ally training is also provided through Safe Zone in which sensitivity training and methods of support are presented to ally volunteers.
-----Outside speakers are routinely brought to campus to make presentations to the University community on issues related to sexual orientation and sensitivity to diversity.
----Safe Zone also coordinates activities in conjunction with Women's History Month.
----In addition, Safe Zone coordinates the ALSO (Addressing Learning & Sexual Orientation) group.

-Diversity Film Series - The OIDI offers a three-part film series twice in the fall and spring semesters entitled Race--The Power of an Illusion to the University community. The series challenges a fundamental belief: that humans come divided into a few distinct biological groups. The series is an eye-opening exploration of how what many assume to be normal, common sense, even scientific, is actually shaped by our history, social institutions and cultural beliefs. The series is open to and communicated to all faculty, staff, and students.

-Hispanic Heritage Month - The OIDI hosts a special showing each year of the film The Borinqueneers, the first major documentary to chronicle the story of the 65th Infantry Regiment (the only all-Hispanic unit in the history of the U.S. Military). This film is promoted to the entire University community, including the athletics department.

Disability Support Services - Besides the regular services provided by the DSS, the office sponsors programs and activities designed to increase awareness of the issues faced by someone who has a disability.
-Disability Awareness Month - Annually, during the month of October, the DSS sponsors a wide range of experiential learning opportunities and informational sessions on issues dealing with disabilities.
-Experimental Centers/Wheelchair/Impairment Challenge - DSS sponsors an obstacle course for students who do not have disabilities to navigate a wheelchair through an environment replicating the experience faced each day by those who use wheelchairs. A "blindfold" experiment is also conducted during which a normal-sighted student, faculty, or staff member is blindfolded and provided with a cane. That volunteer participant must then attempt to navigate through what would have been a normal environment for him or her.
-Helpful hints - DSS also provides the University community with suggestions for inclusive programming which enables participants to put themselves in the world of an individual who is hearing impaired, visually impaired, or facing some other disability.

The University routinely offers educational workshops through various departments, programs, or initiatives in which diversity issues are addressed. Some examples include:

-Office of Academic Innovation and Effectiveness - This office sponsored the workshop entitled "Inserting Social Justice and Diversity Issues Where There is not an Obvious Fit." The workshop was geared for faculty members and provided insight on how instructors can insert diversity issues into their classroom instruction. Concrete examples, diversity linkages, activities, assignments, and resources were provided. Student-athletes benefit from this program thanks to faculty whose approach to teaching has been broadened by the experience in this workshop.

-CHAMPS/Life Skills Program - The mission of the NCAA is to maintain Intercollegiate Athletics as a key component of the campus educational program and the student-athlete as an integral part of the student body. The CHAMPS/Life Skills Program was created to support student development through intervention, which, among other skills, promotes respect for diversity among student-athletes and the enhancement of interpersonal relationships in the lives of student-athletes.

-Student-Athlete Academic Success Program-This program is part of the Department of Intercollegiate Athletics' efforts to ensure academic and personal success among all student-athletes. The description of the various programs are outlined in the handbook provided to each student-athlete. The program includes services involving academic advising/mentoring, career/major exploration, class registration, grade reporting, academic study tables and lab, and tutoring. The effort also includes the At-risk Student-athlete Academic Program (ASAP). Freshmen, transfer students, and continuing student-athletes who are considered at risk are required to participate in ASAP, which involves weekly study hours, a mid-term grade form, academic workshops, and participation in regularly scheduled advising/mentoring appointments.

-International Week is held each year to foster a greater understanding of different cultures and nations of origin. The Office of International Programs hosts this event, which introduces the campus community to the diverse culture, food, and artistry of the international community represented in the SIUE student population. As part of the celebration of this diversity in 2010, Chancellor Vandegrift invited the University community to participate in the "We Are One" campaign sponsored by SIUE Student Government.

8. Describe how the institution actively recruits department of athletics staff, coaches and student-athletes from underrepresented groups or diverse backgrounds including a description of actions and strategies taken to increase diversity.

The institution must demonstrate through actions and strategies how it actively recruits department of athletics staff, coaches, and student-athletes from underrepresented groups or diverse backgrounds from those currently represented in athletics.

Recruitment of SIUE Department of Intercollegiate Athletics staff, coaches and student-athletes is a coordinated effort involving Intercollegiate Athletics, the Department of Human Resources, the Office of Admissions and the Office of Institutional Compliance. This collaboration ensures that University procedures are followed regarding recruitment of staff, coaches and student-athletes from underrepresented groups. The recruiting strategies of these offices include the use of a variety of sources to identify, attract, and hire staff and coaches, as well as recruit and admit student-athletes from diverse groups. The sources include publications, associations and organizations dedicated to attracting minority staff and coaches. In addition to these targeted resources, the institution also recruits through the NCAA website and each sport's coaching association website. The Athletics department has, in recent years, applied for and been granted minority recruitment funding from the Provost's area. These funds are allocated toward recruitment in regions of diverse demographics and population centers.

The Office of Admissions partners with Intercollegiate Athletics in informing coaches of academic scholarship opportunities for all students, including scholarships designated to assist underrepresented students. In addition, the Office of Admissions identifies particular schools for relationship building. Frequently, students at these schools are interested in pursuing an SIUE education while possibly participating in an NCAA- sanctioned sport. The Office of Admissions advises coaches of students' interest and coaches, in turn, may consider a student-athlete based on the needs of the team. Through special programming offered to all students, but geared toward underrepresented students, the two departments make sure to provide the proper orientation and programming to assist each student-athlete in making the transition to SIUE.

The Department of Intercollegiate Athletics' and the Office of Admissions' recruiting strategies attract a diverse group of student-athletes locally, regionally, nationally, and internationally.

9. Describe institutional and department of athletics hiring practices to ensure the department of athletics demonstrates a commitment to diversity in hiring procedures for department of athletics staff and coaches. Compare and explain any differences that exist between institutional hiring practices and department of athletics hiring practices. Please provide the date of your most recent assessment and comparison of the institution's and

athletics department's hiring practices. Note: this assessment and comparison must occur at least once every five years.

The institution must provide evidence that an assessment and comparison of the institution's and department of athletics' hiring practices has occurred at least once every five years.

The Office of Human Resources is responsible for developing hiring practices, policies and procedures for all University departments, including the Department of Intercollegiate Athletics. The Office of Institutional Compliance is responsible for monitoring those practices, procedures and policies to ensure that all University departments, including the Department of Intercollegiate Athletics, adhere to the University diversity and equal opportunity commitment and obligations in all employment practices and with its terms and condition of employment. This includes the recruitment, selection, employment, and termination of employees.

This centralized approach to hiring ensures that all University departmental hiring practices, including the Department of Intercollegiate Athletics, comply with the University's commitment to affirmative action and diversity. Because of this approach, no differences exist between the University's hiring practices and those of the Department of Athletics. The hiring processes and procedures of the Department of Athletics are below.

The Department of Intercollegiate Athletics follows established University guidelines and procedures (Human Resources and Office of Institutional Compliance) for all hires. The degree of institutional and community involvement is dependent on the profile of the open position. The higher the profile, i.e., Head Coach or Associate Athletics Director, the more widespread involvement will be required from the community and campus.

The profile of the position determines both who will serve and how many will be asked to serve on the search committee. Demographically [sic] and constituency-based involvement is our guiding philosophy. Regardless of the position, the search committee will always include both genders, will be diverse, will include a current student-athlete (if it's a sports-related position), and will be chaired by a Department of Intercollegiate Athletics administrative staff member.

The composition of search committees for head coaches and administrative staff personnel mirrors that of search committees for assistant coach positions but also includes representatives from the University--specifically, staff from departments that frequently interact with the Department of Intercollegiate Athletics, i.e., Student Affairs, University Housing, University Police, Campus Recreation, University Relations, Alumni Relations, Human Resources, the Faculty Athletics Representative (FAR); as well as individuals from Friends and booster groups. The Director of Intercollegiate Athletics, in consultation with the Chancellor, selects an administrative staff member of the IA Department to chair the search committee.

The Department of Intercollegiate Athletics makes every effort to have candidates meet with representatives of University service areas which regularly interface with IA, i.e., the FAR, head coaches, faculty, general staff, student-athletes, and supporters. Forums which are open to the general public are incorporated except in the instance of searches for entry-level assistant coaches and staff. Members of the search committees utilize ranking forms which provide a numerical tool and which allow for additional written input.

As a federal contractor, SIUE is required to conduct an affirmative action and equal employment opportunity review on an annual basis. This includes the Department of Intercollegiate Athletics. The most recent assessment was conducted in November 2010.

10. Describe institutional and department of athletics polices related to the use of outside firms (e.g., search firms) and truncated or expedited hiring processes. Describe the actual hiring practices used by your institution since the previous self-study for any positions (e.g., coaches, staff) determined to be high profile at your institution.

The institution must demonstrate a commitment to diversity in all athletics department hiring efforts, including those involving outside firms (e.g., search firms) and truncated or expedited processes.

The University does not use outside firms as part of its hiring process. This includes the Department of Intercollegiate Athletics. The hiring process for all Department of Intercollegiate Athletics positions (once approved), including coaches and staff, are processed as described in Sections 8 and 9 above.

11. 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 department of athletics staff members (i.e., assistant director of athletics up through the director of athletics level);
b. Other full- and part-time professional (i.e., nonclerical) department of athletics staff members (such as directors of operations, athletic trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the department of athletics);
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. Senior Administrative Athletics Department Staff
There were zero (0) American Indian/Native Alaskan senior administrative staff for the entire three-year reporting period. There were zero (0) Asian/Pacific Islander senior administrative staff for the entire reporting period. There were zero (0) Black members of the senior administrative staff for the entire reporting period. There were zero (0) Hispanics among the senior administrative staff for the entire reporting period. In 2006-07, there were five (5) white senior administrative staff in the Athletics Department. The number remained constant for 2007-08 at five (5). In
2008-09, the number of white senior administrative staff was seven (7), representing a 40% increase over the previous year. There were zero (0) non-resident alien and "other" for the entire reporting period.

b. Other Professional Athletics Department Staff (Full-time)
There were zero (0) American Indian/Native Alaskan and Asian/Pacific Islanders among this classification for the entire reporting period. In 2006-07, there was one (1) black in this classification. That number grew to two (2) for 2007-08, an increase of 100%. For the 2008-09 reporting year, the number of blacks in this category was at one, a
50% decrease. There were zero Hispanics in this category for the entire reporting period. There were two (2) whites in this category for 2006-07. That number was eight (8) in 2007-8, representing an increase of 300%. The number of whites in this category in 2008-09 was six (6), which represents a drop of 25% when compared to the previous year, but an increase of 200% when compared with 2006-07. There were zero non-resident alien or "other" in this category for the entire reporting period.

Other Professional Athletics Department Staff (Part-time)
In the reporting period, there were zero (0) American Indians/Native Alaskans and Asian/Pacific Islanders in this category. There were zero (0) blacks in this category in 2006-07 and 2007-08. That number went to one (1) in
2008-09, representing a 100% increase over the two previous years. There were zero (0) Hispanics in this category for the entire reporting period. In 2006-07, there were two (2) Whites in this category. That number went to one (1) in 2007-08, representing a drop of 50% over the previous year. That number went to six (6) for 2008-09. That represents a 500% increase over the previous year, and a 200%

increase over 2006-07. There were zero nonresident alien and "other" in this category for the entire reporting period.

c. Head Coaches (Full-time)
There were zero (0) American Indian/Native Alaskan and Asian/Pacific Islanders in this category for the entire reporting period. In 2006-2007, there were no Black head coaches. That number rose to one (1) in 2007-08, an increase of 100% over the previous year. It remained at that number in 2008-09. There were zero (0) Hispanics in this category for the entire reporting period. There were 18 white head coaches during 2006-07. That number went to 17 during 2007-08, representing a drop of 5%. That number remained at 17 for 2008-09. There were zero (0) non-resident alien or "other" in this category.

Head Coaches (Part-time)
SIUE employed zero (0) part-time coaches during the entire reporting period.

d. Assistant Coaches (Full-time)
There were zero (0) American Indian/Native Alaskan or Asian/Pacific Islanders in this category for the entire reporting period. In 2006-07, there were no full-time Black assistant coaches. In 2007-08, that number was three (3). That represented a 300% increase over the previous year. In 2008-09, there were seven (7) Black full-time assistant coaches. That represented a 250% increase over the previous year, and a 700% increase over 2006-07.
There were zero (0) Hispanics in this category for the entire reporting period. In 2006-07, there were ten (10) white full-time assistant coaches. In 2007-08, that number was 12, representing an increase of 20% over the previous year. The number remained 12 for 2008-09. There were zero (0) non-resident alien or "other" in this category for the entire reporting period.

Assistant Coaches (Part-time)
There were zero (0) American Indian/Native Alaskans or Asian/Pacific Islanders in this category for the entire reporting period. There were two (2) black part-time assistant coaches in 2006-07. That number dropped by 200% to zero (0) in 2007-08, and remained at zero (0) for 2008-09. There were zero (0) Hispanics in this category for the entire reporting period. There were five (5) white part-time assistant coaches in both 2006-07 and 2007-08. That number went to eight (8) in 2008-09, which represented an increase of 60% over the previous year. There were zero (0) non-resident alien or "other" in this category for the entire reporting period.

e. Faculty Based Committee (ICAC)
There were zero (0) American Indian/Native Alaskan or Asian Pacific/Islanders on the ICAC for the entire reporting period. There were three (3) black members of this committee for each of the three years of the reporting period. There were zero (0) Hispanics on this committee for the entire reporting period. There were eleven (11) white members of this committee each year of the three year reporting period. There were zero (0) non-resident alien or "other" in this category for the entire reporting period.

f. Student-Athlete Advisory Committee (SAAC)
In the 2006-07 academic year, there were zero (0) American Indian/Native Alaskan members of SAAC. The number remained zero (0) for 2007-08 and 2008-09. There were zero (0) Asian/Pacific Islander members of SAAC in 2006-07 and 2007-08. In 2008-09, there was one (1) member of this category, representing a 100% increase. In 2006-07, there were three (3) blacks on SAAC. The number remained at three (3) for 2007-08. In 2008-09, the number of black members of SAAC was five (5), representing an increase of 60% over the previous year. There were zero (0) Hispanic members of SAAC in 2006-07. In 2007-08, the number of Hispanic members was one (1) representing a 100% increase over the previous year. In 2008-09, the number of Hispanic members of SAAC was two (2), representing a 100% increase over 2007-08 and a 200% increase over 2006-07. There were 33 white members of SAAC for each of the three years in the reporting period. There were zero (0) non-resident aliens on SAAC for the three years of the reporting period. There were zero (0) "other" members of SAAC for the three years of the reporting period.

The Department of Intercollegiate Athletics improved its diversity representation during the period as mentioned above, especially at the coaches' level. Those results indicate a continuing commitment on the part of the Department to increase its minority workforce. While the results show progress, they also challenge the University and the Department to continue their initiatives in attracting, hiring, promoting and retaining women and minority applicants and employees. To that end, the Department's placement goals (if positions become available) for FY11 include administrative, professional and staff job groups

where underutilization and/or underrepresentation of women and/or minorities continues to exist. FY11 placement goals include:
-Coaches
-Senior administrators
-Professional staff
-Administrative assistants
-Administrative clerical
-Academic advisors
-Athletics trainers

12. 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.

American Indian/Alaskan Natives. In 2006-2007, the total number of American Indian, Native Alaskan students at SIUE was 37. During that same year, the number of student-athletes in that classification who were also on athletics aid totaled one. In 2007-08, the total number of American Indian/Alaskan Native students at SIUE was 31. That represented a drop of 16%. During that same year, the number of student-athletes on aid in that classification was two. That represented a 100% increase. For 2008-09, the total number of SIUE students in the American Indian, Native Alaskan classification stood at 34. That represented an increase of 9.7% from the previous year. The number of student-athletes with aid in that classification was one for that year, representing a drop of 50% from the previous year.

On average, student-athletes classified as American Indian/Alaskan Natives were .01% of the total student-athlete population. The percentage of all SIUE students classified as American Indian/Alaskan Natives was, on average, .2% for the same time period.

Asian/Pacific Islanders. In 2006-07, the total student enrollment in that classification was 253. During that same time period, the number of student-athletes with aid in the classification was two (2). During the 2007-08 academic year, the total number of SIUE students in this classification was 280. That represents an increase of 10.7%. At the same time, the number of Asian/Pacific Islander student-athletes on aid was one (1), a drop of 50%. For the 2008-09 academic year, the total number of students in this classification was 303, representing an increase of eight percent over the previous year, and an increase of 19.7% when compared with 2006-07. The number of Asian/Pacific Islander student-athletes on aid for the 2008-09 academic year was two (2), a 100% increase over 2007-08.

On average, student-athletes classified as Asian/Pacific Islanders were .01% of the total student-athlete population. The percentage of all SIUE students classified as Asian/Pacific Islanders was, on average, 2.1% for the same time period.

Black/African American. In 2006-07, the total number of Black students at SIUE was 1,164. The number of Black student-athletes on aid that same year was 29. For the 2007-08 academic year, the total number of Black students at SIUE was 1,213. That represented an increase of 4% over the previous year. The number of Black student-athletes on aid during that same year was 35. That represented an increase of 20.6% over the previous year. During the 2008-09 academic year, there were a total of 1,296 Black students at SIUE. That number represents an increase of 6.8% over the previous year, and an increase of 11.3% over the 2006-07 academic year. The number of Black student-athletes on aid during the 2008-09 academic year was 29. That represents a 20.6% decrease over 2007-09, but a zero percent drop compared with 2006-07.

On average, student-athletes classified as Black/African American were 15% of the total student-athlete population. The percentage of all SIUE students classified as Black/African American was, on average, 10.4% for the same time period.

Hispanic. During the 2006-07 academic year, the total number of Hispanic students at SIUE was 220. During that same period, the number of Hispanic student-athletes on aid was three (3). For the 2007-08 academic year, the total number of Hispanic students at SIUE was 230. That represents an increase of 4.5% over the previous year. The number of Hispanic student-athletes on aid during the 2007-08 academic year was two (2), a decrease of 33.3% over the previous year. The total number of Hispanic students at SIUE during the 2008-09 academic year was 274. That represented an increase of 19% over the previous year, and an increase of 24.5% over the 2006-07 academic year. There were two (2)

Hispanic student-athletes on aid during the 2008-09 academic year at SIUE. That represents a zero percent increase over the previous year, and a 33.3% drop over the 2006-07 academic year.

On average, student-athletes classified as Hispanic were .01% of the total student-athlete population. The percentage of all SIUE students classified as Hispanic was, on average, 2.1% for the same time period.

White. During the 2006-2007 academic year, 11,420 students identified themselves as white. During that same period, there were 197 white student-athletes on aid. For the 2007-08 academic year, the total number of white students at SIUE was 11,285. That represented a drop of 1.2% over the previous year. During that same academic year, the number of white student-athletes on aid was 171. That represented a drop of 8.7% over the 2006-07 academic year. For the 2008-09 academic year, the total number of white students at SIUE was 11,365. That represented an increase of .7% over the previous year, but a drop of .5% when compared with the 2006-07 academic year. During the 2008-09 academic year, there were 149 white student-athletes on aid. That represents a drop of 13% over the previous year, and a drop of 24.4% when compared with the 2006-07 academic year.

On average, student-athletes classified as White/Non Hispanic were 79% of the total student-athlete population. The percentage of all SIUE students classified as White/Non Hispanic was, on average, 84.2% for the same time period.

Non-Resident Alien. During the 2006-07 academic year, there was a total of 355 non-resident alien students at SIUE. During that same period, there were four (4) student-athletes on aid at SIUE. For the 2007-08 academic year, the number of non-resident alien students was 359, an increase of 1% over the previous year. The number of nonresident alien student-athletes on aid during the 2007-08 academic year remained at four (4). The total number of non-resident alien students enrolled at SIUE for the 2008-09 academic year was 330. That represented a drop of 8.1% compared with the previous year, and a drop of 7.1% when compared with 2006-07. The number of student-athletes on aid in this category remained at four (4) for the 2008-09 academic year.

On average, student-athletes classified as Non Resident Alien were .02% of the total student-athlete population. The percentage of all SIUE students classified as Non Resident Alien was, on average, .08% for the same time period.

Overall, the racial and ethnic composition of student-athletes is fairly consistent with the racial and ethnic composition of the entire student body. Participation by students who are classified as American Indian/Alaskan Native, Asian/Pacific Islander, Hispanic, and Non Resident Alien is lower than that of the general student population; however, participation by students who are classified as Black/African American is higher. SIUE will continue to aggressively recruit a diverse student-athlete population in all sports, as referenced in the Diversity Issues Plan (Appendix C).

13. 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.

Baseball
There were no American Indian/Native Alaskans on the baseball team during the 2006-07 academic year, but there was one student-athlete in this classification for each of the next two academic years. There were no Asian/Pacific Islanders on the baseball team for this three year period. There were no black student-athletes on the baseball team during the 2006-07 academic year, but there was a 100% increase with the addition of one Black student-athlete for the 2007-08 academic year. That number remained constant for the 2008-09 academic year. There were no Hispanic student-athletes on the baseball team during this reporting period. During the 2006-07 academic year, there were 26 white student-athletes on the baseball team. That number was 24 during the 2007-08 academic year, a drop of 7.7% from the previous year. The number of white student-athletes playing baseball at SIUE rose again in the 2009-09 academic year to 26. There was one non-resident alien on the SIUE baseball team for each year of the three-year reporting period.

Men's Basketball
There were zero (0) American Indian/Native Alaskan student-athletes in men's basketball during the entire three-year reporting period. There were zero (0) Asian/Pacific Islanders student-athletes in men's

basketball during the three-year reporting period. During the 2006-07 academic year, there were nine (9) black student-athletes in men's basketball. That number increased by 11% to ten (10) black student-athletes in men's basketball in 2007-08. The number of black student-athletes in men's basketball was eight (8) in 2008-09. That represented a drop of 20% over the previous year, and a drop of 10% when compared with 2006-07. There were no Hispanic student-athletes in men's basketball during the three-year reporting period. The number of white student-athletes in men's basketball remained constant at five (5) for each of the three years in the reporting period. There were zero (0) non-resident alien student-athletes in men's basketball during the 2006-07 academic year, but that number rose by 100% to one student-athlete in 2007-08 and remained at one (1) for the 2008-09 academic year.

Football
Southern Illinois University Edwardsville does not have an intercollegiate football program.

Men's Track and Cross Country
There were zero (0) American Indian/Native Alaskan student-athletes in men's track and cross country during the three-year reporting period. During the 2006-07 academic year, there was one (1) Asian/Pacific Islander student- athlete in this sport. That number dropped to zero (0) for the 2007-08 academic year and remained there for the 2008-09 academic year. During the 2006-07 academic year, six black student-athletes participated in men's track and cross country. That number rose to seven (7) for the 2007-08 academic year, an increase of 16.7%. For the 2008-09 academic year, the number of black student-athletes in this sport was nine, an increase of 28.6% over the 2007-08 academic year, and an increase of 50% from the 2006-07 academic year. There was one (1) Hispanic student-athlete in men's track and cross country for the 2006-07 academic year, but that number went to zero (0) for the next year and remained at zero (0) for the 2008-09 academic year. There were 18 white student-athletes in men's track and cross country for the 2006-07 academic year. That number was to 13 in 2007-08, representing a drop of 28%. For the 2008-09 academic year, there were eight (8) white student-athletes in men's track and cross country. That represents a drop of 38.5% when compared with 2007-08 and a drop of 55% when compared with 2006-07. There were zero (0) non-resident alien student-athletes in men's track and cross country during the entire reporting period.

Men's Other & Mixed Sports
There were zero (0) American Indian/Native Alaskan student-athletes in this category for the entire reporting period. There was one Asian/Pacific Islander student-athlete in this category for the 2006-07 academic year. That number dropped to zero (0) for 2007-08 and remained there for 2008-09. During the 2006-07 academic year, there were four (4) black student-athletes in this category. That number was two (2) during the 2007-8 academic year, a drop of 50%. The number dropped another 50% to one (1) black student-athlete for the 2008-09 academic year. There were 48 white student-athletes in this category for the 2006-07 academic year. That number dropped by 8% the next year to 44. During the 2008-09 academic year, the number of white student-athletes in this category was 34. That represented a drop of 23% from the previous year, and a drop of 29.2% over the 2006-07 academic year. During the 2006-07 academic year, there were three (3) non-resident alien student-athletes in this category. In 2007-08 that number dropped 66.6% to one (1). That number remained the same for the 2008-09 academic year. There were no student-athletes in the "other" classification for this category during the 2006-07 academic year, but that number rose by 100% to one (1) in 2007-08, and another 100% to two (2) in the 2008-09 academic year.

Women's Basketball
There were zero (0) American Indian/Native Alaskan student-athletes in women's basketball for the entire reporting period. There were zero (0) Asian/Pacific Islander student-athletes in this category in 2006-07 and 2007-08, but the number rose by 100% with one (1) student-athlete in that classification for the 2008-09 academic year. There was one (1) Black student-athlete in women's basketball for both the 2006-07 and 2007-08 academic years. That number doubled in 2008-09 academic year to two (2). There were zero (0) Hispanic student-athletes in this category for the entire reporting period. During the 2006-07 and 2007-08 academic years, there were 13 white student-athletes in women's basketball. During the 2008-09 academic year, that number was (nine) 9, a drop of 31%. There were zero (0) non-resident alien student-athletes in women's basketball during the reporting period. There were zero (0) "other" classification student-athletes in this category during the 2006-07 academic year, but that number went up by 100% during the 2007-08 academic year to one, then dropped 100% to zero (0) during the 2008-09 academic year.

Women's Track & Cross Country

During the three-year reporting period, there were zero (0) American Indian/Native Alaskan and Asian/Pacific Islander student-athletes in this category. During the 2006-07 academic year, there were eight (8) black student-athletes. That number was 12 during the 2007-08 academic year, an increase of 50% over the previous year. During the 2008-09 academic year, the number of Black student-athletes in this category was six (6) representing a drop of 50% over the previous year, and 25% over the 2006-07 academic year. There were zero (0) Hispanic student-athletes in this category during the entire reporting period. During the 2006-07 academic year, there were 14 white student-athletes in this category. That number was ten (10) for the 2007-08 academic year, representing a drop of 29% from the previous year. By the 2008-09 academic year, the number of white student-athletes in this category was nine (9), representing a drop of 10% over the previous year, and 36% over the 2006-07 academic year. There were zero (0) non-resident alien student-athletes in this category. There were zero (0) student-athletes in the "other" classification for 2006-07, but that number increased 100% to one (1) for the 2007-08 academic year. The number then dropped by 100% to zero (0) for the 2008-09 academic year.

Women's Other Sports
For the 2006-07 and 2007-08 academic years, there was one (1) American Indian/Native Alaskan student-athlete in this category. That number dropped 100% to zero (0) for the 2008-09 academic year. There was one (1) Asian/ Pacific Islander student-athlete for each of the reporting years for this category. There was one (1) Black student-athlete in this category for the 2006-07 academic year. That number increased by 100% with two (2) Black student-athletes in 2007-08. That number remained the same for the 2008-09 academic year. There were zero (0) Hispanic student-athletes for the entire reporting period in this category. During the 2006-07 academic period, there were 73 white student-athletes in this category. The number for 2007-08 was 62, representing a drop of 15%. For the 2008-09 academic year, there were 58 white student-athletes in this category, representing a drop of 6.5% from the previous year, and a drop of 21% when compared with 2006-07. There was zero (0) non-resident alien student-athletes in this category for the 2006-07 academic year, but that number rose by 100% to one (1) for the 2007-08 academic year, and remained at that number for the 2008-09 academic year. There were zero (0) "other" classification student-athletes in 2006-07 and 2007-08 academic years. But the number rose by 100% to one (1) "Other" student-athlete for the 2008-09 academic year.

The racial and ethnic composition of student-athletes at SIUE is slightly impacted by the fact that SIUE does not offer an intercollegiate football program. However, in the case of the other sports listed in this section, SIUE demonstrates a level of diversity that consistently scores higher than the percentages recorded by the University in general for Black, American Indian/Native Alaskan and non-resident alien athletes. The exception may rest in the population of Hispanic athletes, which falls slightly below the general student population percentages. The University and the Department of Intercollegiate Athletics is committed to the recruitment of a diverse athlete population for all sports offered.

14. Using the program areas for diversity issues:

a. Describe how the institution has ensured a complete study of each of the four 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 four 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 (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and
d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

The institution must conduct a thorough and written review of each of the four program areas for diversity issues. Please see program area definitions located in the Equity and

Student-Athlete Well-Being attachment of the self-study instrument. If the institution identifies any deficiencies during this review, the deficiencies must be incorporated into the institution's diversity issues plan for improvement.

If no deficiency exists, the institution must include a maintenance plan for each program area and action steps the institution will take if the program area(s) becomes inequitable in the future.

The review must:

a. *Describe how the institution has ensured a complete study of each of the four program areas for diversity issues. This study should be conducted as part of the self-study process;*

Please note that for the program area of assessment, the use of student-athlete exit interviews alone does not constitute a complete assessment for purposes of the self-study. An institution may choose to include student-athlete exit interviews as part of a broader assessment conducted, but the institution must ensure that an assessment of the entire department of athletics has been conducted in respect to diversity issues.

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

c. *Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes, coaches, and department of athletics staff with diverse racial, ethnic and other backgrounds. Please note any deficiencies should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and*

d. *Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.*

The institution must develop a five-year written, stand-alone plan addressing diversity issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.

1. Assessment. Assessment of department of athletics activities to evaluate consistency with objectives set forth in the institution's and department of athletics' written diversity statements; assessment of campus diversity climate through evaluation of various campus constituencies using the five diversity program areas.

a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

Assessment of Department of Intercollegiate Athletics activities was completed to determine consistency with objectives set forth in the Southern Illinois University and Department of Intercollegiate

Athletics written diversity statements; assessment of the campus diversity climate was conducted through evaluation of various campus constituencies in the four diversity program areas.

Existing policies and procedures were studied and reviewed by members of the diversity work group to determine where deficiencies, if any, were present within policies, programs, and procedures designed to address issues of diversity within the University community, in general, and the Department of Intercollegiate Athletics, in particular. Focus group surveys were also conducted using members of the Student-Athlete Advisory Committee (SAAC). The responses provided deeper insight into what the students perceive, experience, and understand about the University's policies, procedures, and programs involving diversity. Data were also gathered from the Office of Institutional Compliance, Office of Human Resources, and the Office of Institutional Diversity and Inclusion regarding policies, procedures, and programs available to the University community, including faculty, staff, students, and student-athletes.

b. Provide data demonstrating the institution s status and commitment across each of the four areas;

The Southern Illinois University Edwardsville (SIUE) Department of Intercollegiate Athletics adheres to the policies and regulations established by the University with regard to diversity and equal opportunities for students, faculty, and staff. The principles of these policies and SIUE's general philosophy about diversity are articulated in Chancellor Vandegrift's letter to the University, dated April 2010.

The Director of Athletics has the responsibility for developing, implementing, and auditing the unit plan for athletics, when appropriate. He/she is also responsible for assisting the Office of Institutional Compliance (OIC) in developing and meeting coordinated goals and objectives within their respective areas. The Director of Athletics is also responsible for communicating unit goals and objectives to administrators responsible for affirmative action and equal opportunity. Other responsibilities include assisting with reporting procedures required by the University's Affirmative Action Plan, and assuming responsibility for sensitizing administrators regarding their obligations to affirmative action, equal opportunity, and cultural diversity. The Department of Intercollegiate Athletics adheres to principles and procedures outlined in the University's Diversity and Affirmative Action Plans to assure that all staff and students have equal access to high quality employment and educational opportunities. The University plans embrace the entire University population, including individuals from diverse backgrounds and groups.

The Director of Athletics, Senior Woman Administrator, and Assistant Athletics Director for Compliance and Student Services, in concert with the University's Office of Institutional (OIC) Compliance, Office of Human Resources (HR), Office of Diversity and Inclusion (OIDI), the Office of Admissions, and other offices, conducts annual audits assessing how the department is meeting its, the University's and the NCAA's diversity objectives. This assessment provides documentation outlining the University's and Department's commitments to addressing the needs of its under-represented staff and student-athletes. The OIC and HR are responsible for ensuring that the department's personnel procedures and practices are consistent with University policies.

The Office of Diversity and Inclusion, Human Resources and Admissions are partners with the Director of Intercollegiate Athletics, senior staff, and coaches to develop recruiting and outreach initiatives to attract staff, coaches, and student-athletes with diverse backgrounds from the diverse regions served by the University.

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 (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Based on the analysis of focus group data, the Department of Intercollegiate Athletics has determined that it will: create a formal diversity statement for the department; formalize the communication process of diversity statements to coaches, staff, and student-athletes; create a structure for coaches, staff, and

student-athletes to report and address any diversity issues; and create a minority and diversity equity committee.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

The newly formed minority and diversity equity committee will review current initiatives and make recommendations to the Director of Intercollegiate Athletics and the ICAC.

2. 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 under represented 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 four program areas. This study must be conducted as part of the self-study process;

Members of the sub-committee addressing the three areas of Gender/Diversity Issues and Student-Athlete Well-Being were asked to review the programs and services that address retention and acclimation of diverse staff, coaches and student-athletes; the review included study of the retention and promotion of staff and coaches who are members of under-represented groups, including professional development opportunities (e.g., mentoring programs), compensation, duration of contracts, conditions relating to contract renewal.

Existing University policies and procedures were reviewed by members of the diversity work group to determine where deficiencies, if any, were present within policies, programs, and procedures designed to address issues of diversity within the University community, in general, and the Department of Intercollegiate Athletics, in particular. Focus group surveys were also conducted using members of the Student-Athlete Advisory Committee (SAAC). The responses provided deeper insight into what the students perceive, experience, and understand about the University's policies, procedures, and programs involving diversity. Data were also gathered from the Office of Institutional Compliance, Office of Human Resources, and the Office of Institutional Diversity and Inclusion regarding policies, procedures, and programs available to the University community, including faculty, staff, students, and student-athletes.

b. Provide data demonstrating the institution s status and commitment across each of the four areas;

The University Retention Program is designed within the context of the Southern Illinois University Edwardsville (SIUE) Strategic Plan as an integrated team approach between the Divisions of Academic Affairs and Students Affairs that addresses retention concerns for all students, including student-athletes and students from underrepresented groups. The strategies outlined in the plan are designed to increase student recruitment, retention and persistence rates across all groups. This includes an integrated review of financial aid packages and course availability and content, as well as support systems such as tutoring, mentoring, and career counseling.

The Department of Intercollegiate Athletics' retention and recruitment practices and procedures are consistent with the University's affirmative action and equal employment policies and procedures.

Southern Illinois University Edwardsville (SIUE) is a federal contractor and recipient of federal funds. As a federal contractor, SIUE is required to conduct an annual workforce analysis which compares the representation (percentages) of minorities and women in its workforce by job groups with the estimated

external availability (percentages) for minorities and women qualified to be employed. The analysis includes a list of job titles used throughout the University's workforce.

The Office of Institutional Compliance (OIC) performs this analysis by comparing the percentage of minorities and women employed by SIUE in each job group with their external percentages to determine placement goals for following year. Where the percentage of women and minorities is less than their external availability (percentages), the University establishes placement goals for that job group. For example, if the availability rate for minority administrators is 20 percent, then the corresponding goal (not a quota) or placement rate is 20 percent. Therefore, a unit having ten hires should make every good faith effort to recruit, hire and/or promote two minority employees during the plan year. Units failing to meet current goals must provide a written explanation as to why the goal was not met.

To meet federal and state compliance requirements, the University prepares a series of reports. The analyses conducted to develop these reports also help identify areas of progress and good faith efforts, as well as areas needing further attention. As a unit of the University, the Department of Intercollegiate Athletics is included in these analyses. The Utilization Analysis uses three reports: The Job Group Analysis, Availability Analysis, and the Underutilization Analysis. The Job Group Analysis displays the workforce combined into job groups (defined as one or more jobs with similar content, wage rates, and opportunities), and shows where women and minorities are employed throughout the University. The Availability Analysis calculates availability estimates for women and minorities for each group. These estimates are used in the goal setting process. The Underutilization Analysis compares the current availability rates to current incumbency rates for women and minorities. This comparison is the basis for the establishment of placement goals for women and minorities. Data on women and minorities are analyzed separately to determine their respective utilizations, availability rates, and placement goals. After accomplishing the utilization analysis and determining whether or not underutilization exists, goals equal to availability rates are set in job groups in which underutilizations occur.

1. Determination of Availability. Availability is an estimate of the percentage of qualified women and minority candidates that are available for employment for each job group established within the University. The job groups involving the athletics department would include Executive, Administrative, Managerial; Professional/Non Faculty; and Secretarial and Clerical. In accordance with 41 CFR 60-2.14, the University considered the following factors in determining availability: The percentage of women and minorities with the requisite skills available with what would be deemed a reasonable recruitment area (external availability), and the percentage of women and minorities available within the SIUE workforce who are promotable, transferable, trainable (internal availability).
2. Reasonable Recruitment Area (Geographical). The University's recruitment area has been identified for each job group by determining what may be the most likely and reasonable areas in which candidates may be identified for positions. In determining the reasonable recruitment areas, SIUE takes appropriate measures to assure that areas are not drawn in such a way that may exclude potential women or minority candidates.
3. Determination of Internal Availability. SIUE analyzes promotion and other internal movements to determine which job groups serve as feeder groups. The University uses this data to determine who is promotable, transferable, and trainable within the institution. SIUE has also taken appropriate measures to ensure that internal availability is not constructed in such a way that has the effect of excluding women and minorities.
4. Goal Analysis. This analysis measures the overall goal performance of the University and identifies areas where good faith efforts occurred. Goals are established for job groups in which women and minorities are underutilized. Goals represent placement rates for the current year. For example, if the availability rate for female faculty is 20%, then the corresponding goal or placement rate is 20% for that year. Therefore, a unit having ten placement opportunities should hire two females. The Office of Institutional Compliance distributes and discusses unit goals with appropriate administrators. The Assistant Vice Chancellor for Intercollegiate Athletics, and other Directors or Managers in the Athletics Department, would review goals established for specific areas and develop plans to meet these goals. The Department of Human Resources also receives copies of this information to assist units with meeting goals.
5. Use of Placement Goals. Placement Goals provide a means for quantitative evaluation. Goals are not quotas and are not used to discriminate against any applicant or employee. Goals are established and reviewed annually. Moreover, the University's establishment of placement goals does not constitute a finding, or admission of discrimination.
6. Applicant Flow and Hire Analysis. Affirmative Action information is maintained on applicants seeking employment with the University. That includes those seeking employment in the Athletics Department. The Office of Institutional Compliance maintains applicant flow data on faculty, administrative and

professional staff applicants, while Human Resources keeps information on applicants applying for Civil Service positions. This analysis determines the rate at which applicants and employees apply for and are selected for employment opportunities.
7. Promotional Analysis. This measures how successful women and minorities were in applying for and obtaining advancement within their areas of employment or in other areas with the University. This analysis includes the Athletics Department.
8. Termination Analysis. Terminations are defined as any separations from University employment (voluntary or involuntary). The Office of Institutional Compliance reviews terminations periodically to identify areas of potential adverse impact for women and minorities.
9. Internal Auditing and Reporting. This system measures the overall effectiveness of the Affirmative Action Plan. These systems include procedures for auditing and monitoring goal progress as well as analyzing employment activities. Internal audits consist of periodically reviewing personnel activities (e.g. hires, promotions/transfers, terminations and other related employment activities) by job group having the greatest impact upon the University's affirmative action goals and objectives. In addition, auditing steps include review of the selection process, specifically how decisions are made, criteria used, and documentation supporting such decisions, especially where women and minorities are applicants. The Office of Institutional Compliance also audits the selection and hiring processes in goal-related job groups.
10. Disabled Veterans. The Office of Institutional Compliance has a complete policy, procedure, and analysis for employees or potential employees who are disabled or veterans.

The University Diversity Council, which was created under the auspices of the Office of Institutional Diversity and Inclusion, is charged with conducting regular reviews of relevant, on-going campus plans and activities as they relate to diversity.

The Office of Institutional Compliance (OIC) and Human Resources monitor the Department of Intercollegiate Athletics' personnel practices to ensure that University employment policies and procedures are followed concerning the retention, promotion, and other terms and conditions of employment regarding its diverse staff and coaches. Each fall, the OIC distributes and discusses unit placement goals with appropriate University administrators, including the Vice Chancellors and their direct reports and the Director of Athletics, SWA, coaches and other staff with hiring responsibilities. Those individuals develop strategies designed to recruit women and minority applicants, including job postings in appropriate publications, organizations and internet resources designed to attract women and minority applicants. The OIC audits the Department's employment opportunities to assist the Department's good faith efforts in accomplishing those goals.

Intercollegiate Athletics shall conduct an assessment of the personal and professional development needs of minority student-athletes to assist them in their transition from being student-athletes to career professionals. This step shall be an on-going process involving the Director of Athletics, senior staff, and other campus offices and resources.

1. In coordination with the Office of Institutional Diversity and Inclusion, the Department of Intercollegiate Athletics strives to retain and acclimate members of underrepresented groups. The Department of Intercollegiate Athletics encourages coaches, staff and student-athletes to participate in these initiatives and regularly attend the Office of Institutional Diversity and Inclusion annual training sessions.
2. The Office of Institutional Diversity and Inclusion partners with the Department of Intercollegiate Athletics to operate a Faculty/Staff Mentoring Student-Athletes program using volunteer SIUE faculty/staff members who are assigned to an individual student-athlete identified as needing mentoring and support. The Office of Institutional Diversity and Inclusion, as part of its mission, created the University Diversity Council that includes representatives of the University community. The Council is charged with, among other things, discussing and proposing potential strategies to improve, promote, and maintain diversity among students, faculty and staff.
3. University Housing provides sensitivity training to Resident Assistants in an effort to develop better understanding and acceptance of students from diverse racial, ethnic, and cultural backgrounds, sexual orientation, gender, nation of origin. This training enables the University Housing staff members to provide assistance and direction, creating a more stable and welcoming university experience for students from diverse backgrounds.
4. The Office of Institutional Compliance works with the Director of Intercollegiate Athletics, coaching staff, and other managers within the Department of Intercollegiate Athletics in developing, implementing, and auditing Unit Action Plans when appropriate. The AD and other athletics department staff members work with the OIC in developing and meeting coordinated goals and objectives within

their respective areas. The Athletics Directors and Head Coaches assume the responsibility for sensitizing administrators regarding their obligations to affirmative action, equal opportunity, and cultural diversity.
5. The Office of Institutional Compliance also has the responsibility for developing the procedures for training, retention, and promotion of University employees in underrepresented groups.

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 (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Southern Illinois University Edwardsville (SIUE) has an outstanding history of recruitment for minorities. Beginning in 1967, SIUE's Experiment in Higher Education (EHE) on the East St. Louis Campus was established as a pervasive recruitment model. Those faculty and staff employed to work in EHE, for the most part, were minority. By 1968, Dr. Emil Jason, a professor of Chemistry and a minority, was named Associate Provost for Minority Affairs. One of his charges was to recruit minority faculty at the Edwardsville Campus. Those efforts led to a minority representation of 17 percent for 1969-70. The present minority representation on the SIUE campus is 13.4%. The strong presence of minority faculty, an ever-increasing diversity within the athletics department staff and coaches, leads to an environment geared for academic success among minority student-athletes.

The current self study identified a lack of minorities and/or underrepresented group members employed in administrative and staff positions within the Department of Intercollegiate Athletics.

Data from 2002-03 indicates that the six-year federal graduation rate for all 951 African-American students at SIUE was 31%. For that same period, the graduation rate among a total of 27 African-American student-athletes was 36%. The six-year federal graduation rate among all 206 Asian students was 37%. During that same period, the graduation rate among a total of 2 Asian student-athletes was 50%.

The current self study identified a lower than desired graduation rate for African-American student-athletes.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

The Office of Institutional Compliance (OIC) is addressing the issue of an underutilization of minorities in some faculty, professional, clerical, and skilled craft titles, especially Hispanics and American Indians/ Native Alaskans. Care is being given to review employment practices to ensure that equal employment policies and procedures are being carried out. Among the measures underway are the development of appropriate procedures to address the underutilization and concentration of women and minorities within the workforce, through a collaboration with Human Resources to continue its outreach to recruit, hire, and retain Hispanic and American Indian/Alaska Native applicants and employees.

The Department of Intercollegiate Athletics will target retention efforts specifically for minority student-athletes. They will also develop a recruitment plan to seek out applicants for any administrative and staff positions to increase the number of minorities or underrepresented group members at this level.

3. 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 four program areas. This study must be conducted as part of the self-study process;

Members of the sub-committee addressing the three areas of Gender/Diversity Issues and Student-Athlete Well-Being were asked to review collaboration and integration between the Department of Intercollegiate Athletics and other institutional units or external organizations to enhance diversity efforts in programs, activities and services.

Existing University policies and procedures were studied and reviewed by members of the diversity work group to determine where deficiencies, if any, were present within policies, programs, and procedures designed to address issues of diversity within the University community, in general, and the Department of Intercollegiate Athletics, in particular. Focus group surveys were also conducted using members of the Student-Athlete Advisory Committee (SAAC). The responses provided deeper insight into what the students perceive, experience, and understand about the University's policies, procedures, and programs involving diversity. Data were also gathered from the Office of Institutional Compliance, Office of Human Resources, and the Office of Institutional Diversity and Inclusion regarding policies, procedures, and programs available to the University community, including faculty, staff, students, and student-athletes.

b. Provide data demonstrating the institution s status and commitment across each of the four areas;

1. The Department of Intercollegiate Athletics utilizes programming and initiatives offered through the Office of Institutional Compliance (OIC) and the Office of Institutional Diversity and Inclusion (OIDI). The Department works with the OIC to ensure the athletics department is in line with the University's Affirmative Action Plan. The OIC reports directly to the Chancellor and is responsible for promoting and fostering an inclusive campus environment by ensuring campus-wide compliance with the various federal, state, and local fair employment laws and regulations. Paul Pitts, Institutional Compliance Officer and Assistant to the Chancellor, reviews all hiring processes and final candidates. SIUE Athletics has demonstrated steady improvement during the period of 2007-2009 with an increase in diversity. In 2009-2010 however, with the increase in staffing, SIUE Athletics has achieved significant gains in its diversity percentage, which far exceeds other campus benchmarks.
2. The Office of Institutional Diversity and Inclusion is responsible for developing a recruitment and retention program, including specific diversity initiatives to recruit and retain underrepresented groups. It is also the charge of this office to facilitate a campus climate where diversity is embraced, appreciated, and celebrated among the faculty, staff, and students at SIUE.
3. The Department of Intercollegiate Athletics partners with the Office of Institutional Diversity and Inclusion on the Faculty/Staff Mentoring Student-Athletes Program. The Department of Intercollegiate Athletics partners with the Office of Provost, which coordinates the SOAR (Student Opportunities for Academic Results) Program. Student-athletes who are admitted into this program utilize academic services through SOAR.
4. Map-Works (Making Achievement Possible) is a partnership between the Department o Intercollegiate Athletics and University Housing to utilize the MAP-Works student retention and success program for all first year student-athletes living in University Housing. This program enables effective early intervention with at-risk student-athletes and focuses students on college success behaviors. Student-athletes participating in this program are measured on a variety of research-based factors, including their academic and social integration, entering skills and abilities, and expectations of their college experience. Students are immediately linked to their web-based customized report that identifies discrepancies between their expectations and the academic and social behaviors necessary to succeed. Through the MAP-Works interface, student survey results are instantly available to the athletics academic advisors to identify their at-risk student-athletes.
5. The Office of Institutional Compliance also maintains liaisons with appropriate civil rights organizations such as the American Association for Affirmative Action, Madison County Urban League, Hispanic Roundtable of Southwestern Illinois, and the City of Edwardsville Human Relations Commission and other organizations. Interaction with these organizations by the Office of Institutional Compliance influence decisions and input involving the SIUE Athletics Department.
6. The Office of Institutional Compliance works with all units on campus to assist with the implementation and revision of the University Diversity Plan. Liaisons are also established with agencies, groups, and/or organizations serving the needs of individuals with disabilities, veterans, and minorities, such as the NAACP, World of Difference, and Impact. The OIC also conducts AA/EEO training programs which are accessible by the Athletics Department.
7. The Department of Intercollegiate Athletics also works closely with the Intercollegiate Athletics Committee (ICAC). The committee is comprised of 17 representatives from different units within the

campus community to provide input on providing effective services and programs for student-athletes and the athletics department, in general.
8. The Department of Intercollegiate Athletics is well-integrated and aware of the numerous campus and external resources with which the department may collaborate in meeting its diversity goals. Some internal resources include academic counseling services, diversity training, and minority student organizations. External sources include local school districts with significant minority populations, minority organizations and leaders from the diverse communities served by the University.

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 (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Based on data from the current self study, student-athletes are not always aware of programs designed for minority students and therefore do not participate. The Department of Athletics plans to strengthen current partnerships with the Office of Diversity and Inclusion and the Office of Institutional Compliance.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

The Department of Intercollegiate Athletics will collaborate with the Office of Diversity and Inclusion and Office of Institutional Compliance to meet with minority student-athletes once per semester to review available retention programs and services.

4. Participation in governance and decision making. Involvement of department of athletics staff, coaches and student-athletes from under-represented groups or diverse backgrounds in the governance and decision-making processes of the department of athletics; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and department of athletics 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 four program areas. This study must be conducted as part of the self-study process;

Members of the sub-committee addressing the three areas of Gender/Diversity Issues and Student-Athlete Well-Being were asked to review involvement of Department of Intercollegiate Athletics staff, coaches, and student-athletes from underrepresented groups or diverse backgrounds in the governance and decision-making processes of the Department of Intercollegiate Athletics. Members also reviewed the availability of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and Department of Intercollegiate Athletics staff and coaches (e.g., participation at the conference and/or national level).

Existing University policies and procedures were studied and reviewed by members of the diversity work group to determine where deficiencies, if any, were present within policies, programs, and procedures designed to address issues of diversity within the Department of Intercollegiate Athletics, in particular. Focus group surveys were also conducted using members of the Student-Athlete Advisory Committee (SAAC). The responses provided deeper insight into what the students perceive, experience, and understand about the University's policies, procedures, and programs involving diversity. Data were also gathered from the Office of Institutional Compliance, Office of Human Resources, and the Office of Institutional Diversity and Inclusion regarding policies, procedures, and programs available to the University community, including faculty, staff, students, and student-athletes.

b. Provide data demonstrating the institution s status and commitment across each of the four areas;

1. The SIUE Department of Intercollegiate Athletics supports a Student-Athlete Advisory Committee. 34 student-athletes serve on this committee with representation from different races, genders, sexual orientations, and sports teams.
2. Representatives of the coaching staff and senior administrators within the Department of Intercollegiate Athletics work in conjunction with the Office of Institutional Compliance to help formulate the policies and procedures which direct the efforts involving diversity.
3. The involvement of the Department of Intercollegiate Athletics' staff, coaches and student-athletes from underrepresented groups in its governance and decision-making processes is evident through their participation on various committees and task forces and their advisement of the AD on various aspects of the administration and operations of Intercollegiate Athletics. In addition, coaches, staff, and student-athletes have opportunities to serve on other University committees.

Leadership opportunities for Department of Intercollegiate Athletics staff and coaches are available through national organizations and conference governance.

The Director of Athletics participates in the Ohio Valley Conference governance by participating in various meetings, programs and activities regarding conference governance that impact SIUE athletics.

Leadership opportunities and involvement with governance and decision-making in Intercollegiate Athletics for student-athletes is through SAAC and their representation on committees within athletics. Student-athletes participate on the Intercollegiate Athletics Committee (ICAC) and Division I Self Study Certification Task Force.

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 (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The Department of Intercollegiate Athletics plans to expand leadership opportunities for minority student-athletes within the department.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

A new minority student-athlete position will be added to the Intercollegiate Athletics Committee (ICAC).

15. Using the "plan for improvement" section, provide an institutional diversity-issues plan that addresses all four aforementioned program areas for the department of athletics. 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 maintain the institution's status in that program area(s) and action steps the institution will take if the program area(s) becomes inequitable in the future. Finally, the institution must describe how it will review its plan on an annual basis and include this information in the institution's diversity-issues 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.

The institution must develop a five-year written, stand-alone plan addressing diversity issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.

16. Describe how the institution will periodically compare its diversity-issues plan with its assessment of the campus diversity climate (see Program Area No. 1) using the four diversity program areas to determine if the course of action is still appropriate. Further, provide the names and titles of the individuals who will be responsible for this review.

The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis to determine if the course of action is still appropriate. This information must be included in the institution's diversity-issues plan.

The institution must compare its diversity-issues plan with its written assessment of the campus diversity climate (see Program Area No. 1) at least once every four years, to determine if the course of action is still appropriate.

The University will compare its diversity issues plan with its assessment of the campus diversity climate, annually, by assessing the findings from three national surveys [The Cooperative Institutional Research Program (CRIP); The National Survey of Student Engagement (NSSE); and the Faculty Survey of Student Engagement (FSSE)] and the Southern Illinois University Survey of Baccalaureate Graduates-Five Years Out. SIUE's participation in these surveys is crucial because it provides useful longetudinal internal and external comparisons relating to underrepresented students, faculty, and students' attitudes and values regarding campus climate and diversity. The surveys include responses from faculty, staff, and students, including women and all minority groups. Selected comparisons and emphases are in the following general areas:
-Academic/classroom experience
-Student life/campus experience
-Institutional characteristics and resources

The Offices of Institutional Research and Studies (Phil Brown, Director), Institutional Diversity and Inclusion (Dr. Venessa Brown, Associate Provost), and Institutional Compliance (Paul Pitts, Assistant Chancellor) are responsible for this annual review.

17. 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 before 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 was ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.

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 was ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the applicable operating principle. Please note that all institutional plans must contain all of the committee's required elements.

The institution's diversity-issues plan must include the following requirements:

a. *Include identification of issues or problems confronting the institution.*
b. *Include the measurable goals the institution intends to achieve to address issues or problems.*
c. *Include the specific steps the institution will take to achieve its goals.*
d. *Include a specific timetable(s) for completing the work.*
e. *Identify the individuals and/or offices responsible for carrying out the actions identified by the institution*

Further, the institution's diversity-issues plan must meet the following requirements:

a. *Be committed to paper and be a stand-alone document.*
b. *Be developed with opportunities for significant input from appropriate constituent groups inside and outside athletics.*
c. *Must be adopted formally by the institution's final authority in such matters (i.e., chancellor/president or board of trustees) to ensure that it carries the commitment and support of the entire institution*

The Diversity Issues Plan developed by the Diversity Self-Study Subcommittee includes input from a variety of campus constituent groups including the Office of Institutional Diversity and Inclusion, Department of Intercollegiate Athletics, Office of Human Resources, Office of Student Affairs, Student Government, and student-athlete focus groups. The plan will be reviewed on a yearly basis for benchmark accomplishments and compliance with institutional policy by the Gender and Diversity Equity Committee. The Director of Athletics, in concert with the Office of Institutional Diversity and Inclusion and the Office of Institutional Compliance, is responsible for monitoring the effectiveness of the plan, annually.

The SIUE five-year action plan addresses University and the Intercollegiate Athletics' efforts to address areas needing improvement as related to the Department of Athletics staff, coaches, and student-athletes from underrepresented groups or diverse backgrounds. The plan was formally approved by the Chancellor's Council on April 6, 2011, and will be active from 2011 through 2016.

Operating Principle 3.2 Diversity Issues
Plan for Improvement

Plan Date Range: 2011-12 thru 2015-16

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**
Assessment.	The institution's and Athletics department's diversity statement and mission are not communicated to staff, coaches and student-athletes.	Communicate diversity statements to coaches, staff and student-athletes.	Post on athletics department's website, include a section on diversity and inclusion in the student-athlete handbook and athletics department policies and procedures manual, and discuss in fall compliance/academic meetings.	Athletics Director, Sports Information Director, Assistant Athletics Director for Compliance and Student Services	Fall 2011 and ongoing each year
Assessment.	A formal diversity statement has not been created for the Athletics department. The Athletics department currently follows the institutional policy.	Create a diversity policy specifically for the Department of Intercollegiate Athletics. This policy should also include information on how issues involving diversity are monitored, evaluated and addressed.	Review overall University policies for items relating to the Athletics department. Put the policy in writing and distribute the policy to athletics department staff, coaches, and student-athletes. Establish method for determining effectiveness of the policy.	Athletics Director, Senior Woman Administrator, Assistant Athletics Director for Compliance and Student Services, ICAC	Fall 2011 and ongoing each year
Assessment.	The mission statement of the Department of Intercollegiate Athletics does not include a value statement regarding commitment to diversity.	Include a statement supporting our commitment to diversity in the mission statement of the department.	Create a values statement to include in our mission. Publish on the department website and in the student-athlete handbook and the athletics department policies and procedures manual.	Athletics Director, Senior Woman Administrator, Assistant Athletics Director for Compliance and Student Services	Fall 2011 and ongoing each year

Operating Principle 3.2 Diversity Issues
Plan for Improvement

Plan Date Range: 2011-12 thru 2015-16

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**
Assessment.	The Athletics Department does not have a departmental-specific structure to address diversity issues.	Create a structure and communicate to coaches, staff and student-athletes the procedures for reporting and addressing diversity issues.	Information will be included in the student-athlete handbook and in the athletics department policies and procedures manual. This information will also be communicated in the fall compliance meetings.	Athletics Director, Office of Diversity and Inclusion, Office of Institutional Compliance	Fall 2011 and ongoing each year
Assessment.	There is currently no formal advisory committee within the department that provides oversight or direction for diversity efforts.	Create a Minority and Diversity Equity Committee similar to the Gender Equity Committee. The mission of this committee will be to review current minority/diversity initiatives and make recommendations to the Athletics Director and ICAC.	Identify purpose of this committee. Recruit and train members of the committee. Develop clearly stated goals for this committee.	Athletics Director, ICAC, Minority and Diversity Equity Committee	Spring 2012 and ongoing each year
Retention.	Continue to aggressively recruit a diverse student-athlete population in all sports.	Enroll a diverse student-athlete population.	Continue to recruit at schools with a high minority population and continue to monitor enrollment data to assess minority representation and diversity among student-athletes.	Athletics Director, Senior Woman Administrator, Coaching staff	Fall 2011 and ongoing each year

Operating Principle 3.2 Diversity Issues
Plan for Improvement

Plan Date Range: 2011-12 thru 2015-16

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.	There is a lack of racial minorities and/or underrepresented group members employed in administrative and staff positions within the Department of Intercollegiate Athletics.	The Department of Intercollegiate Athletics will develop a recruitment plan to seek out applicants for any positions which develop in that category. The Department will create a timetable for realizing improvement in the area of employing minorities or members of underrepresented groups for administrative and staff positions.	Arrange meetings with the Office of Institutional Compliance, Human Resources, and Office of Diversity and Inclusion to develop an effective recruitment strategy for potential employees in these classifications. Publicize the plan and policy to the University community, the ICAC, and the Ohio Valley Conference.	Athletics Director, Senior Woman Administrator, Office of Institutional Compliance, Director of Human Resources, Office of Institutional Diversity and Inclusion	Spring 2012 and ongoing each year
Retention.	Increase the federal graduation rate for African-American student-athletes.	Increase the federal graduation rate for African-American student-athletes.	Target retention efforts specifically for minority student-athletes. Increase federal graduation rate for African-American student-athletes to at least 50%.	Athletics Director, Academic Services Staff, Coaches	Fall 2012 and ongoing each year

Operating Principle 3.2 Diversity Issues
Plan for Improvement

Plan Date Range: 2011-12 thru 2015-16

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**
Partnerships.	Student-athletes do not participate in programs designed for minority students and are not aware of programming.	Increase participation of student-athletes in University-sponsored events designed for minority students.	Conduct a survey to assess the climate of the department as it relates to diversity issues. The Office of Institutional Compliance and Office of Diversity and Inclusion will meet with all minority student-athletes on a biannual basis to inform them of available retention programs and services.	Athletics Director, Senior Woman Administrator, Assistant Athletics Director for Compliance and Student Services, Minority and Diversity Equity Committee, Office of Diversity and Inclusion, Office of Institutional Compliance	Spring 2012 and ongoing each year
Partnerships.	There is a need for the Department of Intercollegiate Athletics to strengthen partnerships with the Office of Diversity and Inclusion and the Office of Institutional Compliance.	Develop partnerships to assist in the retention and acclimation of minority student-athletes, coaches and staff.	One meeting will be held each semester between the three departments to discuss issues pertaining to diversity. Programming needs will also be discussed.	Athletics Director, Chair of the Minority and Diversity Equity Committee, Office of Diversity and Inclusion, Office of Institutional Compliance	Spring 2012 and ongoing each semester.

Operating Principle 3.2 Diversity Issues
Plan for Improvement

Plan Date Range: 2011-12 thru 2015-16

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.	Continue to expand leadership opportunities for minority student-athletes within the Athletics department.	Add a new minority student-athlete position to the Intercollegiate Athletics Committee (ICAC) and continue to encourage participation of minority student-athletes in SAAC.	Appoint a minority student-athlete to the ICAC and continue to promote other leadership development opportunities to minority student-athletes.	Chair of ICAC, Athletics Director	Fall 2011 and ongoing each year
Diversity Climate.	The University does not currently assess its campus diversity climate on an annual basis.	The University will annually compare its Diversity Issues Plan with its assessment of the campus diversity climate.	The University will use several measures in conducting the required assessment, including the Cooperative Institutional Research Program (CIRP); the National Survey of Student Engagement (NSSE); the Faculty Survey of Student Engagement (FSSE); and the Southern Illinois University Survey of Baccalaureate Graduates-Five Years Out.	The Office of Institutional Research and Studies (Phil Brown, Director), the Office of Institutional Diversity and Inclusion (Dr. Venessa Brown, Associate Provost), and the Office of Institutional Compliance (Paul Pitts, Assistant Chancellor) are responsible for carrying out this annual review.	Fall 2011 and each year thereafter

Operating Principle

3.3 Student-Athlete Well-Being.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). For each condition, 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**
   N/A
   Action
   N/A
   Action Date
   N/A
   Explanation for partial or non-completion
   As a newly certifying institution, Southern Illinois University Edwardsville did not complete the Cycle 2 process; therefore, this self-study item is not applicable.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). For each issue identified, provide:

a. The original goal(s);
b. The step(s) taken by the institution to achieve the goal(s);
c. The date(s) the step(s) was completed; and
d. An explanation for any partial or noncompletion of the original goal(s) and/or steps to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

If the institution developed a plan for improvement for Operating Principle 3.3 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

The committee 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.*
- *The institution does not have documentation of actions taken to implement the plan.*

The committee will accept the following explanation for partial or noncompletion:

- *The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.*

1. **Original Plan**
   N/A
   Action
   N/A
   Action Date
   N/A
   Explanation for partial or non-completion
   As a newly certifying institution, Southern Illinois University Edwardsville did not complete the Cycle 2 process; therefore, this self-study item is not applicable.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.3 (Student-Athlete Well-Being). For each additional plan, provide:

a. The additional goal(s);
b. The step(s) taken by the institution to achieve the goal(s);and
c. The date(s) the step(s) was completed.

As a newly certifying institution, Southern Illinois University Edwardsville did not complete the Cycle 2 process; therefore, this self-study item is not applicable.

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.]

The institution's instrument used to conduct student-athlete exit interviews must contain questions related to the following: (Note: Institutions should note the list of examples below is not an exhaustive list and institutions are not limited to addressing only those provided.)

a. *The institution's commitment to the academic success of its student-athletes (e.g., academic support services available, priority registration for classes, coaches' support).*
b. The institution's commitment to opportunities for student-athletes to integrate into campus life.
c. The institution's efforts to measure the extent of time demands encountered by student-athletes.

d. The institution's efforts to measure the effectiveness of the institution's mechanisms to monitor time demands of its student-athletes (e.g., travel commitments, missed class time, final exam schedules, and summer vacation periods).
e. The institution's efforts to measure the effectiveness of the institution's SAAC.
f. The institution's commitment to informing student-athletes about the NCAA Special Assistance Fund and NCAA Student-Athlete Opportunity Fund.
g. The institution's efforts to measure the effectiveness of the institution's mechanisms (e.g., annual surveys, exit-interview process) to monitor the well-being of its student-athletes.
h. The institution's commitment to the physical, psychological and emotional health (e.g., athletic training, nutrition, counseling) of student-athletes.
i. The institution's commitment to the safety (e.g., travel policies, emergency medical plans) of student-athletes.
j. The institution's commitment to a safe and inclusive environment for all student-athletes.
k. The institution's commitment to diversity.
l. The value of student-athletes' athletics experience.
m. The opportunity for student-athletes to suggest proposed changes in intercollegiate athletics.
n. The opportunity for student-athletes to express concerns related to the administration of the sport(s) in which student-athletes participate

Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

Document uploaded. SIUE student-athletes will not be eligible for the special assistance fund or the student-athlete opportunity fund until 2013-2014 and, therefore, the institution has not included a question on the exit interview referencing these funds. The questionnaire will be amended to include this information (letter “f”) once SIUE student-athletes become eligible.

List of attachments

1. Self Study Report Operating Principle 3 3 Appendix A - Exit Interview.doc

5. Describe the methods used to conduct student-athlete exit interviews. Further, describe the process use to evaluate and implement outcomes.

The institution must demonstrate that it conducts interviews via in-person meetings and/or conference calls in each sport with a sample of student-athletes (as determined by the institution) whose eligibility has expired in accordance with NCAA Constitution 6.3.2. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

All graduating student-athletes in their final year of eligibility participate in the exit interview process. Beginning with the 2010-2011 academic year, the exit interview includes a paper-based survey and an in-person exit interview with two members of the senior administrative staff. The survey and interview occur within one month of the conclusion of the competition season. All the student-athletes participate in a coaching assessment survey at the end of the competition season. The paper-based portion of the exit interview is analyzed by Testing Services to determine the mean, variance, standard deviation, and

minimum and maximum response per objective question and that analysis is returned to the Department of Athletics. The written subjective questions are typed into a document by the Athletics Academic Advisor and sent to the Director of Athletics, sport administrator, Faculty Athletics Representative (FAR), Associate Director/Senior Woman Administrator, and the Assistant Athletics Director for Compliance/Student Services. The Director of Athletics and senior-level administration is responsible for evaluating the in-person interview responses and written survey to determine what actions should be taken to improve the student-athlete experience.

6. 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., SAAC, open-door policy of athletics administrators, including the director of athletics, senior woman administrator, and/or faculty athletics representative).

Student-athletes have a wide variety of opportunities outside of exit interviews to address student-athlete well-being issues. The entire athletics administration maintains an open door policy that encourages student-athletes to share any issues or concerns. At the beginning of the academic year, the Director of Athletics, Assistant Athletics Director for Compliance and Student Services, Lead Compliance Specialist and Assistant Athletics Director for Student Welfare meet with each team to discuss compliance, academic, and medical issues and informs student-athletes of the department's open door policy.

Student-athletes also are encouraged to express any concerns that they feel are impeding their well-being on campus to the Student-Athlete Advisory Committee (SAAC). The SAAC's executive board is comprised of a president, vice president, and secretary. Each sport has two representatives on the committee. SAAC meets on a monthly basis and time is set aside for the representatives to voice any concerns. A member of the senior administrative staff is present at each meeting to answer questions and discuss concerns any student-athlete presents.

On a daily basis, student-athletes are provided with the opportunity to interact with senior level administrators. The Director of Athletics strives to meet with each team at least one additional time per year and each sport reports to a senior level athletics department administrator. The Assistant Athletics Director for Compliance and Student Services advises and mentors a large percentage of the student-athletes. The Faculty Athletics Representative (FAR) teaches the University 112/ Freshman Student-Athlete Experience class along with the Lead Compliance Specialist and Director of Health Services. The senior level administration is also highly visible and approachable at athletics competitions.

Two student-athletes serve on the Intercollegiate Athletics Committee (ICAC). This committee meets monthly to address issues and concerns in the Department of Intercollegiate Athletics.

7. Describe the department of athletics 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 directly communicated in writing to department of athletics staff members, coaches and student-athletes.

The institution must have established written grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid [in accordance with Bylaw 15.3.2.4] and transfers [in accordance with Bylaws 13.02.1, 13.1.1.3, 13.1.1.3.1, 14.02.2, 14.5.5.2.10 and 14.5.5.2.10.1]). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process

The institution must demonstrate that all grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid [in accordance with NCAA Division I Bylaw 15.3.2.4] and transfers [in accordance with Bylaws 13.02.1, 13.1.1.3, 13.1.1.3.1, 14.02.1, 14.5.5.2.10, and 14.5.5.2.10.1]) are directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to department of athletics staff members, coaches and student-athletes. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

Transfer Appeal Policy
Per NCAA bylaw 13.1.1.3.1, if the institution decides to deny a student-athlete's request to permit any other institution to contact the student-athlete about transferring, the institution shall inform the student-athlete in writing that he or she, upon request, shall be provided a hearing conducted by an institutional entity or committee outside of the athletics department. The institution shall conduct the hearing and provide written results of the hearing to the student-athlete within 15 business days of receipt of the student-athlete's written request for a hearing. The student-athlete shall be provided the opportunity to actively participate (e.g., in person, via telephone) in the hearing. If the institution fails to conduct the hearing or provide the written results to the student-athlete within 15 business days, permission to contact the student-athlete shall be granted by default and the institution shall provide written permission to the student-athlete.

The Intercollegiate Athletics Committee (ICAC) is the institutional entity charged with hearing all appeals regarding transfer. If a student-athlete is denied permission to contact another institution, the Office of Compliance Services (Jaci DeClue, Assistant Athletics Director for Compliance and Student Services and Katie Zingg, Lead Compliance Specialist), will notify the student-athlete of the denial and his/her right to appeal within three business days of the decision. Should the student-athlete choose to appeal the decision, the Office of Compliance Services will assist the student-athlete in scheduling the hearing within 15 business days of the student-athlete's written request for a hearing. The ICAC must provide the student-athlete and Office of Compliance Services written results of the hearing decision within fifteen business days of the hearing.

The ICAC hears all transfer appeals. This committee is comprised of faculty, staff, administrators and others from the campus community. The Director of Athletics is a non-voting member on this committee and would not be present at any transfer appeals hearing. While Jaci DeClue, Assistant Athletics Director for Compliance and Student Services, is responsible for overseeing the administration of grievances and appeals procedures, the ultimate decision-making body is the ICAC.

The Student-Athlete handbook is included in the Student-Athlete planner, which is given to each student-athlete at the annual compliance meeting and includes all grievance policies and procedures regarding transfer. The student-athletes are informed of all the policies and procedures during their annual fall compliance meeting. The student-athlete handbook is also posted on the department website for quick reference. All procedures are also stated in the Compliance Manual issued by Lead Compliance Specialist, Katie Zingg, to all athletics staff and coaches. This document is evaluated annually and re-issued annually to all coaches and athletics staff.

Grant in Aid Appeals

A student-athlete shall be notified in writing of the opportunity for a hearing if an athletics grant-in-aid will be cancelled or reduced. Any cancellation or reduction during the period of award may occur only after the student-athlete has had an opportunity for a hearing. When the Director of Student Financial Aid is notified of the decision to cancel or reduce an athletics grant-in-aid, the Director or designee shall send a written notice to the student-athlete that outlines the student-athlete's opportunity to appeal the cancellation or reduction to the Student Financial Aid Appeals Committee. If a student-athlete's grant-in-aid is going to be cancelled or reduced during the award period, the Director of Student Financial Aid or designee will notify the student-athlete, in writing, of the University's decision within 10 days of the Director receiving notification from the athletics department. The notice letter shall be mailed to the student-athlete's address on file in the Banner System. Enclosed in the letter will be a copy of the

Athletics Grant-In-Aid Appeal Process, as well as a copy of NCAA Division I Bylaws 15.3.4.2 Reduction of Cancellation Permitted, 15.3.4.3 Reduction or Cancellation Not Permitted, and 15.3.2.4 Hearing Opportunity.

A student-athlete who believes that the athletics grant-in-aid was cancelled or reduced in violation of the NCAA Policy may request an appeal. To request an appeal, the student-athlete must submit a written statement. The student-athlete's request for appeal must be date-stamped or postmarked within ten business days from the date of the receipt of the Notice of Cancellation or Reduction of Athletics Grant-in-Aid letter. The Director of Student Financial Aid or designee shall send a copy of all documents received from the student-athlete to the Intercollegiate Athletics Council (ICAC) Chair and Assistant Athletics Director for Compliance/Student Services. The Department of Intercollegiate Athletics is given ten (10) days to submit a written statement in response to the student-athlete's appeal. Within twenty (20) business days of the student-athlete's written request for a written appeal, the committee shall convene a closed, private meeting for the purpose of deliberation. The committee shall deliberate until a majority recommendation is reached. The chair shall prepare a written recommendation to the Director of Student Financial Aid. The recommendation shall include findings with regard to material facts and whether this cancellation or reduction of athletics grant-in-aid is in compliance with NCAA Division I Bylaws. The Director of Student Financial Aid may accept, reject, or modify the committee's recommendation. The Director of Student Financial Aid's decision is final.

While Jaci DeClue, Assistant Athletics Director for Compliance and Student Services is responsible for overseeing the administration of grievances and appeals procedures, the ultimate decision making body is the Director of Student Financial Aid. The Financial Aid Appeals committee includes the Committee Chair (staff member from the Office of Student Financial Aid) and three representatives from campus offices who have no affiliation with the Department of Athletics.

The Student-Athlete handbook is included in the Student-Athlete planner, which is given to each student-athlete at the annual compliance meeting and includes all grievance policies and procedures. The student-athletes are informed of all the policies and procedures included in the planner during their fall annual compliance meeting. The student-athlete handbook is also posted on the athletics website for quick reference. All procedures are also stated in the Compliance Manual issued by the Lead Compliance Specialist, Katie Zingg, to all athletics staff and coaches. This document is evaluated annually and re-issued if changes are made. Additionally, head coaches meetings are held monthly to notify the coaches of any changes in policies and procedures as well as to reiterate already established procedures. Changes will also be communicated to all coaches and administration through weekly bulletins sent via e-mail.

8. 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 directly communicated in writing to department of athletics staff members, coaches and student-athletes.

The institution must have established written grievance and/or appeals procedures for other areas not mandated by NCAA legislation (e.g., harassment, problems with coaches, hazing, abusive behavior).
Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The institution must demonstrate that all grievance and/or appeals procedures for other areas not mandated by NCAA legislation (e.g., harassment, problems with coaches, hazing, abusive behavior) are directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to department of athletics staff members, coaches and student-athletes. Please note, if an institution develops a plan for

improvement in this area, the plan must be implemented prior to the completion of the certification process

Southern Illinois University Edwardsville provides a multitude of different resources for student-athletes concerning grievances on issues ranging from student conduct, harassment, hazing and discrimination. These resources include The Student Conduct Code and The Student Grievance Code, outlining the jurisdiction of the codes, the acts of misconduct, and grievance procedures.

Before filing a formal grievance, the student must first make a good faith effort to informally resolve the issue with the person or persons involved. To file a formal grievance, the student must provide documentation and evidence to support the allegation to the chair, coordinator, or director of the department or unit within sixty (60) working days from the actual occurrence. The student is then referred to the Initial Hearing Officer outside of the Department of Intercollegiate Athletics. The Initial Hearing Officer forwards the written grievance (statement of circumstances, evidence, list of witnesses, and copy of grievance policy) to the Respondent (the person against whom the charge is made) and the student within five (5) days. The Respondent must respond in writing to the Initial Hearing Officer within five (5) days. Once the response is received, the Initial Hearing Officer conducts an administrative hearing no less than twenty (20) days from the date of receipt of the written charge. A decision is made by the Initial Hearing Officer, who within five (5) days after the hearing notifies in writing all parties involved of the decision and provides findings of fact and a rationale for the decision. The decision is effective five (5) days after the receipt of the notice by the parties, unless an appeal is filed.

The student may file an appeal of the Initial Hearing Officer's decision by filing an appeal with the next highest administrator within five (5) days of receipt of the decision. The appeal must be in writing and specify the objections to the previous decision and any materials relevant to the specific objections. The Administrator, within five (5) days, notifies the Initial Hearing Officer and other parties involved in the appeal. At this point, the Initial Hearing Officer forwards all case materials to the Administrator. The Administrator notifies both parties in writing of his/her decision within ten (10) days. The decision is effective five (5) days after the receipt of the notice by the parties, unless there is further appeal.

The student may file an appeal of the Administrator's decision by filing an appeal with the appropriate Vice Chancellor within five (5) days of receipt of the decision. The Vice Chancellor, within five (5) days, notifies the Administrator and other parties involved in the appeal. The Vice Chancellor notifies the Administrator and the parties involved of his/her decision in writing within ten (10) days. The decision is effective five (5) days after the receipt of the notice by the parties, unless there is further appeal. Appeal of the decision of the Vice Chancellor is made in accordance with the policies of the Board of Trustees regarding appeals and administrative decisions.

Associate Vice Chancellor for Student Affairs and Dean of Students, Dr. James Klenke, handles the judicial process. All University policies including the Student Conduct Code are available in the Office of the Vice Chancellor for Student Affairs and the Office of the Provost and Vice Chancellor for Academic Affairs as well as online through the University website. The Student-Athlete handbook, included in the student-athlete planner, which is given to each student-athlete at the start of each year's compliance meeting, includes references to the Student Conduct Code and all grievance policies. The student-athletes are informed of all the policies and procedures included in the planner during their fall annual compliance meeting. The student-athlete handbook is also posted on the athletics website. The department compliance manual, annually issued to all coaches and athletics staff, includes reference to all University policies and the Student Conduct Code. Additionally, head coaches meetings are held monthly to notify the coaches of any changes in policies and procedures as well as reiterate already established procedures.

9. 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.

Southern Illinois University Edwardsville provides a number of support programs in the area of sexual orientation. All programs are available to all students, including student-athletes. The three institutional programs available are Safe Zone, Gay/Straight Alliance and Counseling Services. The Office of Institutional Diversity and Inclusion, within the Office of the Provost, offers the Safe Zone Program. Safe

Zone's mission is to develop heterosexual allies and provide support to lesbian, gay, bisexual, and transgender (LGBT) students, faculty, and staff with the ultimate goal of developing SIUE as a safe and welcoming place for LGBT people. The Gay/Straight Alliance Network is a service provided through the Kimmel Leadership Center within the Office of Student Affairs. The Network is a youth leadership organization that connects school-based Gay-Straight Alliances to each other and community resources. Counseling Services provides free, confidential and individualized sessions to all students, including student-athletes, who have questions and concerns related to sexual orientation or gender identity.

Southern Illinois University Edwardsville's values are also based in openness to provide inclusion of the rich diversity of humankind in all aspects of University life and respect for individual differences. In order to enforce these values, SIUE has a statement of diversity, a non-discrimination policy, and sexual harassment prevention policies in place. These policies are easily accessible through the Office of Institutional Compliance and its website. The Office of Institutional Compliance and the Office of General Counsel offer sexual harassment prevention training each semester to the entire University community. Many of the academic units provide additional training and support services for students. The School of Education recently formed a diversity initiative called Addressing Learning about Sexual Orientation (ALSO). The purpose of this program is to initiate or respond to requests for accurate information about issues of sexual orientation, particularly as they affect public schools and educational settings. The committee leading ALSO is comprised of University faculty from a variety of academic disciplines and departments within the School of Education, also providing presentations during special sessions (Women's History Month, Workshops, Faculty Brown Bag discussions) or existing classes.

10. Describe the policies, organization and structure of the department of athletics and how it enhances student-athlete well-being. Further, describe the commitment of the institution to enhance the overall student-athlete educational experience including how issues are monitored, evaluated and addressed on a continuing basis.

Southern Illinois University Edwardsville Department of Athletics takes a multi-faceted approach to enhancing student-athlete well-being. All of the following targeted programs are designed to ensure that student-athletes are provided an enhanced opportunity not only to succeed on the court and in the classroom, but also in life.

The Academic Services Office is charged with providing Champs/Life Skills programming and providing required career development modules for all senior student-athletes who are required to attend three career preparation modules. These modules are led by an Athletics Academic Advisor in partnership with the Career Development Center. The main focus of the modules includes job search process, resume/cover letter/thank you note writing, and interviewing skills. In addition, the Department of Intercollegiate Athletics strives to bring to campus a minimum of one NCAA-approved speaker each year to speak with student-athletes about a broad range of topics, including hazing, diversity, stress management, alcohol/drug abuse and physical/mental health issues.

The Faculty Athletics Representative and Lead Compliance Specialist are charged with teaching the University 112/Freshman Experience (student-athlete section) during the fall semester each year. This class is taught in partnership with the Director of Health Services.

The Associate Athletics Director for Student Welfare/Senior Woman Administrator manages community service initiatives. All student-athletes are required to participate in several department-wide community service initiatives each academic year, as well as five to twenty hours of individual community service.

SIUE is committed to enhancing the overall student-athlete educational experience on a continual basis through excellent academic programs, student support programs and a number of leadership opportunities. The Kimmel Leadership Center, part of the Office of Student Affairs, offers a variety of student activities and leadership opportunities to assist in the personal and professional development of all students. With more than 200 student organizations, there are ample opportunities for personal growth as well as development of self-confidence and leadership abilities.

The programs and services targeting student-athlete well-being are reviewed on a yearly basis by the Director of Athletics, Associate Athletics Director for Student Welfare/Senior Woman Administrator, Assistant Athletics Director for Compliance and Student Services and Athletics Academic Advisor to determine effectiveness and future needs.

11. Describe how student-athletes are involved in the governance and decision-making processes of the department of athletics, including the role of the SAAC.

The institution must demonstrate that it has an active SAAC pursuant to Constitution 6.1.4. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The Department of Athletics provides a number of opportunities for student-athletes to be involved in the governance and decision making processes. Student-athletes serve on the Intercollegiate Athletic Committee (ICAC) and the Student-Athlete Advisory Committee (SAAC). Currently, two student-athletes serve on ICAC, which meets monthly to address issues and concerns impacting the Department of Intercollegiate Athletics. The ICAC consists of students, faculty, staff, and administrators who serve as advisory to the Department of Athletics, which ultimately ensures the well-being of the entire University community.

SAAC is the primary venue where student-athletes are provided an opportunity to participate in the governance structure. An executive board of three student-athletes (president, vice president, and secretary) leads the group. Advisors for SAAC include the Athletics Academic Advisor and Lead Compliance Specialist. A senior-level administrator is present at each meeting to provide student-athletes an opportunity to express their thoughts and concerns and receive immediate response to their concerns. The group meets on a monthly basis to discuss issues that relate to student-athletes and the overall department. When the Department of Intercollegiate Athletics makes a large-scale decision that will directly impact the student-athletes, the issues are brought before SAAC for discussion and suggestions. For example, the Division I Task Force met with SAAC several times to discuss its comments and concerns regarding the possible transition to Division I. SAAC membership is open to all interested student-athletes and serves the entire student-athlete population.

12. List the department of athletics and/or other institutional programs in place that address the needs and issues affecting student-athletes (e.g., CHAMPS/Life Skills program and/or programming involving career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). Further, describe the policies and procedures in place to encourage and ensure student-athletes' access to these programs.

The institution must demonstrate that it has an active CHAMPS/Life Skills program (or an equivalent program) pursuant to NCAA legislation with programming to address nonacademic areas (e.g., career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The Department of Athletics offers the following programs that address the needs and issues affecting student-athletes:
-A mandatory career development program for all senior student-athletes. These modules are led by an Athletics Academic Advisor in partnership with the Career Development Center. The main focus of the modules includes job
search process, resume/cover letter/thank you note writing, and interviewing skills.
-The Champs/Life Skills program was implemented to enhance the quality of the student-athlete experience within the university setting and to maintain Intercollegiate Athletics as an integral part of the campus education program and the student-athlete as an integral part of the student body. The Department of Athletics provides mandatory participation of all student-athletes in programming on a range of topics, including hazing, drug/alcohol abuse, nutrition, mental/physical health issues, leadership, diversity appreciation and career preparation. University Housing and the Kimmel

Leadership Center also host a number of workshops and seminars that student-athletes are encouraged to attend.
-The Department of Athletics developed a referral process with Disability Support Services and Counseling Services. This relationship is important to the success of student-athletes and was developed to ensure that student-athletes who need services and accommodations provided by Disability Support Services and/or Counseling Services have access.
-All freshman student-athletes enroll in the University 112-Freshman Experience course in which athletics-related topics (nutrition, drugs, and alcohol) are discussed along with academic, cultural and social aspects of the University.
-The purpose of SAAC is to support the mission of Intercollegiate Athletics by providing a forum in which student-athletes and administrators can enhance the athletics experience at SIUE for the student-athletes, the campus community, and the community-at-large through the examination of mutual interests and concerns.

The University offers a variety of supportive services and campus offices that are open to the entire student-body, including student-athletes. These offices and services complement programming and initiatives offered by the Department of Athletics. Examples of university-wide offerings include:
-Counseling Services assists students, faculty and staff in coping with educational, emotional and personal issues. The office provides crisis intervention, sexual assault prevention counseling and alcohol/drug abuse counseling.
-The Kimmel Leadership Center, within the Office of Student Affairs, offers educational, cultural and social enrichment opportunities that support student learning and campus life through participation in structured leadership experiences, campus organizations and volunteerism to develop a lifelong appreciation of diversity, recognition of the value of involvement, responsible decision-making and professional/personal development.
-The Student Success Center is a state-of-the-art facility housing academic and personal support services in one location. Offices in the Center that provide support to student-athletes include Disability Support Services, the Academic Advancement Center (tutoring), Career Development Center, Counseling Services, and Health Services.

Student-athletes are highly encouraged to use all University resources to support their personal, social, and emotional development. Signage around the athletics offices promotes and advertises programming and events. Emails are sent via the student-athlete listserv to inform student-athletes about events available on campus that will enhance their overall experience. The Student-Athlete Handbook, which is published both inside the Student-Athlete Planner and on the Department of Athletics' website, also includes documentation of all institutional resources. The University also publishes a student planner that has additional services and programs available to all students.

13. Describe how the department of athletics monitors student-athlete time demands, including travel commitments, missed class time, final exam schedules, summer vacation periods and intercession periods. Further, describe methods used to educate coaches and student-athletes about time demands and opportunities to integrate into campus life.

The Department of Athletics makes every effort to monitor student-athletes' time demands and to minimize missed class times. The Department of Intercollegiate Athletics maintains a missed class policy in regard to travel, practice, final exams, media requests and recruiting visits. This policy states:

A. Student-athletes will not be allowed to attend any practice/activities that result in a missed scheduled class or final exam. Activities considered practice include:
1. Preparation and conditioning time
2. Training room time (rehab, taping, etc.)
3. Meetings (to include individual film watching, academic meetings, etc.)
4. On-field practice
B. Competition and travel should be scheduled not to conflict with final exams. If this cannot be avoided, travel/ competition must be approved by the Director of Intercollegiate Athletics prior to scheduling of the competition.
C. Media and recruiting requests will not interfere with class or final exam schedules.
D. Classes cannot be missed during the non-traditional season (exception: Men's and Women's golf and Men's and Women's tennis).
E. The athletics program makes every effort to minimize the number of classes a student-athlete must miss due to athletic competition. The Assistant Athletics Director for Compliance and Student Services

determines the best time for all student-athletes to take classes and communicates this to the student-athletes prior to course registration.
F. Exceptions to the above will only be approved by the Director of Intercollegiate Athletics who will in turn report any approved exceptions to the Faculty Athletics Representative and ICAC.
G. All student-athletes who will miss class due to competition reasons are provided with a travel letter during the first week of the semester. This travel letter provides each instructor with the University's missed class policy and the specific dates the student-athlete will miss.
H. The University-wide Missed Class Policy is discussed with all student-athletes and coaches in the fall compliance meeting.

The Department of Athletics policy is in addition to the University-wide Absence From Class for Official University Business policy that states:

Students who are absent from class due to official University Business (e.g., athletics events, music, theater, dance productions, academic field trips, Student Government) will be excused for up to 15 percent of the scheduled contact hours of their classes. Such an excuse is contingent, however, on the student and the sponsoring unit informing the instructor(s) and advisor in writing at least one week in advance of the anticipated absence. Instructors who use class attendance as a basis for determining grades should not count these excused absences. However, the student is not excused from fulfilling the academic requirements of the course. Where appropriate notice of absence has been given, the instructor will endeavor to give the student an opportunity to complete assignments in advance, to arrange make-up assignments, or to do equivalent work. The student should recognize that in some instances it will not be possible to make up course activities such as field trips or special laboratory experiments. It is the responsibility of the student to take all factors into consideration when deciding how to resolve conflicts between classes and other official University activities.

In the case of such absence beyond fifteen percent of the contact hours in a given term, the instructor(s) may grant excused absences if they wish, but are under no obligation to do so. (Post-season tours and other special circumstances warrant faculty discretion in helping the students meet their educational goals.)

Prior to class registration, the Assistant Athletics Director for Compliance and Student Services reviews the travel schedules of each team and formulates a sport specific listing of acceptable class times. Student-athletes are highly encouraged to register for classes that meet at the times selected. All class schedules are reviewed by the Academic Services staff prior to the start of the semester for potential issues that can be avoided.

All student-athletes who must miss class due to competition are provided with a travel letter. This travel letter is presented to each faculty member at least two weeks prior to the first date of competition. Information in the letter includes: date and time of initial departure, date and return time from competition, University-wide Absence From Class for Official University Business policy, and contact information for the Faculty Athletics Representative and Assistant Athletics Director for Compliance and Student Services.

Countable Athletically Related Activities (CARA) are reviewed on a monthly basis by the Lead Compliance Specialist. The CARA reports are signed by the head coach and verified by a team member who is on the Student-Athlete Advisory Committee (SAAC). All coaches, athletics trainers, strength and conditioning staff and student-athletes are educated on policies regarding summer and intercession regulations regarding countable athletics related activities. Student-athletes are provided with this information in the fall and spring compliance meetings and through the Student-Athlete Handbook. All coaches, athletics trainers, strength and conditioning staff are provided this information during a mandatory rules education session, in the department compliance manual and through reminder emails that are sent prior to each vacation period.

14. Please submit a copy of the department of athletics and/or institution's written travel policies to ensure the safety and well-being of student-athletes with the submission of your self-study report (e.g., road travel; air travel, including charter policies; driver selection; training; privately owned vehicles). [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department and/or institution's written travel policies].

The Department of Athletics follows all institutional transportation policies. Policies can be found in Appendix B.

List of attachments

1. Self Study Report Operating Principle 3.3 Appendix B - Travel Policies.doc

15. Describe the annual evaluation of the department of athletics and/or institution's travel policies to ensure these policies are effective. Further, describe how the travel policies are directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

The institution must have written travel policies that are annually evaluated for their effectiveness in protecting the health and providing a safe environment for student-athletes. Further, the administrator(s) responsible for annually evaluating travel policies must be identified and travel policies must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to department of athletics staff members, including coaches, and student-athletes.

The annual evaluation of the travel policies is done through the institution's Travel Control Board which meets quarterly to ensure all policies are current and compliant. At the beginning of each academic year, the University's Office of Administrative Accounting is notified of any changes to travel regulationsBusiness Affairs. The policies are available online through the University's website and are published in the Travel Regulations Booklet available through University Administrative Accounting. In addition, travel policies regarding NCAA regulations are available in the department compliance manual, which is issued to all coaches and athletics staff annually. While acting in compliance with all institutional and department travel policies, each athletics team's decisions are primarily budgetary regarding travel. The Associate Director of Athletics for External Affairs informs all coaches and athletics staff through an electronic weekly bulletin which organizations are sponsors of the department and should be patronized when travelling to fulfill all contractual obligations. Through the same bulletin, the athletics staff and coaches are informed of any recent changes to travel policies. In turn, it is the responsibility of the coaching staff of each team to disclose all travel policy procedures to their student-athletes.

The Assistant Director of Athletics for Business Affairs, Bryan Belt, directly oversees all athletically related travel in the Department of Intercollegiate Athletics and is in direct communication with the Director of Financial Affairs, Dave Heth, who oversees the institution's travel regulations.

16. Please submit a copy of the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department's written emergency medical plan for practices, contests, strength training and skills sessions].

The emergency medical plan can be found in Appendix C.

List of attachments

1. SIUE Athletics Emergency Plan.pdf

17. Describe the annual evaluation of the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions to ensure its effectiveness. Further, describe how the department of athletics written emergency

medical plan for practices, contests, strength training and skills sessions is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

The institution must have a written emergency medical plan for practices, contests, strength training and skills sessions. Further, the administrator(s) responsible for annually evaluating this emergency medical plan must be identified and the emergency medical plan must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to athletics department staff members, including coaches, and student-athletes.

The emergency medical plan is reviewed annually by the Assistant Athletics Director for Business Affairs, the Assistant Athletics Director for Events and Facilities, and the Assistant Athletics Director for Student Welfare to ensure policies are current and compliant. The Director of Athletics, Assistant Athletics Director for Business Affairs, the Assistant Athletics Director for Events and Facilities, the Assistant Athletics Director for Student Welfare, the Intercollegiate Athletics Committee, and the Chancellor may be consulted when evaluating policies and procedures. Any necessary changes will be made and then submitted to the University's risk management team for review and approval.

At the start of each school year, all staff (coaches and administration) are briefed on the emergency medical plan and informed of where to find the information online if needed. A hard copy of the plan is available at every competition venue and at all practice sites, in addition to the Department of Intercollegiate Athletics offices. Locations are described in a handout for distribution to student-athletes and athletics departmental staff at the fall compliance and orientation meetings. It is then the responsibility of the coaching staff of each team to disclose all policies to their student-athletes at the first team meeting of the season. The athletics training staff is also available to student-athletes on a daily basis to answer any questions regarding the emergency medical plan. Any changes made during the year are communicated to all staff and coaches through the weekly electronic bulletin.

The Assistant Director of Athletics for Events and Facilities, Kandice Erwin, oversees this area, while the Director of Emergency and Safety, David McDonald, makes all final decisions on the emergency medical plan.

18. Please submit a copy of the department of athletics written emergency medical plan for out-of-season workouts with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department's written emergency medical plan for out-of-season workouts].

The emergency medical plan for out of season workouts is the same for practices, contests, and strength training skills session; please refer to Appendix C.

List of attachments

1. SIUE Athletics Emergency Plan.pdf

19. Describe the annual evaluation of the department of athletics written emergency medical plan for out-of-season workouts to ensure its effectiveness. Further, describe how the department of athletics written emergency medical plan for out-of-season workouts is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

The institution must have a written emergency medical plan for out-of-season workouts. Further, the administrator(s) responsible for annually evaluating this emergency medical

plan must be identified and the emergency medical plan must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to athletics department staff members, including coaches, and student-athletes.

The annual evaluation of the emergency medical plan for out-of-season workouts is reviewed by the Assistant Athletics Director for Business Affairs, the Assistant Athletics Director for Events and Facilities, and the Assistant Athletics Director for Student Welfare to ensure policies are current and compliant. The Director of Athletics, the Assistant Athletics Director for Business Affairs, the Assistant Athletics Director for Events and Facilities, the Assistant Athletics Director for Student Welfare, the Intercollegiate Athletics Committee (ICAC), and the Chancellor may be consulted when evaluating policies and procedures. Any necessary changes will be made and then submitted to the University's risk management team for review and approval.

At the beginning of each school year, all staff (coaches and administration) are briefed on the emergency medical plan and informed of where to find the information if needed. A hard copy of the plan is available at every competition venue and at all practice sites, in addition to the Department of Intercollegiate Athletics offices. Locations are described in a handout for distribution to student-athletes and athletics departmental staff at the fall compliance and orientation meetings. It is then the responsibility of the coaching staff of each team to disclose all policies to their student-athletes at the first team meeting of the season. The athletics training staff is also available to student-athletes on a daily basis to answer any questions regarding the emergency medical plan. Any changes made during the year are communicated to all staff and coaches through the weekly electronic bulletin.

The Assistant Director of Athletics for Events and Facilities, Kandice Erwin, oversees this area, while the Director of Emergency and Safety, David McDonald, makes all final decisions on the emergency medical plan.

20. Please submit a copy of the athletics department's athletic training and sports medicine policies and procedures with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department's athletic training and sports medicine policies and procedures].

The athletics training and sports medicine policies and procedures can be found in Appendix D.

List of attachments

1. OP 3 3 Appendix D - Athletic Training andSports Medicine Policies.pdf

21. Describe the annual evaluation of the department of athletics written athletic training and sports medicine policies and procedures. Further, describe how the department of athletics athletic training and sports medicine policies and procedures is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in these areas.

The institution must have written athletic training and sports medicine policies that are reviewed annually. Further, the administrator(s) responsible for annually evaluating athletic training and sports medicine policies must be identified and the athletic training and sports medicine policies must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to athletics department staff members, including coaches, and student-athletes.

The annual evaluation of the athletic training and sports medicine policies and procedures is completed annually by the Assistant Athletics Director for Student-Athlete Welfare, Gerald Schlemer, in conjunction with the entire Athletics Training and Strength & Conditioning staff and is available for revisions throughout the year if necessary. The Assistant Athletics Director for Student-Athlete Welfare reports

directly to the Associate Athletics Director/Senior Woman Administrator, Sandy Montgomery. The Director of Athletics, Associate Athletics Director for Student-Athlete Welfare, the Intercollegiate Athletics Committee (ICAC), and the Chancellor may be consulted when evaluating policies and procedures.

The policies and procedures are directly communicated through the Student-Athlete Handbook, published both on the Athletics website and inside the Student-Athlete Planner, which each student-athlete receives at the Fall compliance meeting. At the beginning of each year, the Athletics Training staff speaks to each sport and announces all policies and expectations regarding athletics training, sports medicine and safety. In addition, all athletics training and sports medicine policies, including strength and conditioning, are available in the department compliance manual, which is annually issued to all coaches and athletics staff.

The Assistant Director for Student-Athlete Welfare and Head Athletics Trainer, Gerald Schlemer, oversees this area and makes all final decisions on the athletics training and sports medicine policies and procedures.

22. If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 3.3, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval.

No plan for improvement for Operating Principle 3.3 was developed as a result of the self-study.

Racial or Ethnic Composition of Personnel - Old Race/Ethnicity Categories Chart (IPEDS)

		Racial or Ethnic Group																				
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			NR 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
Senior Administrative Athletics Dept. Staff	F	0	0	0	0	0	0	0	0	0	0	0	0	5	5	7	0	0	0	0	0	0
Other Professional Athletics Dept. Staff	F	0	0	0	0	0	0	1	2	1	0	0	0	2	8	6	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	1	0	0	0	2	1	6	0	0	0	0	0	0
Head Coaches	F	0	0	0	0	0	0	0	1	1	0	0	0	18	17	17	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Coaches	F	0	0	0	0	0	0	0	3	7	0	0	0	10	12	12	0	0	0	0	0	0
	P	0	0	0	0	0	0	2	0	0	0	0	0	5	5	8	0	0	0	0	0	0
Totals (for Athletics Dept. Personnel)	F	0	0	0	0	0	0	1	6	9	0	0	0	35	42	42	0	0	0	0	0	0
	P	0	0	0	0	0	0	2	0	1	0	0	0	7	6	14	0	0	0	0	0	0
Faculty-Based Athletics Board or Committee Members		0	0	0	0	0	0	3	3	3	0	0	0	11	11	11	0	0	0	0	0	0
Other Advisory or Policy-Making Group Members		0	0	0	0	0	1	3	3	5	0	1	2	33	33	33	0	0	0	0	0	0

Name of person completing this chart: Paul Pitts
Title: Assistant Chancellor for Institutional Compliance

Racial or Ethnic Composition of all Students - Old Race/Ethnicity Categories Chart (IPEDS)

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)			NR 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	37	31	34	253	280	303	1164	1213	1296	220	230	274	11420	11285	11365	355	359	330	0	0	0
Student-Athletes	1	2	1	2	1	2	29	35	29	3	2	2	197	171	149	4	4	4	0	0	0

Name of person completing this chart: Paul Pitts
Title: Assistant Chancellor for Institutional Compliance

Racial or Ethnic Composition of Student-Athletes by Sport Group - Old Race/Ethnicity Categories Chart (IPEDS)

	Racial or Ethnic Group																				
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			NR Alien (N)			Other (N)		
Sports** Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball	0	1	1	0	0	0	0	1	1	0	0	0	26	24	26	1	1	1	0	0	0
Men's Basketball	0	0	0	0	0	0	9	10	8	0	0	0	5	5	5	0	1	1	0	0	0
Football	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Men's Track / Cross Country	0	0	0	1	0	0	6	7	9	1	0	0	18	13	8	0	0	0	0	0	0
Men's Other Sports and Mixed Sports	0	0	0	1	0	0	4	2	1	2	2	2	48	44	34	3	1	1	0	1	2
Women's Basketball	0	0	0	0	0	1	1	1	2	0	0	0	13	13	9	0	0	0	0	1	0
Women's Track / Cross Country	0	0	0	0	0	0	8	12	6	0	0	0	14	10	9	0	0	0	0	1	0
Women's Other Sports	1	1	0	1	1	1	1	2	2	0	0	0	73	62	58	0	1	1	0	0	1
Total	1	2	1	3	1	2	29	35	29	3	2	2	197	171	149	4	4	4	0	3	2

Name of person completing this chart: Paul Pitts
Title: Assistant Chancellor for Institutional Compliance