

2005-2006
DIVISION I
ATHLETICS
CERTIFICATION
SELF-STUDY
INSTRUMENT

Introduction to Self-Study Report

Introduction to Self-Study Report

Institutional Information

1. Type of Institution: Public
2. Year institution was founded: 1908
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: 10332
6. Number of Faculty [using a full-time-equivalency (FTE) basis]: 607
7. Highest level of academic degree offered: Doctorate
8. Institution's governing entity: Board of Trustees
9. a. Regional accreditation agency: North Central Association of Colleges and Schools
9. b. Date of most recent regional accreditation self-study: 1998
9. c. Current accreditation status: Accredited

Athletics Information

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

Baseball	Horizon League
Football	Gateway Football Conference
Men's Basketball	Horizon League
Men's Cross Country	Horizon League
Men's Golf	Horizon League
Men's Tennis	Horizon League
Men's Track, Indoor	Horizon League
Men's Track, Outdoor	Horizon League
Softball	Horizon League
Women's Basketball	Horizon League
Women's Cross Country	Horizon League
Women's Golf	Horizon League
Women's Soccer	Horizon League
Women's Swimming	Horizon League
Women's Tennis	Horizon League

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Women's Track, Indoor Horizon League

Women's Track, Outdoor Horizon League

Women's Volleyball Horizon League

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

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

4. Date of NCAA major infractions case(s) (if any) since previous certification self-study and impact (if any) on the areas of the certification program.

An NCAA Infraction Report was concluded on February 16, 2000. The University self-imposed penalties that were supported by the Committee on Infractions. No penalties affected our certification status. Complete report is available upon request.

Previous Certification Self-Study

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

Orientation visit February 26-27, 1997
Evaluation visit April 26-30, 1998
Interim Self Study Report September 2002

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

Certified on November 16, 1998

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

NA

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

- 1) Head Men's Basketball Coach Dan Peters resigned March 1999
- 2) John Robic is hired as Head Men's Basketball Coach in May, 1999
- 3) Vern Snyder, Vice President resigned fall 1999
- 4) University President Dr. Leslie Cochran resigned June 30, 2000.
- 5) Dr. David Sweet became University President in July, 2000
- 6) Floyd Kerr, Assistant Director of Athletics resigns in spring 2000. Position is left vacant.
- 7) James Scanlon, Provost, resigned March 2001
- 8) Paul McFadden, Athletic Development transfers outside of athletics. Position is left vacant.
- 9) Terry Ondreyka, Vice President for Financial Affairs, hired July 2001
- 10) John Habat, Special Assistant to the President, hired July 2001
- 11) Tony Atwater, Provost, hired July 2001
- 12) Hugh Chatman, Executive Director of Human Resources, hired September 2001
- 13) Clara Jennings, Dean of Education, resigned June 2000
- 14) Phil Ginnetti, Dean of Education, hired in August 2000

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- 15) Jim Tressel, Executive Director of Athletics/Head Football Coach resigned January 2001
- 16) Jon Heacock hired as Head Football Coach in February 2001
- 17) John Yemma appointed Interim Provost, March, 2001
- 18) Barbara Brothers, Dean of Arts and Science, retires July 2001
- 19) Ikram Khawaja appointed Interim Dean of Arts and Sciences July 2001
- 20) Ron Strollo promoted as Executive Director of Athletics in August, 2001. Former position of Associate Director of Finances is left vacant.
- 21) Pauline Saternow, Associate Executive Director of Athletics/Director of Compliance/SWA transfers outside of athletics in February 2002
- 22) Elaine Jacobs, Associate Director of Athletics promoted to Director of Compliance/SWA in February 2002. Former Associate Director position is left vacant.
- 23) Charles Stevens, Dean of Engineering, resigned June 2002
- 24) John Habat appointed Vice President of Administration, June 2002
- 25) Thomas Maraffa appointed Special Assistant to the President, June 2002
- 26) Cynthia Hirtzel, Dean of Engineering hired in July 2002
- 27) Robert Bolla, Dean of Arts and Sciences, hired July 2002
- 28) Ed DiGregorio, Head Women's Basketball Coach, retires May 2003
- 29) Tisha Hill, Head Women's Basketball Coach, hired May 2003
- 30) Millicent Counts, appointed to Board of Trustees August 2003
- 31) William Bresnahan, appointed to Board of Trustees April 2004
- 32) Scott Schulik, appointed to YSU Board of Trustees April 2004
- 33) Holly Jacobs, General Counsel, hired June 2004
- 34) Terry Ondreyka, Vice President for Financial Affairs, non-renewed August 2004
- 35) John Habat appointed Vice President for Finance and Administration, August 2004
- 36) Tony Atwater, Provost, resigns January 2005
- 37) Bege Bowers, Interim Provost, hired January 2005
- 38) George McCloud, Dean of Fine and Performing Arts, resigns as Dean to become Special Assistant to the President for Development and Public Relations, January 2005
- 39) Joe Edwards appointed Dean of Fine and Performing Arts, January 2005
- 40) John Robic, Head Men's Basketball Coach, non-renewed April 2005
- 41) Jerry Slocum, Head Men's Basketball Coach hired, May 1, 2005
- 42) Robert Bolla, Dean of Arts and Sciences, resigns June 2005
- 43) Diane Bitonte-Miladore appointed to YSU Board of Trustees, June 2005
- 44) S.K. Garg appointed to YSU Board of Trustees, June 2005
- 45) Ikram Khawaja, appointed interim Dean of College of Arts and Sciences, July 2005
- 46) Robert Herbert appointed Provost, July 2005
- 47) Hugh Chatman, Executive Director of Human Resources reassigned to the Office of General Counsel, February 2006
- 48) Ron Chordas, Assistant Provost, appointed Interim Executive Director of Human Resources, March 2006

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

YSU's instructional subsidies have decreased from \$47 million in fiscal year 2000 to \$40.5 million in 2004;

In June 2001, Youngstown State left the Mid-Continent Conference and joined the Horizon League in July 2001;

The mission statement for the Department of Intercollegiate Athletics was reviewed and modified to reflect the updated University mission statement during summer 2002; and

Implementation of Department of Intercollegiate Athletics Strategic Plan June 2005.

Certification Self-Study Information

1. Steering Committee Chair: Cynthia Anderson
2. Chief report writer/editor of self-study report: Elaine Jacobs

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

The Steering Committee was comprised of senior-level administrative staff, senior level athletic staff, Board of Trustee members, faculty, and two students. All meetings were well-attended and members were given opportunity for review and input. The Steering Committee was provided updates throughout the self study process and had final signature authority to the final copy.

The Sub-Committees were comprised of senior-level administrative staff, athletic staff, faculty, academic personnel, and student-athletes. All meetings were well-attended and members were given opportunity for thorough review and input. The sub-committees were provided minutes of every meeting and gave approval to the final copy of their respective sections.

The Intercollegiate Athletics Council, which serves as the advisory board to the President, was provided an update mid-way through the self-study for review and input, reviewed the final draft, and approved the final product.

The Student-Athlete Advisory Committee(SAAC)was provided updates and opportunity for input at meetings during the 2005-06 academic year. All meetings were well-attended. The SAAC was directed to review the subcommittee updates on the web site and review the final copy and provide feedback.

A news release was provided to local media as the self-study process got underway in September 2005, as well as all information (self study process, committee membership, minutes from subcommittee meetings, self study draft, etc.) was available on the YSU athletic web page and updated regularly. The University community was solicited for feedback utilizing the YSUupdate and YSU Newbrief email system. The Executive Director of Athletics and Senior Woman Administrator provided updates at various meetings that included athletic senior-level administrators, Penguin Club (booster group)members, Cabinet, Dean's Council, and Department Chairs.

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

Athletics certification is meant to ensure Youngstown State University is complying with the NCAA's fundamental commitment to integrity in intercollegiate athletics. The core of athletics certification is conducting a self-study. YSU's objective is to utilize this opportunity to educate individuals about our athletic program's purpose and goals, as well as to certify that our institution is complying with the operating principles as defined by the NCAA membership.

YSU Intercollegiate Athletics purpose and goals are:

Mission Statement

The mission of the Department of Intercollegiate Athletics at Youngstown State University is to offer broad-based collegiate athletic programs, which accommodate the needs and interests of the students. The Intercollegiate Athletics Department is committed to:

- Welfare of student-athletes
- Academic integrity
- Gender equity
- Diversity of student-athletes and staff
- Sportsmanship and ethical integrity by student-athletes, staff, and boosters
- Fiscal integrity
- Community outreach

CRITICAL ISSUES

The following 10 issues represent the goals for every department on campus and each uniquely addresses the issue within their area:

- I. Enrollment/Retention - Intercollegiate Athletics will assist the University in academic attainment, enrollment initiatives, on-campus housing population, and achievement of appropriate graduation rate standards.
- II. Programs/Teaching, Learning & Research - Intercollegiate Athletics will assist in preparing student-athletes for economic productivity and to undertake civic and leadership responsibilities.

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III. Financial Resources - Intercollegiate Athletics is committed to the strategic and efficient use of resources, to creating additional resources to fund athletic scholarships, and to responsible stewardship.

IV. Image/Market - Intercollegiate Athletics is committed to communicating a positive image of our student-athletes, coaches, department, and University through publications, radio, television, and the athletic website.

V. Student Services (Student-Athlete Welfare) - Intercollegiate Athletics is committed to defining and communicating student-athlete expectations. Intercollegiate Athletics is committed to advance, both on and off the field, the safety and well being of each student-athlete.

VI. Diversity (& Gender Equity) - Intercollegiate Athletics is committed to providing equal access, participation, and support for men and women student-athletes. Intercollegiate Athletics is committed to nurturing an environment that values all individuals and groups, and that is free of discrimination.

VII. Technology - Intercollegiate Athletics will utilize technology to meet academic, athletic, and communications goals.

VIII. Community Engagement (Outreach) - Intercollegiate Athletics is committed to supporting community outreach initiatives and to enhancing the positive image of the University.

IX. Human Resources Development - Intercollegiate Athletics will participate in University initiatives to develop a competent, motivated, diverse, and competitively paid workforce. Athletic staff will further develop their professional competencies to educate student-athletes and to fostering an environment conducive for a rewarding experience at YSU.

X. Facilities - Intercollegiate Athletics is committed to providing competitive facilities to recruit and retain quality student-athletes, enhance the fan experience, and attract Ohio High School Athletic Association (OHSAA) events.

XI. Ethical Integrity - Intercollegiate Athletics is committed to the highest ethical standards and will always conduct activities in compliance with the rules and regulations of the University, member conferences, and the NCAA.

XII. Competitiveness - Intercollegiate Athletics is committed to fielding competitive teams in the Horizon League that manifest the University's ethical, academic, and civic values. Intercollegiate Athletics is committed to achieving national excellence in the sport of Division I-AA football.

Plans for Improvement

In completing the current self-study objectives, attention will also be given to progress YSU has made on institutional plans for improvement since the first self-study. Although our institution was in substantial conformity with all operating principles, we will demonstrate completion of our institutional plans for improvement that included:

Governance and Commitment to Rules Compliance

Recommendation No. 1:

The peer-review team concurs with the institution's recommendation to develop a new five-year plan by August 1999 for increasing representation of females on Youngstown State's athletics teams and within the coaching staff.

Actions taken in response to Recommendation 1:

1999-2005 Gender Equity Plan was submitted January 11, 1999, prior to final certification, and approved in the May 10, 1999 memo from the NCAA.

Recommendation No. 2:

The peer-review team concurs with the institution's recommendation that the recent change in administration structure that places the athletics department under the vice-president for development and community affairs needs to be clarified and communicated in all internal and external communications by the 1998-99 academic year.

Actions taken in response to Recommendation 2:

An updated administrative structure was clarified and communicated for the 98-99 University Guidebook. The current structure has Intercollegiate Athletics reporting directly to the President.

Recommendation No. 3:

The peer-review team concurs with the institution's recommendation that the athletics department should provide periodic updates to the quarterly meeting of the department chairpersons who in turn can keep the faculty more informed of the changes within athletics beginning with the 1998 fall quarter.

Actions taken in response to Recommendation 3:

The President created the Administrative Advisory Council and issues related to athletics are discussed during the AAC meetings. These meetings include the President, Vice Presidents, Executive Directors (including athletics),

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some department chairs, and union presidents. This group meets twice a month and the department chairs are directed to discuss all agenda items (including athletics) with their respective faculty. Minutes from the meetings are sent to all AAC members.

In addition, the YSU website provides current athletic affairs, as well as affairs of the entire institution, that is readily available to YSU staff and the general public.

Since all department chairs are not members of AAC, it is recommended that a representative from athletics attend a department chairs meeting once per semester to provide any additional information to all chairs, as well as provide any compliance-related information.

Recommendation No. 4:

The peer-review team concurs with the institution's recommendation to schedule a yearly compliance review to be conducted by an external entity by the 1999 spring quarter.

Actions taken in response to Recommendation 4:

The NCAA originally required a "periodic" compliance review, which we planned to be annually. The NCAA revised the wording to "once every four years". Outside compliance reviews were conducted October 1998, December 2001, and September 2005.

Describe any additional plans for improvement or recommendations developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Additional Plan: Create more avenues to educate all staff (in addition to coaches) as to various NCAA rules.

Actions Taken:

Staff weekly NCAA Rules Education. Weekly Rules Education emails began August 28, 2001.

Department Rules Education. Department staff meetings began in December, 2000 and continue semi-annually.

New Employee Sign-Off Form, emphasizing NCAA compliance, effective March, 2002.

Booster Rules Education Flier that is included in at least one Penguin Club and ticket mailing, as well as a "compliance corner" included in the quarterly Penguin Club Newsletter, effective Summer, 2002.

Academic Integrity

Recommendation No. 1:

The peer-review team concurs with the institution's recommendation that all undergraduate applicants, including prospective student-athletes, must abide by the same criteria and academic standards as the other students at the university within three months of the certification decision.

Actions taken in response to Recommendation No. 1:

The peer review team report noted that student-athletes already meet the same basic university requirements for admission, academic satisfactory progress and graduation as all other students. However, YSU updated its University Bulletin to make prospective students aware of the additional standards needed to participate in athletics. It is recommended that the Undergraduate Bulletin language under topic of Admission Status read as follows:

"If you are interested in participating in intercollegiate athletics in your first year at YSU, you must take either the SAT or the ACT prior to initial, full-time enrollment."

Recommendations for additional required actions:

Recommendation No. 2

The peer-review team recommends that each area of the academic support establish a procedure to review and evaluate each support area. This should be completed within three months of the final certification decision.

Actions taken in response to Recommendation No. 2:

The YSU Athletic Academic Counseling Support Services Evaluation was implemented. Academic advisors, department chairs, faculty and other university personnel complete the evaluation every three years.

Also, the Usage and Retention Data Report from the Center for Student Progress indicates each area of academic support is being evaluated for the general student population that includes student-athletes.

Recommendation No. 3:

The peer-review team recommends that a statement be placed in the student-athlete handbook referencing class attendance when it conflicts with athletics practices and/or competition within three months of the final certification decision.

Actions taken in response to Recommendation No. 3:

The current statement in the Student Athlete Handbook referring to class attendance and practices/competitions

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sufficiently outlines the policy of the Athletic Department, University and follows NCAA regulations. For the purpose of clarity, it is suggested that the following rewrite of the statements as printed in the Student Athlete Handbook:

"Athletes are not to miss any part of a class for practice, unless associated with an away from home contest."

"Student-athletes are not to miss any part of examination week due to travel for an athletic event (required NCAA and conference games excluded)."

Recommendations for required actions based on the institution's plan for improvement (not included in the peer review team report):

Recommendation No. 4:

The peer-review team concurs with the institution's recommendation to provide one, full-time, athletics-academic counselor.

Actions taken in response to Recommendation No. 4:

The Department of Intercollegiate Athletics increased a part-time counselor to full-time (10 months), effective 99-00. Effective Summer, 2002, a counselor is also available one day per week during the summer sessions. Effective 2005-06, a second part-time counselor was upgraded from .63 FTE to .75 FTE. These positions, in addition to a third .50 FTE counselor, allow student-athletes to meet with an academic counselor when there is a need.

Recommendation No. 5:

The peer-review team concurs with the institution's recommendation to include a scheduling policy in the Intercollegiate Athletics Operation Manual.

Actions taken in response to Recommendation No. 5:

The current policies for scheduling competitions and practices is stated in the operations manual.

Recommendation No. 6:

The peer-review team concurs with the institution's recommendation to establish more in-service programs.

Actions taken in response to Recommendation No. 6:

In 1999, YSU became an NCAA CHAMPS/Life Skills Institution. Student-athletes are oriented to the services available to the general student population in their orientation programs and these services are outlined in the Student-Athlete Handbook in addition to being available on the YSU web site.

Equity and Student-Athlete Welfare

Recommendations for required actions based on the institution's plans for improvement:

None.

Peer-review team recommendations for additional required actions:

Recommendation No. 1:

The peer-review team recommends that the institution enhance the current gender-equity plan by establishing goals for years beyond 1999 to ensure continued progress toward the future and goals and maintenance of the current status of the program in this area. These modified plans should be developed through a process that reflects broad-based campus participation and formal university approval. The plan also must include (at a minimum) the following elements: (a) intended end results, (b) individuals or offices that will be responsible for taking specific actions and (c) the specific timetable(s) for completing the work. In other words, the institution should clearly specify: (i) the issues confronting the institution that were identified during the self-study, (ii) the goals the institution intends to achieve, and (iii) the steps the institution will take to achieve those goals.

Actions taken in response to Recommendation No. 1:

This recommendation was addressed per memo received May 10, 1999 due to supporting information sent by YSU on January 11, 1999.

Recommendation No. 2:

The peer-review team recommends that the institution develop a minority-opportunities plan having been developed through a process that reflects broad-based campus participation and formal university approval. The plan also must include (at a minimum) the following elements: (a) intended end results, (b) individuals or offices that will be responsible for taking specific actions, and (c) the specific timetable(s) for completing the work. In other words, the institution should clearly specify: (i) the issues confronting the institution that were identified during the self-study, (ii) the goals the institution intends to achieve, and (iii) the steps the institution will take to achieve those goals.

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Actions taken in response to Recommendation No. 2:

This recommendation was addressed per memo received May 10, 1999 due to supporting information sent by YSU on January 11, 1999.

Self Study Process

The process to conduct the self study will involve a broad-based group of individuals from the YSU community. The manner in which a meaningful and comprehensive study will be conducted is as follows:

A. President Dr. David Sweet

- 1) Effectively communicate, by word and action, that the self-study is a priority and the entire institution, not just the athletics department, is responsible for its completion
- 2) Receive approval and support of the self-study process from the Board of Trustees
- 3) Appoint a Steering Committee Chair
- 4) Shall ensure effective representation of key campus constituent groups on the steering committee
- 5) Make the charge of the steering committee clear
- 6) Give the steering committee the proper authority to complete its work

B. Steering Committee Chair

Dr. Cynthia Anderson, Vice President for Student Affairs

- 1) Shall be appointed by the President
- 2) Shall be provided clear authority from and ready access to the President
- 3) Shall conduct the business of the Steering Committee
- 4) Shall appoint three Sub-Committee Chairs
- 5) Shall be the primary contact to the NCAA and peer review team
- 6) Shall appoint a campus liaison to the NCAA and peer review team
- 7) Shall appoint a chief report writer

C. Steering Committee

Dr. Cynthia Anderson, Vice President for Student Affairs, Chair

Dr. David Sweet, President

Ken Brayer, Community Member

Dr. Ron Chordas, Assistant Provost for Academic Administration

Elaine Jacobs, Associate Director of Athletics/Senior Woman Administrator

Dr. Jane Kestner, Associate Dean of Arts & Sciences/Faculty Athletics Representative

Dr. Tom Maraffa, Special Assistant to the President

Janelle McDonald, Student-Athlete

Dr. Daryl Mincey, Professor, Chemistry Department

Jimmy Myers, Director of Equal Opportunity and Diversity

Scott Schulick, Board of Trustee

Ron Strollo, Executive Director of Athletics

Paul Walker, Student Trustee

- 1) Shall be appointed by the President
- 2) Shall review and understand the process and goals of the self-study
- 3) Shall provide goals and timelines to three subcommittee chairs
- 4) Shall review periodic reports from subcommittees
- 5) Shall review and provide approval of final self-study report

D. Subcommittee Chairs

Dr. Ron Chordas, Assistant Provost for Academic Administration

Equity and Student-Athlete Welfare

Dr. Jane Kestner, Associate Dean of Arts & Sciences/Faculty Athletics Representative

Academic Integrity

Dr. Tom Maraffa, Special Assistant to the President

Governance and Commitment to Rules Compliance

- 1) Shall be appointed by the Steering Committee Chair
- 2) Shall ensure effective representation of key campus constituent groups on his/her subcommittee
- 3) Shall guide subcommittee in evaluating the criteria of each operating principle
- 4) Shall document meetings, dates, attendance, and write the draft of their report
- 5) Shall provide monthly updates to the Steering Committee

E. Sub-Committees

Academic Integrity

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Michael Beverly, Coordinator, Center for Student Progress
Susan Davis, Director of Undergraduate Recruitment/International Admissions
Denise Walters Dobson, Academic Administrator
Rick Love, Associate Director of Athletics
Marilyn O'Bruba, Senior Athletic Academic Advisor
Jennifer Roller, Director, Upward Bound
Dr. Tom Shipka, Professor and Chair, Philosophy and Religious Studies
Dr. Rick Walker, Professor and Chair, Human Performance and Exercise Science,
Britta Snowberger, Student-Athlete

Governance and Commitment to Rules Compliance
Beth Bartlett, Administrative Assistant, Financial Aid
Tysa Egleton, Coordinator, Center for Student Progress
Dr. Lawrence Hugenberg, Professor, Communication and Theater
Holly Jacobs, General Counsel
Dr. Betty Jo Licata, Dean, Williamson College of Business Administration
Dr. Daryl Mincy, Professor and Chair, Chemistry
Judy Richards, Associate Director of Athletics
Katie Shea, Student-Athlete

Equity and Student-Athlete Welfare
Dr. Frank Bosso, Professor, Human Performance and Exercise Science
Kathylonn Feld, Professor, Health Professions
Terry Fullum, Academic Administrator
Dr. Phil Ginnetti, Dean, Beeghly College of Education
Brittney Humphrey, Student-Athlete
Dan O'Connell, Associate Director of Athletics
Jimmy Myers, Director of Equal Opportunity and Diversity

- 1) Shall be appointed by the Subcommittee Chair
- 2) Shall research and evaluate data needed for their report, including but not limited to:
 - a) Reviewing all institutional plans and CAC required actions from the first cycle self-study and evaluate their implementation;
 - b) Reviewing all CAC required actions from the interim report, if applicable;
 - c) Interviewing selected staff and student-athletes, as needed;
 - d) Responding to all self-study items for each operating principle;
 - e) Develop plans for improvement, if needed.
- 3) Shall actively participate in meetings and provide analysis of data
- 4) Shall assist in the development of drafts and the final report for their respective committee

F. Campus Liaison
Elaine Jacobs, Associate Director of Athletics/SWA

- 1) Shall be appointed by the Steering Committee Chair
- 2) Shall serve as liaison for questions between institutional personnel and NCAA
- 3) Shall designate her secretary to coordinate travel preparations for orientation visit
- 4) Shall designate her secretary to coordinate work-related needs for orientation visit, including but not limited to meetings rooms, computer resources, clerical assistance, copies, etc.

G. Chief Report Writer
Elaine Jacobs, Associate Director of Athletics/SWA

- 1) Shall be appointed by the Steering Committee Chair
- 2) Shall be provided the time and technology necessary to write the self-study
- 3) Shall utilize the NCAA web-based report writer to complete the report

H. Associate Director of Athletics/Compliance
Elaine Jacobs

- 1) Shall serve as an ex officio member of all subcommittees to assist in data collection

I. Horizon League

- 1) Shall identify a liaison for our self-study
- 2) Shall review our objectives and timelines for completing the self-study
- 3) Shall participate in the initial videoconference

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- 4) Shall participate in the evaluation visit, if requested
- 5) Shall be used as an informational resource throughout the self-study

J. Outside Individual or Agencies

- 1) Shall not be used during the self-study process

Actions

Timetable

Appointment of Chair of Steering Committee by President Sweet

Completed by 2/25/05

Chair will select members of the steering committee, subcommittee chairs, the institutional liaison to the peer-review team and NCAA staff, and a chief report writer.

Completed by 4/8/05

Overview and discussion with President Sweet regarding timetable, purpose, benefits, steering committee composition and CEO responsibilities.

Completed by 4/11/05

Overview and discussion of steering committee composition and purpose of certification with Intercollegiate Athletics Council

Completed by 5/20/05

Overview and discussion with University Board of Trustees regarding timetable, purpose, benefits, steering committee composition and institutional responsibilities. Board of Trustees to approve steering committee composition and support of certification.

Completed at BOT meeting 6/9/05

Initial meeting of steering committee. President-issued charge to the committees. Provide each member a copy of certification handbook and self-study instrument, as well as a copy of the previous self-study report and interim report.

Completed by 7/15/05

Steering Committee Chair and Sub-committee chairs identify and select respective subcommittee members considering broad-based campus participation.

Completed by 8/30/05

Steering committee liaison provides update to Horizon League office

Completed by 9/15/05

Orientation videoconference by NCAA staff member.

Completed 9/22-23/05

Submit press release to Office of University Relations announcing "kick-off" of self-study process. Community and university population are invited to request more information and provide input.

Completed 9/28/05

Steering Committee meets to set specific dates for monthly meetings with sub-committee chairs and for completion of report. All 3 subcommittees have set meetings to begin in October, 2005.

Student-Athlete Advisory Committee is provided an update of and opportunity to provide input to the self-study process.

Oct. 11, 2005, December 6 2005 and March 8, 2006 SAAC meetings

Sub-committee chairs work-related needs (meeting rooms, computers, copies, etc.) should be communicated to the secretary of the Campus Liaison.

As needed

Sub-committee chairs formalize subcommittee meeting dates and conduct meetings. Chair is responsible for providing written records of meeting dates, attendees, and writing assignments. Chair is responsible for writing draft reports for monthly Steering Committee meetings and submitting final sub-committee report to Chief Report Writer. Meetings conducted every two to three weeks.

Steering Committee meets to receive updates from sub-committee chairs, reviews draft reports and makes recommendations, if necessary.

Completed 11/15/05, 1/24/06, 2/20/06

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YSU Marketing and Communications provides progress of steering committee to YSU community via email YSUpdate (Ron Cole).

Completed 2/06

YSU Sports Information Office provides progress of steering committee to general public via sports web site
Monthly

Intercollegiate Athletics Council provided draft of Self Study for review and comment
Completed 2/20/06

Steering Committee chair provides final sub-committee drafts to chief report writer
Completed by 2/27/06

Steering Committee approves final draft of Self Study.
Completed by 2/28/06

Intercollegiate Athletics Council approves final draft of Self Study.
Completed by 3/1/06

Board of Trustees receive update of self study process and access to the final copy of self study instrument.
Completed by 3/2/06

Final Report signed by all members of Steering Committee.
Completed by 4/20/06

Self study due at NCAA.
5/15/06

Self-Study process update provided to Board of Trustees.
7/06

Initial CAC review
7/06

Liaison and secretary works with NCAA liaison to establish lodging and transportation details, and develop itineraries for peer review team.
Earliest opportunity

Secretary arrange work areas and interview areas for peer review team
Earliest opportunity

Evaluation visit by peer-review team
9/18 - 9/20/06

Steering Committee receives and responds to peer-review team's draft report. Submit written reaction. Correct factual errors. Present new, relevant information not considered by peer-review team. Propose additional corrective actions for remedying deficiencies. Within two weeks from receipt of the draft report

Final CAC review
2/07

Release certification decision through Office of University Relations. Revise plan for improvements and corrective actions, if necessary. Once certification is received, post self-study document on YSU athletics web page
Once certification status is received

Conduct internal evaluation of certification process. Develop policies and procedures for implementation of required corrective actions, if any.

Within two months of final certification decision

Governance and Commitment to Rules Compliance

Operating Principle

1.1 Institutional Control, Presidential Authority and Shared Responsibilities

Self-Study Items

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

During the first-cycle certification, Youngstown State University was found to be in substantial compliance in areas related to Operating Principle 1.1, therefore no corrective actions, conditions for certification, or strategies for improvement were imposed.

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

1.1.2.1(a) Original Plan: The peer-review team concurs with the institution's recommendation to develop a new five-year plan by August 1999 for increasing representation of females on Youngstown State's athletics teams and within the coaching staff.

1.1.2.1(b) Actions Taken: 1999-2005 Gender Equity Plan was submitted January 11, 1999, prior to final certification, and approved in the May 10, 1999 memo from the NCAA. Based on the NCAA letter, the Committee was satisfied that YSU responded to recommendation #1 and provided a gender equity plan that projected at least five years into the future.

1.1.2.1(c) Dates of Action: Prior to final certification in 1999

1.1.2.2(a) Original Plan: The peer-review team concurs with the institution's recommendation that the recent change in administration structure that places the athletics department under the vice-president for development and community affairs needs to be clarified and communicated in all internal and external communications by the 1998-99 academic year.

1.1.2.2(b) Actions Taken: An updated administrative structure was clarified and communicated in the University Guidebook.

1.1.2.2(c) Dates of Action: 1998-99 academic year

1.1.2.3(a) Original Plan: The peer-review team concurs with the institution's recommendation that the athletics department should provide periodic updates to the quarterly meeting of the department chairpersons who in turn can keep the faculty more informed of the changes within athletics beginning with the 1998 fall quarter.

1.1.2.3(b) Actions Taken: The President created the Administrative Advisory Council and issues related to athletics are discussed during the AAC meetings. These meetings include the President, Vice Presidents, Executive Directors (including athletics), some department chairs, and union presidents. This group meets twice a month and the department chairs are directed to discuss all agenda items (including athletics) with their respective faculty. Minutes from the meetings are sent to all AAC members.

Governance and Commitment to Rules Compliance

Since all department chairs are not members of AAC, a representative from athletics attends a department chairs meeting once per semester to provide any additional information to all chairs, as well as provide any compliance-related information.

In addition, the YSU website provides current athletic affairs, as well as affairs of the entire institution, that is readily available to YSU staff and the general public.

1.1.2.3(c) Dates of Action: 1998-99 academic year to date

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

The Committee reviewed a current University organizational chart which shows that the Executive Director of Intercollegiate Athletics reports directly to the President.

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

The Executive Director of Intercollegiate Athletics reports quarterly to the Board Of Trustees (BOT) Internal Affairs Committee. YSU Vice Presidents and other executive staff regularly report to appropriate Board of Trustees committees. The publication "For the Record" documents all BOT actions related to Athletics as well as all other units within the University. The document is available on the YSU web site, accessible to everyone's perusal. Official Board Minutes are located in the Office of the President.

Within the past three years, the BOT approved the 2004-2010 Gender Equity Plan and reviewed the Intercollegiate Athletics Strategic Plan. The BOT approved the Department of Intercollegiate Athletics mission statement in 2002. Also, the BOT approved the Department's Strategic Plan in 2004. In general, major strategic planning initiatives are presented to the BOT for review or endorsement as appropriate for all units within the University.

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

The YSU President is involved in significant decisions related to Athletics. In the last three years, the President has been involved in the following:

- Reviewed and provided input to the Intercollegiate Athletics Strategic Plan as he did with other major plans for other units;
- Met regularly with the Executive Director in "one on one" format as with other members of the senior staff;
- Interviewed candidates for two major coaching vacancies and provided input, as with other major hires in the university;
- Reviewed, provided input, and approved the Gender Equity Plan.

6. Describe the process by which the institution makes major decisions regarding intercollegiate athletics. In so doing, describe the role and authority of the institution's governing board, the president or chancellor, the athletics board or committee (if one exists), the faculty athletics representative(s), the director of athletics, and any other appropriate campus constituencies (e.g., faculty, students, institutional personnel involved in rules-compliance activities) in this process.

A major decision would most likely begin at the Executive Director of Athletics' office. The Executive Director (ED) would consult with his administrative team that includes four Associate Directors (one of whom is the Senior Woman Administrator (SWA) and Director of Compliance), Business Manager, Director of Athletic Development,

Governance and Commitment to Rules Compliance

Ticket Manager, and Sports Information Director. The ED regularly meets with the President to update him on departmental issues. As a plan is developed, the ED would involve the Faculty Athletics Representative (FAR) and head coaches for input and direction. On some occasions, the Student-Athlete Advisory Committee (SAAC) and/or Penguin Club (booster group) members are asked for input.

Once the appropriate above-mentioned groups' input is gathered, the ED and his administrative team would draft a proposal. If appropriate, the draft would be presented to the Intercollegiate Athletic Council (IAC). The IAC is appointed by the President to oversee policy making in the athletics department. The IAC would deliberate and provide their support, if necessary, to the President. In many cases, the ED would present a plan directly to the President. The President, if agreeable, would approve the decision or provide support to the Board of Trustees for approval, if necessary.

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

Intercollegiate Athletics Council

Dr. Cynthia Anderson, Vice President for Student Affairs (chair)
 Mr. Jack Rigney, Director of Campus Recreation and Intramural Sports
 Dr. Jane Kestner, Associate Dean, College of Arts and Sciences (FAR)
 Dr. Lyn Hemminger, Professor, Health and Human Services
 Dr. Lawrence Hugenberg, Professor, Communication and Theater
 Dr. Daniel Suchora, Professor, Mechanical and Industrial Engineering
 Mr. Bob Faulkner, community member
 Mr. Ken Brayer, community member
 Mr. Ron Stollo, Executive Director of Athletics
 2 Student-athletes

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

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

Evaluation

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

Governance and Commitment to Rules Compliance

Operating Principle

1.2 Rules Compliance

Self-Study Items

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

During the first-cycle certification, Youngstown State University was found to be in substantial compliance in areas related to Operating Principle 1.2, therefore no corrective actions, conditions for certification, or strategies for improvement were imposed.

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

1.2.2.1(a) Original Plan: The peer-review team concurs with the institution's recommendation to schedule a yearly compliance review to be conducted by an external entity by the 1999 spring quarter.

1.2.2.1(b) Actions Taken: The NCAA originally required a "periodic" compliance review, which YSU planned to be annually. The NCAA revised the wording to "once every four years." Compliance reviews by external entities were conducted.

1.2.2.1(c) Dates of Action: October 1998, December 2001, and September 2005.

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

Additional Plan:

Create more avenues to educate athletic staff, student-athletes and boosters as to various NCAA rules.

Actions Taken:

- Weekly NCAA Rules Education began August 28, 2001 whereby the compliance office emails a rule interpretation weekly to entire athletic staff. The entire semester of rules education is available on the YSU sport web page.
- Athletic staff meetings began December 2000 and continue semi-annually, which include NCAA rules education.
- New athletic employees meet with the compliance officer, review NCAA rules compliance expectations and sign-off on the form, beginning March, 2002.
- Booster Flier that addresses NCAA rules is included in at least one Penguin Club and ticket mailing annually, beginning Summer, 2002.
- Director of Compliance periodically attends Penguin Club Board meetings and provides rules education.
- Director of Compliance periodically provides rules education to the Student-Athlete Advisory Committee.
- The annual Scholarship/Ring Dinner, attended by many YSU boosters, has booster rules in the program guide.

Governance and Commitment to Rules Compliance

- NCAA rules expectations appears on the main YSU sports web page.
- A "compliance corner" is included in every quarterly mailing of the Penguin Club Newsletter.

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

The organizational chart of the Penguin Club (PC) shows that the Executive Director of Athletics is also Executive Director of the Penguin Club. In addition, the PC bylaws reinforce the expectation that NCAA rules are to be followed in all PC activities. The Associate Director of Athletics/Compliance attends PC meetings and occasionally provides NCAA rules education to those in attendance.

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

The University Guidebook (i.e. operations manual) specifies that the President has authorized overall accountability for the Intercollegiate Athletics Program and its compliance with all conference and NCAA regulations to the Executive Director of Athletics.

The Executive Director of Athletics reports directly to the President and is responsible for the conduct, administration, and management of the daily operations of the Athletics Department. The Executive Director is also the Executive Director of the Penguin Club, our booster group.

The Executive Director has identified the Associate Director of Athletics/SWA as the individual responsible for the development of all procedures and day-to-day monitoring and coordination of the entire rules compliance program. The Associate Director/Compliance would normally be the primary investigator in researching and reporting violations, as described in the Department of Intercollegiate Athletics Operations Manual. The Associate Director of Athletics/Compliance reports directly to the Executive Director of Athletics, as well as has the option of a direct line to the President if needed for potential rules compliance issues.

The Faculty Athletics Representative is appointed by the President and has an approved job description. The FAR has responsibilities that include upholding academic integrity within the athletics department, protecting the welfare of student-athletes, involvement or notification of all violation investigations, and providing valuable input into the policies and conduct of the Department of Intercollegiate Athletics. The FAR is a member of the Academic Eligibility Committee, the Intercollegiate Athletics Council, and the Horizon League FAR Committee. The FAR reports directly to the President in her role as FAR.

All athletic staff, including coaches and professional staff, have compliance with NCAA rules as a condition of their employment. These expectations are included in their job descriptions, their contracts for employment, and annual evaluations. Each head coach reports to one of four Associate Directors or the Executive Director.

The Director of Financial Aid (DFA) has compliance with NCAA rules as a part of her job description and reports to the Vice President for Student Affairs. The DFA has designated personnel to administer aid to all students, including student-athletes. The DFA and Associate Director of Athletics/Compliance review, approve, and sign squad lists annually. The Director of Financial Aid also approves and signs the Noncounter Certification form.

Members of the Academic Eligibility Committee (AEC) are appointed by the President. The three members of the AEC have compliance with NCAA rules as a part of their job descriptions and are evaluated by their supervisor. The AEC reviews all student-athlete academic records each semester to verify academic eligibility. The FAR is the member of this committee who reports to the President in that capacity.

Governance and Commitment to Rules Compliance

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

All coaches and professional staff in the Department of Intercollegiate Athletics have adherence to NCAA rules as a component of their job description, contract, and annual evaluation.

Every new employee in the Department of Intercollegiate Athletics meets with the Associate Director/Compliance to reinforce adherence to NCAA rule expectations.

Administrative staff with rules compliance responsibilities regularly attend the NCAA Regional Rules Seminars.

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

Members of the Academic Eligibility Committee and the Director of Financial Aid have adherence to NCAA rules as a part of their job descriptions and evaluations.

The Executive Director of Athletics is also the Executive Director of the Penguin Club. The PC bylaws include a commitment to adherence to NCAA rules. The Associate Director/Compliance periodically attends PC meetings to monitor activities and provide rules education.

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

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

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

COACHES AND ATHLETIC STAFF

- Weekly NCAA Rules Education began August 28, 2001 whereby the compliance office emails a rule interpretation weekly to entire athletic staff. The entire semester of rules education is available on the YSU sport web page.
- Athletic staff meetings began December 2000 and continue semi-annually, which include NCAA rules education.
- New athletic employees meet with the compliance officer, review NCAA rules compliance expectations and sign-off on the form, beginning March, 2002.
- Administrative staff regularly attend NCAA Regional Rules Seminars.
- Coaches must pass NCAA Recruiting Test.
- The Associate Director/Compliance participates on monthly Horizon League compliance calls and receives regular emails from the NCAA Legislative Review Interpretation Subcommittee.
- The Associate Director/Compliance provides regular emails to coaches and/or staff related to "hot topics" specific

Governance and Commitment to Rules Compliance

to their sport/area as well as responds to NCAA rule interpretation requests.

-Every coach, administrator and athletic support area annually receives an NCAA Manual.

REPRESENTATIVE OF ATHLETIC INTEREST

- Booster Flier that addresses NCAA rules is included in at least one Penguin Club and ticket mailing annually, beginning Summer, 2002.

- Director of Compliance periodically attends Penguin Club Board meetings and provides rules education.

- The annual Scholarship/Ring Dinner, attended by many YSU boosters, has booster rules in the program guide.

- NCAA rules expectations appears on the main YSU sports web page.

- A "compliance corner" is included in every quarterly mailing of the Penguin Club Newsletter that is sent to boosters.

-The organizational chart of the Penguin Club shows that the Executive Director of Athletics is also Executive Director of the Penguin Club. In addition, the Penguin Club bylaws reinforce the expectation that NCAA rules are to be followed in all PC activities.

STUDENT-ATHLETES

- Director of Compliance periodically provides rules education to the Student-Athlete Advisory Committee.

-All student-athletes annually receive, review and sign off on understanding and complying with a Student-Athlete Handbook.

-All student-athletes annually receive, review and sign off on understanding and complying with the NCAA Summary of Regulations.

-All student-athletes annually complete and sign an Employment Verification form.

-Revenue sport student-athletes annually complete and sign an Automobile Verification form.

-Various posters related to gambling, tobacco, and nonpermissible benefits, etc. are visible in the academic area, locker rooms and weight rooms.

INSTITUTIONAL STAFF MEMBERS

-Receive Athletic Department updates and rules education each semester at department chairs meetings.

- NCAA rules expectations appears on the main YSU sports web page.

-Administrative staff periodically attend NCAA Regional Rules Seminars or attend seminars in their professional area that include sessions on NCAA rules.

-The President, FAR, and Director of Financial Aid annually receive an NCAA Manual.

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

Stephanie Jarvis, Assistant Commissioner for Compliance and Legal Affairs at the Horizon League is responsible for conducting our rules-compliance evaluation. The Horizon League offered her services and compliance expertise to all 9 member institutions.

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

Governance and Commitment to Rules Compliance

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

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

The compliance evaluation was conducted September 8-10, 2005. The results indicated there were no significant areas of concern identified and that YSU's compliance policies and procedures are commendable. No corrective actions were required.

Suggestions provided that we will respond to include:

- 1) The President, AD, FAR, and SWA will meet once a year to discuss compliance issues.
- 2) The FAR will receive minutes from Student-Athlete Advisory Committee meetings.
- 3) Rules education regarding nutritional supplements will be conducted with athletic staff.
- 4) YSU has defined nonreusable equipment and apparel:
"Identification of nonreusable equipment and apparel is subject to the discretion of the equipment staff with the understanding that the apparel or equipment must have been worn/used throughout at least one season on a regular basis."
- 5) The Executive Director of the Penguin Club shall receive monthly statements of expenditures, rather than quarterly.

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

- List of athletics booster organizations and their officers.
- Description of athletics booster group policies and procedures (e.g., constitution and bylaws).
- Documentation required by the institution to maintain compliance with NCAA rules (e.g., compliance manual, recruiting logs, eligibility files).
- Documentation generated as a result of conference involvement with the institution in reviewing compliance efforts.
- Documentation related to secondary rules violations for the last three years and the institutional response to those violations.
- Conference manual.
- Planning documents related to athletics (if any).
- Job descriptions for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Contracts or letters of appointment for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.

Governance and Commitment to Rules Compliance

- Personnel evaluation criteria for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Philosophy statements and other applicable sections of policy manuals for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Documentation related to the evaluation of the institution's rules-compliance program by an authority outside of athletics at least once every four years.
- (Rules Compliance) Policies and Procedures.

Evaluation

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

Governance and Commitment to Rules Compliance

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
NCAA rules complaince education with University community.	The Department of Intercollegiate Athletics will utilize the MyYSU Portal (scheduled to be activited 2007) to provide additional periodic NCAA rules education to the YSU community.	The Associate Director of Athletics/Compliance will provide the MyYSU guardian with a rules education piece.	The Associate Director of Athletics/Compliance	Once each semester once MyYSU is activated on campus.
NCAA rules education with Board of Trustee members	To educate new Board of Trustee members on NCAA rules compliance.	NCAA rules education will be a part of new Board of Trustees orientation process.	Associate Director of Athletics/Compliance and the President	March 2, 2006 for all current board members. Thereafter, as new board members are appointed.

Academic Integrity

Operating Principle

2.1 Academic Standards

Self-Study Items

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

During the first-cycle certification, Youngstown State University was found to be in substantial conformity in areas related to Operating Principle 2.1, therefore no "corrective actions," "conditions for certification," or "strategies for improvement" were imposed.

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

In accordance with the "strategy for improvement" developed during the first-cycle certification, copy was added to the Undergraduate Bulletin beginning in 2000-2001 and continuing through the 2003 Undergraduate Bulletin, which specifically refers to NCAA academic requirements for students who may be interested in participating in athletics. The language was inadvertently omitted in the 2004 printing of the Bulletin but will be reinserted during the next printing cycle. The NCAA standards are higher than the admission standards to enroll at YSU.

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

No additional plans for improvement/recommendations related to Operating Principle 2.1 have been developed since first-cycle certification.

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

YSU offers broad access to education through open admission for all Ohio high school graduates. Ohio residents who have graduated from a public or chartered high school or successfully completed the General Education Development (GED) test are eligible for admission to the University. Out-of-state residents must have graduated

Academic Integrity

from a high school with a state-approved diploma and be ranked in the upper two-thirds of their graduating class; or have an ACT composite score of 17 or higher; or have a combined SAT score of 820 or higher.

Transfer students who are Ohio residents and in good academic standing at the last institution attended and have an aggregate cumulative point average of 2.0 or higher are admitted in good standing. Those with a point average of less than 2.0 may be considered for probationary transfer. Transfer students who are non-residents of Ohio must be in good standing at the last institution attended and have an aggregate cumulative grade point average of 2.0 or higher to be considered for admission. A non-resident transfer with less than a 2.0 could petition for probationary transfer status.

Student-athletes must meet the same admission requirements as students in general and that student-athletes are, in fact, not identified during the admission process. Admission standards are created and modified at Youngstown State University by the Academic Senate, subject to the approval of the administration and the Board of Trustees. The Academic Senate is composed of 70 faculty representatives, 15 student representatives and 15 administrators. The Office of Undergraduate Admissions is charged with the application of these standards to in-coming students. In some cases, the decision of whether or not to admit particular transfer students may be made by the college in which the student wishes to enroll. This may be the case for both student-athletes and students in general, although in cases of suspension from the original institution, student athletes are ineligible to compete as a function of NCAA rules.

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

The admission profiles of student-athletes who received athletic grants-in-aid and students in general at Youngstown State University were not found to differ significantly. Data provided by the Office of Institutional Research for students in general and by the Department of Intercollegiate Athletics for student-athletes who received athletic grants-in-aid for the most recent three academic years shows the comparison of admission test scores for student-athletes and student in general subcategorized by gender, racial/ethnic group and sport.

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

According to admissions policy, incoming freshmen students (student-athletes and students in general) who do not meet admission requirements are not admitted. In addition, the NCAA Clearinghouse requirements for the most part exceed the admission requirements to YSU so a student-athlete who did not meet the YSU requirements would most likely be a non-qualifier and probably not enroll at YSU.

For transfer students, there is an appeal process available for students who do not depart the previous institution in good academic standing. An evaluation is completed by the Undergraduate Admissions office, in consultation with the Dean of the college of which is willing to accept the student. If approved, the student will be accepted conditionally on "warning" status for one semester and re-evaluated at the conclusion of the semester. Per NCAA rules, a student-athlete who does not depart the previous institution in good academic standing would be required to complete a year of residence at YSU without competing.

Academic Integrity

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

Since there is not process by which freshmen students who do not meet admission requirements are admitted, self-study item 7 is not applicable.

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

With regards to the certification of initial eligibility of student-athletes, the following process is in place at YSU:

- Individual coaches submit the Clearinghouse Institutional Request to the compliance office, which in turn submits the prospect's name to the NCAA Clearinghouse.
- The Associate Director of Athletics/Compliance monitors the status of the clearance until final certification.
- The Associate Director/Compliance provides a printout of each sport team's freshmen and their certification status to the Academic Eligibility Committee.
- Members of the Athletic Eligibility Committee (AEC) confirm the final certification. (Current AEC members are: Terry Fullum, Academic Administrator; Denise Walters Dobson, Academic Administrator; Jane Kestner, Faculty Athletic Representative and Associate Dean)
- Any AEC member has final signature authority to approve academic eligibility in cases which all members are not available to review the documentation, although all three members approval is normally achieved.

With regards to the eligibility of transfer student-athletes, the following process is in place at YSU:

- If possible, athletic academic advisors look at the transcripts of prospective transfer athletes to do an initial determination of eligibility prior to the prospect enrolling at YSU.
- The Associate Director of Athletics/Compliance (ADA/C) seeks a release request form from the previous institution, verifying transfer exception & academic requirements from the previous institution.
- The ADA/C requests transcript from Admissions and provides it to the AEC.
- The AEC reviews the transfer equates, transcripts, and Associate Degree earned (if applicable) and verifies whether or not the student meets the appropriate academic rule.
- Any AEC member has final signature authority to approve academic eligibility in cases which all members are not available to review the documentation, although all three members approval is normally achieved.

9. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes' continuing eligibility. Identify by name and title the individual(s) with final authority for certifying continuing eligibility. Provide names (including titles) of who has ultimate responsibility in determining student-athlete's continuing eligibility.

With regards to the continuing eligibility of student-athletes, YSU has the following procedures in place:

- Athletic academic advisors monitor student records during the academic year and secure signed Satisfactory Progress Forms from the appropriate college advisors. The Satisfactory Progress Forms list the courses earned by the student and where they are applied in the declared curriculum.
- Athletic academic advisors prepare the initial reports that are submitted to the AEC (see #8 for names and titles) for review.
- The AEC reviews the permanent record, curriculum sheet and Satisfactory Progress Form of each student-athlete and if necessary creates a percentage degree evaluation for the student. AEC monitors remedial hours, 6 hour rule, major declaration, etc. at the end of each academic term.
- Any AEC member has final signature authority to approve academic eligibility in cases which all members are not available to review the documentation, although all three members approval is normally achieved.

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

With regards to the graduate rates of student-athletes and various student-athlete sub-groups who receive athletic grants-in-aids in comparison with students in general and sub-groups of students in general, the committee reviewed NCAA Graduation-Rates Reports 2002, 2003 and 2004. These reports show the graduation rates for all YSU students and subgroups by gender and race and for all YSU student-athletes and student-athlete subgroups by gender and race. Student-athlete graduation rates are also shown subdivided by sport.

The committee finds the following positive data:

For each of the three years reported, student-athletes overall graduate at a higher rate than students in general at YSU.

Both male and female student-athletes overall graduate at higher rates than male and female students in general at YSU.

When comparing the graduation rates of various racial groups, student-athletes in each racial group graduate at either higher or comparable rates as students in the general student populations from these racial groups.

The committee finds the following few exceptions to the positive data when individual sports are examined:

In the sport of baseball for the year of 2002, 29% of white freshmen graduated (which also represented the entire team rate that year), compared with 34% student white and general male freshmen cohort. It is noted that there was already improvement in graduation rates of baseball players in years 2003 and 2004 where the rates are above the white male student rate.

In the sport of baseball in the year 2004, 0% of Black, 0% Indian, and 0% Other freshmen and 0% 4-year respective cohorts graduated, in comparison to 20%/18% (freshmen/cohort) of the general student Black male freshmen, ***/0% (freshmen/cohort) of the Indian males, and 17%/22% (freshmen/cohort) of Other freshmen male students. It is noted that the athletic data are a function of a cohort of only one student-athlete in each subgroup, and the same student in the 4-year cohort. Conclusions are not appropriately drawn from a sample size of one in each category.

In "Other Men's Sports" for the year 2004, 0% of the white athletes from the freshmen cohort graduated, compared with 34% of the general student white male freshmen. In 2002, 0% graduated for both the freshmen and 4-year cohorts of "other" males. It is noted that conclusions are inappropriate due to a student-athlete sample size of one in both of these cases.

In women's track for the year 2004, the graduation rate from the black freshmen cohort was 0% compared with 21% from the general student black female freshmen. It is noted that conclusions are inappropriate due to a student-athlete sample size of one.

In conclusion, the overall rates on a regular basis for all student-athletes and subgroups are at or above the general student comparable category. The committee did not conclude that there are any negative trends based on the data provided.

Academic Integrity

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

The Academic Policies and Procedure can be found from pages 29-46 of the 2004-05 Undergraduate Bulletin. These pages contain information related to placement testing, registration, credit hours, majors/minors, courses, grading system, academic misconduct and grievances, student records, and general education and graduation requirements. All of these standards and policies apply to student-athletes without exception.

Further, there are two policies that specifically include student-athletes:

1) Academic advisement is required for the following students:

freshmen; early admission option students; students on warning or probation; first-semester transfer students; all former students returning to the university; athletes.

2) Early registration is provided to the following groups: BSMD students; university scholars; students employed on-campus; athletes.

The student-athlete handbook conforms with these standards and policies, but also includes the NCAA academic standards that must be adhered to. These standards are higher than those of a general student.

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

The Board of Trustees has an approved scheduling policy that prohibits any competitions from being scheduled during final exam week, unless mandated by the NCAA or league.

The Academic Athletic Advisors take anticipated missed class time due to competition into account when advising student-athletes for the upcoming semester. The advisors compile a list of days each student will miss during the upcoming semester due to competition and/or related travel. Further, student-athletes are eligible for priority registration in order to schedule classes at times that will minimize the number of missed classes.

Student-athletes are given a letter listing missed class days to give to each instructor at the beginning of the semester. Student schedules may need to be adjusted based upon the missed class policies of the instructor. The University does not have a universal missed class time policy so each instructor has the latitude in determining how many missed classes may be excused, if any.

Reports of average missed class days for each athletic team are submitted to the Associate AD who in turn shares them with the Intercollegiate Athletic Council each semester for their evaluation and approval of current scheduling policies. The IAC is a committee comprised of non-athletic administrators, faculty, community members, and a student-athlete. The IAC serves in an advisory role to the President.

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

The IAC has thus far not found any sport's missed class time to be significant or excessive. The YSU Athletic Administration, the Horizon League Executive Council and the Faculty Athletic Representative's continue to discuss ways to minimize missed class time while maintaining competitive Division I schedules.

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

Our Department's policy for scheduling competition and practice is included in the student-athlete handbook. This policy is specifically reviewed with student-athletes annually by the Associate Director of Athletics, and each student signs a receipt, affirming their understanding and expectations for missed classes.

The athletic advisors provide every student-athlete letters for their instructors, noting the classes that will be missed due to competition. It is reinforced in the letters that the student understands that these are the only classes they should miss and are ultimately responsible for completion of their academic work.

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

Academic Integrity

- A copy of the institution's most recent catalog and/or bulletin.
- A copy of the institution's standard or regular, published entrance requirements, including the provisions under which students may be admitted by special exception to the institution's standard or normal entrance requirements.
- Information regularly reported to the chief executive officer, faculty senate or director of athletics concerning the academic performances of sports teams (if any).
- All student-athlete eligibility files (including, when appropriate, final high-school transcripts, high schools' lists of approved core courses, and final certification reports, verification of standardized test scores, NCAA student-athlete statements, institutional transcripts, transfer documentation).
- Information from exit interviews of student-athletes.
- Athletics department manual and/or policies and procedures.
- Student-athlete handbook.
- Institutional handbook for students.

Evaluation

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

Academic Integrity

Operating Principle

2.2 Academic Support

Self-Study Items

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

During the first-cycle certification, Youngstown State University was found to be in substantial conformity in areas related to Operating Principle 2.2, therefore no "corrective actions", "conditions for certification" or "strategies for improvement" were imposed.

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

2.2.2.1(a)Original Plan: Each area of the academic support should establish a procedure to review and evaluate each support area within three months of certification.

1(b)Actions Taken: The Athletic Academic Counseling Area policies, procedures and personnel were evaluated by academic advisors, department chairs, faculty and other University personnel. Summary of evaluations were reviewed and approved by the Intercollegiate Athletics Council.

1(c)Dates: 1999, 2003, 2005

2.2.2.2(a) Original Plan: The peer-review team recommends that a statement be placed in the student-athlete handbook referencing class attendance when it conflicts with athletics practices and/or competition within three months of the final certification decision.

2(b) Actions Taken: The current statement in the Student Athlete Handbook referring to class attendance and practices/competitions sufficiently outlines the policy of the Department of Intercollegiate Athletics, University and follows NCAA regulations.

2(c) Dates: 1998

2.2.2.3(a) Original Plan: The peer-review team concurs with the institution's recommendation to include a scheduling policy in the Intercollegiate Athletics Operation Manual.

3(b) Actions Taken: A scheduling policy appears in the Operations Manual.

3(c) Dates: 1998

2.2.2.4(a) Original Plan: The peer-review team concurs with the institution's recommendation to provide one, full-time, athletics-academic counselor.

4(b)Actions Taken: The Department of Intercollegiate Athletics increased a part-time counselor to full-time (10 months).

4(c) Dates: 1999

Academic Integrity

2.2.2.5(a) Original Plan: The peer-review team concurs with the institution's recommendation to establish more in-service programs.

5(b) Actions Taken: YSU became an NCAA CHAMPS/Life Skills Institution. Student-athletes are provided programming such as career orientation, nutrition, welfare, drug/alcohol misuse, etc. These services are outlined in the Student-Athlete Handbook.

5(c) Dates: 1999

2.2.2.6(a) Original Plan: The peer-review team suggests that athletics and academics develop a manual for students that are at-risk by the next certification cycle.

6(b) Actions Taken: An "At-Risk" policy is now found in the Student-Athlete Handbook and Operations Manual.

6(c) Dates: 1999

2.2.2.7(a) Original Plan: The peer-review team suggests that the institution provide specific procedures to students in the selection of an appropriate major based on their academic ability by the next certification cycle.

7(b) Actions Taken: A selection of major process is now in the Student-Athlete Handbook.

7(c) Dates: 1999

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

Effective summer 2002, an athletic academic advisor is also available one day per week during the summer sessions.

Effective in the 2004-05 academic year, one academic advisor was enhanced from a .50 FTE to a .67 FTE.

Effective in the 2005-06 academic year, one academic advisor was enhanced from a .67 FTE to .75 FTE.

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

The Associate Director of Athletics/Compliance supervises the Athletic Academic Support Services and Personnel.

The Senior Academic Advisor reports to the Associate AD.

Two academic advisors report to the Senior Academic Advisor. Student-athletes are assigned to one of the three athletic academic advisors by sport.

The athletes are directed to not only work with his/her athletic advisor but must work with his/her major academic advisor as well. The major academic advisor approves all registration of courses each semester.

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

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

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

Academic Integrity

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

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

Each team is assigned to one of three athletic academic advisors. Each advisor advises approximately 120 student-athletes. In addition, student-athletes must also meet with a regular academic advisor once each semester.

Every student-athlete is provided an opportunity for priority registration.

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

Athletic academic advising is available to all student-athletes. Each student-athlete is required to see their athletic and major advisor at least once per semester.

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

Student-athletes are made aware of these services annually at a preseason meeting with their athletic academic advisor. All advising support information is listed and reviewed in the student-athlete handbook and is available in the Academic Support section of the YSU sport web site. Student-athletes are coded in our computer system so that they cannot register unless they've met with an academic advisor in their major.

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

An Athletic Academic Counseling Evaluation tool was created and was conducted in 1999-00, 2002-03, and 2004-05. The evaluation is completed by a variety of University academic advisors, academic support personnel and faculty. The tool includes an evaluation of our athletic academic advising policies.

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

The Faculty Athletics Representative compiles the results and shares them with the Intercollegiate Athletics Council for their approval.

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.

Tutorial Services are not provided through the Department of Intercollegiate Athletics. Student-athletes are directed by their athletic advisor to the Center for Student Progress, Writing Center, Mathematics Assistance Center, and/or Reading and Study Skills Center for any tutoring needs.

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

Tutors in the respective academic support areas mentioned are available for free to any student of the University on a first come, first serve basis.

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

Student-athletes are made aware of these services as noted in the student-athlete handbook and is available on the YSU web site. In addition, when needed, they are directed to seek tutor support by their athletic advisor.

Academic Integrity

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

Tutorial Services are not under the direction of the Department of Intercollegiate Athletics. Annually, each academic support area that provides tutorial services evaluates their respective areas of academic support for the general student population that would include student-athletes. However, the athletic policy that governs the use of tutors by student-athletes is described in the Athletic Academic Counseling Evaluation that is evaluated at least once every three years by the Intercollegiate Athletics Council.

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

All academic areas providing tutorial services are regularly evaluated for effectiveness but are not under the direction of the Department of Intercollegiate Athletics. However, the policy that governs student-athlete use of and access to tutors is included in the Athletic Academic Counseling Evaluation, which is evaluated by University personnel and approved by the Intercollegiate Athletics Council.

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

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

Incoming students are required to take an English Placement Test and a Math Placement Test, unless a student meets a special admissions condition (i.e. transfer, academic merit). A student who demonstrates remedial work needed in note and test taking, study skills, grammar, time mgt., etc. could be required to take a course called R&SK 1510A or B or ENGL 1539 or 1540. In addition, the Writing Center is available to any student needing additional remedial work.

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

Courses or support is available to any student.

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

Students are required to take remedial courses based on results of his/her placement test. These services are also noted in the student-athlete handbook, or are directed to be utilized by his/her athletic advisor.

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

These services are not under the direction of the Department of Intercollegiate Athletics. All students are expected to follow University procedures in placement testing and enroll in the appropriate courses based upon the results of the test.

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

These services are not under the direction of the Department of Intercollegiate Athletics. The academic areas that conduct the placement testing and appropriate remedial courses are evaluated for efficiency and effectiveness by the appropriate body within the Office of Student Affairs.

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

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

All incoming freshmen and transfers are required to attend designated hours of study table the first

Academic Integrity

semester of enrollment. Upon satisfactorily completing the term (normally by achieving a 2.50 gpa or higher) this requirement may be eliminated.

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

Study hall is available to all student-athletes during the regular work day. Some head coaches choose to monitor study table during evening hours for their student-athletes.

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

Study hall attendance requirements are determined by each head coach. Study hall services are noted in the Student-Athlete Handbook. In addition, athletic advisors meet with teams at the beginning of each year to inform them of the available study hall services.

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

An Athletic Academic Counseling Evaluation tool was created and was conducted in 1999-00, 2002-03, and 2004-05. The evaluation is completed by a variety of academic advisors, academic support personnel and faculty and is approved by the Intercollegiate Athletics Council.

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

The Faculty Athletics Representative compiles the results from the Academic Evaluation Tool and shares them with the Intercollegiate Athletics Council for their approval.

5. Freshman/Transfer orientation Availability, attendance requirements.

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

All students are expected to attend New Student Orientation (new students cannot register unless they attend or receive a waiver of attendance). All student-athletes meet with their athletic academic advisor to review academic support available. The student-athlete handbook and YSU web site provide information on University services available to student-athletes.

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

All orientation programs are required of all incoming students, including student-athletes.

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

All students are expected to attend New Student Orientation (new students cannot register unless they attend or receive a waiver of attendance). All student-athletes meet with their athletic academic advisor to review academic support. The student-athlete handbook and YSU web site provide information on services available to students.

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

Freshman and Transfer orientation services are not under the direction of the Athletics Department. However, the Office of Student Affairs is responsible for coordinating and evaluating the orientation programs.

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

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Freshman and transfer orientation services are not under the direction of the Department of Intercollegiate Athletics. The Office of Student Affairs is responsible for coordinating and evaluating the orientation programs.

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

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

Athletic Academic Advisors shall provide the following services to all student-athletes:

1. Counseling, referral, and monitoring progress toward degree completion;
2. Monitoring progress toward eligibility requirements;
3. Make appropriate referrals to other departments such as reading and study skills lab, writing center, math lab, tutorial services, mentoring programs, counseling center and substance abuse center;
4. Act as liaison between athlete, faculty, academic advisor, staff and coaches;
5. Conduct orientation programs to familiarize athlete with University and academic rules and regulations;
6. Consult with coaches and staff regarding athletes' progress;
7. Monitor progress throughout the semester with periodic grade report requests;
8. Maintain and monitor study hall.

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

Academic progress monitoring and reporting is provided to all student-athletes.

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

All academic procedures are noted in the student-athlete handbook. In addition, the athletic academic advisor meets with each team annually to inform each student of academic policies and procedures.

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

An Athletic Academic Counseling Evaluation tool was created and was conducted in 1999-00, 2002-03, and 2004-05, which includes a section regarding our procedures for academic monitoring and reporting. The evaluation is completed by a variety of academic advisors, academic support personnel and faculty and approved by the Intercollegiate Athletics Council.

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

The Faculty Athletics Representative compiles the results and shares them with the Intercollegiate Athletics Council for their approval.

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

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

1. The student is directed to register with Disability Services in order to receive accommodation of disability.
2. Athletics academic advisor notifies head coach of academic need.
3. Head coach meets with student-athlete to discuss steps to be taken.
4. Student-athlete meets with academic advisor and proceeds with one or more of the following:
 - a. The student attends study table a designated number of hours each week;
 - b. The student enrolls in Tutorial Services;
 - c. The student attends individual/group study sessions;
 - d. The student registers for Supplemental Instruction (SI), when available.
5. Student-athlete must meet with athletics advisor to discuss status.
6. Athletic advisor sends progress reports to instructors for feedback.

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- 7. Athletic advisor discusses feedback with student-athlete.
- 8. Athletic advisor discusses feedback with head coach.
- 9. Guidelines to no longer be considered "at-risk":
 - a. The student achieves status of "good academic standing";
 - b. The student achieves a term gpa of 2.00 or greater;
 - c. The student completes guidelines in No. 3;
 - d. The student receives approval from head coach and athletic advisor that the student-athlete has demonstrated his/her ability to independently succeed academically.

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

Support is for any student-athlete who has been identified as learning disabled, has demonstrated that he/she is not performing to his/her potential, or is experiencing academic difficulty.

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

Procedures to assist student-athletes who are determined to be academically "at risk" can be found in the student-athlete handbook. In addition, the student-athlete is required to meet with his/her athletic academic advisor on a regular basis and register with Disability Services.

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

An Athletic Academic Counseling Evaluation tool was created and was conducted in 1999-00, 2002-03, and 2004-05, which includes review of our policies for accommodating students with special academic needs. The evaluation is completed by a variety of academic advisors, academic support personnel and faculty.

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

The Faculty Athletics Representative compiles the results of the Academic Counseling Evaluation and shares them with the Intercollegiate Athletics Council for their approval.

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

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

All entering freshmen students must take placement testing for Math, Reading and English, unless they meet a special admission condition (i.e. transfer, academic merit).

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

Testing is required for all entering students, unless they meet a special admission condition (i.e. transfer, academic merit).

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

Testing is required for all entering students, unless they meet a special admission condition (i.e. transfer, academic merit).

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

Placement testing is not under the direction of the Department of Intercollegiate Athletics.

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

Placement testing is not under the direction of the Department of Intercollegiate Athletics.

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

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

Peer Assistants are available to any YSU student. An athletic academic advisor can refer a student-athlete to a faculty mentor upon request or the student can seek a mentor on his/her own.

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

Peer/Faculty mentoring is available to any student.

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

YSU sport web page has mentoring service information in the academic support section. YSU web site has mentoring service information. Athletic advisors refer students to mentors, if requested.

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

The Peer Assistance Program is not under the direction of the Department of Intercollegiate Athletics.

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

The Peer Assistance Program is not under the direction of the Department of Intercollegiate Athletics.

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

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

1. Athletics academic advisor notifies head coach of academic need.
2. Head coach meets with student-athlete to discuss steps to be taken.
3. Student-athlete meets with academic advisor and proceeds with one or more of the following:
 - a. Student attends study table a designated number of hours each week;
 - b. Student enrolls in Tutorial Services;
 - c. Student attends individual/group study sessions;
 - d. Student registers for Supplemental Instruction (SI), when available.
4. Student-athlete must meet with athletics advisor to discuss status.
5. Athletic advisor sends progress reports to instructors for feedback.
6. Athletic advisor discusses feedback with student-athlete.
7. Athletic advisor discusses feedback with head coach.
8. Guidelines to no longer be considered "at-risk":
 - a. Student achieves status of "good academic standing";
 - b. Student achieves a term gpa of 2.00 or greater;
 - c. Student completes guidelines in No. 3;
 - d. Student receives approval from head coach and athletic advisor who agree that the student-athlete has demonstrated his/her ability to independently succeed academically.

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

Academic Integrity

Support is for any student-athlete who has demonstrated that he/she is not performing to his/her potential or is experiencing academic difficulty.

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

Procedures to assist student-athletes who are determined to be academically "at risk" can be found in the student-athlete handbook. In addition, the student-athlete is required to meet with his/her athletic academic advisor on a regular basis.

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

An Athletic Academic Counseling Evaluation tool was created and was conducted in 1999-00, 2002-03, and 2004-05, which includes procedures to assist "at risk" student-athletes. The evaluation is completed by a variety of academic advisors, academic support personnel and faculty.

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

The Faculty Athletics Representative compiles the results of the Academic Counseling Evaluation and shares them with the Intercollegiate Athletics Council for their approval.

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

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

Student-athletes who have been on an athletic scholarship for the last two years of eligibility are able to apply for our Fifth-Year Aid Program. Student-athletes must have passed a minimum of 24 countable hours the previous academic year to be approved for the grant, which covers tuition and fees for two semesters and one summer, or until he/she graduates, whichever is earlier.

Athletic academic advisors make recommendations and assist students in the completion of nomination forms for awards, which include, but are not limited to: 1. NCAA Post-Graduate Degree Award; 2. Walter Byers Scholarship; and 3. The NCAA Degree Completion Award.

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

Any student-athlete meeting the criteria and applies is eligible for the fifth-year aid grant. The other grants are decided by the NCAA and the student-athlete must demonstrate interest and is ultimately responsible for completing the application.

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

These grants are listed in the student-athlete handbook and are communicated by athletic academic advisors and coaches.

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

An Athletic Academic Counseling Evaluation tool was created and was conducted in 1999-00, 2002-03, and 2004-05. The evaluation is completed by a variety of academic advisors, academic support personnel and faculty.

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

Academic Integrity

The Faculty Athletics Representative compiles the results from the Athletic Academic Advising Evaluation and shares them with the Intercollegiate Athletics Council for their approval.

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

The Department of Intercollegiate Athletics utilizes an academic evaluation tool that is provided to various members of the academic community. The Department's written academic policies and procedures are also provided for each respondent's review and referral. The respondent is provided the opportunity to comment after each section. The following are responses to our most recent review:

2004-05

Summary of Responses

Athletic Academic Services Evaluation

(21 respondents, mean response listed after item)

1= Outstanding; 2 = Exceeds Requirements; 3 = Satisfactory;
4 = Needs Improvement; 5 = Unsatisfactory

I. Policies & Procedures

A. Athletic Academic Support

1. Dept. Mission/Goals (1.85)
2. Student access to academic advisor (1.72)
3. Responsibilities of athletic advisors (1.57)
4. Support for "at risk" students (1.80)
5. Procedures for working with professors
 - a. Mid-Term Progress Reports (1.95)
 - b. Absence from class requests (1.74)
 - c. Verbal communication (1.78)

Comments:

- Whatever problems arise with students with regards to class attendance/grades, the advisors are always available and deal promptly. As an instructor this help is invaluable.
- Only issue I have had that was a bit of a problem is course schedule advising in athletics without close coordination with students' major department advisor.
- Progress reports should be performed more often during semester — perhaps 3 times per semester.
- Student athletes should not be given special support above and beyond what is available to non-athletes
- I genuinely believe the academic counselors try to do a great job. It's a difficult job but they try.
- Eliminate the athlete's SS# and use Patron ID on forms.
- The University needs a policy for students missing classes while representing YSU.
- I am impressed with the response my part-time faculty receive when they contact an advisor about an athlete in an R & SK course.
- The athletic advisors do a great job. From my experience they often go above and beyond to help the students.
- I would list progress toward degree not just in Goals but also in Mission.
- In large classes attendance is difficult to monitor.

B. Academic Eligibility Committee

1. Initial Eligibility Verification process (1.58)
2. Use of Satisfactory Progress Form (1.75)
3. Verifying degree percentages, degrees countable courses & gpa (1.86)

Comments:

- The committee members have integrity and take their roles seriously.

C. Procedures for Registration

1. Monitoring full-time status & athletic status/ Computer Tracking (1.61)
2. Student-athlete registration (1.92)
3. Monitoring missed class time (2.09)

Comments:

- Student athletes should not receive priority registration.
- Are all student athletes required to meet an advisor? I see only a few.
- Missed time is a major issue in some sports.

Academic Integrity

D. Recruitment

1. Approval Form/ procedure for providing test scores & transcripts for official visits (1.85)

Comments: None

II. Personnel

A. Compliance

1. Abides by department regulations/policies (1.71)
2. Abides by university regulations/policies (1.6)
3. Abides by NCAA regulations (1.87)

Comments: None

B. Professionalism

1. Has positive communication with professors (1.62)
2. Has positive communication with advisors (1.75)
3. Has problem-solving abilities with faculty/staff (1.73)

Comments:

-The counseling staff has always displayed the highest levels of professionalism (unlike other universities I've taught at and heard about).

-They have a good staff.

-Many student athletes major in exercise science. As a result, I have them in class or serve as their academic advisor. Therefore I have had many interactions with the athletic academic counseling staff. They have always presented only the most positive picture of individuals who really care about the student athlete and the student athlete's academic success.

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

The review was positive. Therefore, no corrective actions were needed.

Evaluation

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

Academic Integrity

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

PART I-A: Standardized test Scores, by Gender

		Gender							
		Male Students		Male Student-Athletes		Female Students		Female Student-Athletes	
		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Academic Year									
Average Standardized Test Score	2004-2005	81	967	82	29	78	1079	83	33
	2003-2004	81	928	84	34	79	1040	84	35
	2002-2003	82	915	81	41	79	1069	85	34

Name of person completing this chart: Elaine Jacobs & Robin Naples

Title: Assoc. AD and Institutional Research Analyst

Academic Integrity

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

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

Racial or Ethnic Group - All Entering Freshman Students														
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other		
Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2004-2005	76	7	82	18	63	207	70	32	82	1627	82	155	
	2003-2004	79	3	95	22	65	172	71	28	81	1617	84	126	
	2002-2003	84	7	89	10	65	169	71	35	82	1635	83	128	
Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid														
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other		
Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2004-2005	94	1		0	73	7	80	1	84	47	84	6	
	2003-2004		0		0	79	16	74	1	86	46	84	6	
	2002-2003		0		0	77	9		0	84	61	78	10	

Name of person completing this chart: Elaine Jacobs and Robin Naples

Title: Assoc. AD and Institutional Research Analysis

Academic Integrity

FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART II: GPA and Test Scores, by Sport Group

		Sport Group															
		Football		Men's Basketball		Baseball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/Cross Country		Women's Other Sports	
Academic Year		Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core Course GPA	2004-2005	2.82	11	2.98	3	3.63	3	2.85	8	2.93	4	2.75	3	3.49	5	3.52	25
	2003-2004	3.17	14	2.96	4	3.32	9	3.49	2	3.18	5	3.83	2	3.17	11	3.34	22
	2002-2003	2.87	17	2.65	2	3.23	11	3.36	4	3.06	6	3.39	4	3.57	11	3.3	18
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2004-2005	80	11	87	3	88	3	82	8	81	4	75	3	76	5	85	25
	2003-2004	82	14	77	4	84	9	87	2	95	5	94	2	80	11	85	22
	2002-2003	79	17	73	2	82	11	88	4	82	7	87	4	91	11	81	19

Name of person completing this chart: Elaine Jacobs

Title: Assoc. AD

Academic Integrity

SPECIAL-ADMISSIONS INFORMATION

FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID, BY YEAR

	Year	All Freshman Students	All Freshman Student-Athletes on Athletics Aid **	Sport Group (Freshman)							
				Baseball	M e n ' s Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	W o m e n ' s Basketball	Women's Track/Cross Country	Women's Other Sports
% of Special Admits	2004-2005	0%	0%	%	%	%	%	%	%	%	%
	2003-2004	0%	0%	%	%	%	%	%	%	%	%
	2002-2003	0%	0%	%	%	%	%	%	%	%	%

Name of person completing this chart: Elaine Jacobs

Title: Associate AD

Equity and Student-Athlete Welfare

Operating Principle

3.1 Gender Issues

Self-Study Items

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

3.1.1.1(a) Original Plan: The peer-review team recommends that the institution enhance the current gender-equity plan by establishing goals for years beyond 1999 to ensure continued progress toward the future and goals and maintenance of the current status of the program in this area. These modified plans should be developed through a process that reflects broad-based campus participation and formal university approval. The plan also must include (at a minimum) the following elements: (a) intended end results, (b) individuals or offices that will be responsible for taking specific actions and (c) the specific timetable(s) for completing the work. In other words, the institution should clearly specify: (i) the issues confronting the institution that were identified during the self-study, (ii) the goals the institution intends to achieve, and (iii) the steps the institution will take to achieve those goals.

3.1.1.1(b) Actions Taken: This recommendation was addressed per memo received May 10, 1999 from the NCAA due to supporting information sent by YSU on January 11, 1999, after the final report was submitted. The information sent by YSU included a gender equity plan that extended five years into the future. Therefore, no additional actions were required.

3.1.1.1(c) Dates of Action: 1999

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

The Equity Committee reviewed the 1999-2005 Gender Equity Plan. This included review of the resolution to approve the plan approved by the YSU Board of Trustees at the December 11, 1998 meeting. The plan required a financial commitment of \$375,000 to women's programs over the duration of six-years as well as administrative plans.

3.1.2.1a Original Plan: Hire and Upgrade Support Staff utilizing \$32,200

1b. Action Taken: Upgraded Assistant Athletic Trainer; Upgraded Athletic Academic Advisor and increased student stipends by utilizing \$23,081

Equity and Student-Athlete Welfare

1c. Date of Action: 99-00 and 00-01

1d. Reason for Partial Completion: The support staff was able to be enhanced without utilizing the entire amount of budgeted dollars for this area.

3.1.2.2a Original Plan: Upgrade Existing Coaching Positions utilizing no budgeted dollars

2b. Action Taken: Upgraded Assistant Golf Coach, Assistant Softball Coach, Assistant Volleyball Coach, Assistant Basketball Coach utilizing \$67,680

2c. Dates of Action: 00-01, 03-04, 04-05

3.1.2.3a Original Plan: Provide Increased Recruiting Budgets by \$27,800

3b Actions taken: \$9,700 was expensed for recruiting

3c. Dates: 99-00 and 03-04

3d. Reason for Partial Completion: As each year progressed, further annual analysis by coaches and administrators demonstrated more needs in other areas of operating expenses (e.g. coaching positions, equipment, etc.)

3.1.2.4a Original Plan: Provide Increased Travel Budgets by \$40,000

4b. Actions Taken: \$36,000 was expensed for travel

4c. Dates: 99-00, 00-01, 03-04

4d. Reason for Partial Completion: As each year progressed, further annual analysis by coaches and administrators demonstrated more needs in other areas of operating expenses.

3.1.2.5a Original Plan: Provide Increased Equipment Budget by \$22,000

5b. Actions Taken: \$47,900 was expensed for equipment

5c Dates: 99-00, 00-01, 02-03, 03-04

3.1.2.6a Original Plan: Provide \$40,000 for increased operating costs (i.e. postage, phone, drug testing, officials, life guards, etc.)

6b. Actions Taken: \$15,903 was expensed for increased general operating costs

6c. Dates: 99-00, 00-01

6d. Reason for Partial Completion: As each year progressed, further annual analysis by coaches and administrators demonstrated more needs in other areas of operating expenses.

3.1.2.7a Original Plan: Provide Additional Pre-season Funding by \$38,000

7b. Actions Taken: \$1,000 was expensed for additional pre-season funding

7c. Dates: 99-00

7d. Reason for Partial Completion: As YSU converted from quarters to semesters and pre-season timeframes/costs were minimized, further annual analysis by coaches and administrators demonstrated more needs in other areas of operating expenses.

3.1.2.8a Original Plan: Provide Additional Athletic Grant-In-Aids by \$175,000

8b. Actions Taken: Athletic grant-in-aids were increased by \$208,942

8c. Dates: 99-00, 00-01, 01-02, 02-03, 03-04, 04-05

3.1.2.9a Original Plan: Upgrade Facilities, including locker rooms, softball facility, tennis courts, pool renovations and Prepare Facilities Master Plan

9b. Actions Taken: Volleyball and Swimming locker rooms were created; softball pitching bull pens were created; tennis courts were resurfaced; pool renovations completed; women's basketball suite created; future facility needs are identified.

9c. Dates: 99-00, 00-01, 01-02, 03-04, 04-05

Equity and Student-Athlete Welfare

3.1.2.10a Original Plan: Ensure all position announcements are published in female targeted publications and electronic mail news groups.

10b. Actions Taken: Many full-time positions were placed in the NCAA News and all were filed in appropriate publications by the Office of Equal Opportunity and Diversity.

10c. Dates: 99-00, 00-01, 01-02, 02-03, 03-04, 04-05

3.1.2.11a Original Plan: Use Vita Bank of Available Female Applications

11b. Actions Taken: There were no female applicants in our vita bank to reference for the jobs posted.

11c. Dates: NA

3.1.2.12a Original Plan: Review Salary Assignments and Contract Provisions of Coaching Staff

12b. Actions Taken: Salaries were reviewed annually by supervisors and Executive Director of Athletics

12c. Dates: 99-00, 00-01, 01-02, 02-03, 03-04, 04-05

3.1.2.13a. Original Plan: Presentation to Intercollegiate Athletics Committee of the Board regarding Women's Programs and Facility Assessment

13b. Actions Taken: Plan was presented while this committee existed.

13c. Dates: 99-00

13d. Reason for Partial Completion: Committee was dissolved in 2001 when new President was hired. Presentations began being provided to the Board of Trustees Internal Affairs Committee in 2002 and continue to date.

3.1.2.14a. Original Plan: Establish Gender Equity Oversight Committee by 2001

14b. Actions Taken: The Intercollegiate Athletics Council was designated as the group to review Gender Equity.

14c. Dates: 02-03, 03-04, 04-05

14d. Reason for Partial Completion: The Vice President responsible for establishing the Oversight Committee resigned in 2000. The Executive Director of Athletics resigned in 2001. Therefore, the absence of this expectation was not discovered until the end of the 2002 academic year. The newly appointed Executive Director of Athletics responded accordingly.

3.1.2.15a Original Plan: Explore Alternative Sources of Funding

15b. Actions Taken: The DeBartolo-York Endowment for the Enrichment of Women's Athletics was established by the family and annually provides additional financial support to enhance women's sports.

15c. Dates: 02-03, 03-04, 04-05

3.1.2.16a Original Plan: Progress Toward Proportional Participation Numbers of Male and Female Athletes to Reflect Student Body Enrollment of 54% Female and 46% Male

16b. Actions Taken: Annual monitoring of men's and women's teams squad sizes. Caps were created for men's teams and maximum squad size expectations were created for women's teams. An evaluation of every head coach of female teams includes squad size expectations as a goal in order to hold coaches accountable of maximum female participation. Female participation increased by 1% but still remains 10% below the 54% female enrollment.

16.c Dates: 99-00, 00-01, 01-02, 02-03, 03-04, 04-05

16d. Reason for Partial Completion: The Athletics Department had serious deliberations about certain coaching positions and made changes in head coaches during latter years of the 1999-2005 plan in order to move those programs in a positive direction. It is anticipated that female participation numbers will show modest increases during the next few years with the currently sponsored sports. However, as female enrollment in post-secondary institutions nation-wide grows, the challenge will remain of creating participation opportunities similar to the enrollment while sponsoring scholarship football.

3.1.2.17a Original Plan: Improve Visibility of Women's Programs Through Media Information, Marketing, and Promotion

Equity and Student-Athlete Welfare

17b. Actions Taken: Marketing Office secured a corporate sponsor that pays for portions of women's olympic sports media guides. Football Programs includes schedules for all women's sports. Weekly football press conferences in the fall includes interviews with women's sports head coaches. Local media outlets are provided press releases for all sport competitions. All sports are available on the YSU sport web site.

17c. Dates: 99-00, 00-01, 02-03, 03-04, 04-05

3.1.2.18a. Original Plan: Review and Revise Current Gender Equity Plan and Request Input From Student-Athletes, Staff and Broad Representation of Campus Groups, beginning in March 2004

18b. Actions Taken: Athletic Administrative Staff developed a draft for review, followed by presentations to the Student-Athlete Advisory Committee, the Intercollegiate Athletics Council, the President, and finally the Board of Trustees.

18c. Dates: 9/25/03 Athletic Administrative Staff; 10/14/03 SAAC; 11/5/03 IAC; 5/04 President; 6/10/4 approved by Board of Trustees.

3.1.2.19a Accommodate Evolving Standards of the NCAA - Review and implement regulations as legislation is enacted or interpretations published.

19b. Actions Taken: The NCAA clarified that numerical targets may put institutions at risk of law suits so numerical hiring targets are no longer expected in gender equity plans.

19c. Date: 02-03

The 1999-2005 Gender Equity Plan was engaged as stated and not only did the University fulfill all financial and administrative expectations of the plan, it exceeded the financial commitment by \$35,206. It is clearly evident Youngstown State is committed to continuing progress towards equity for women's programs.

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

February 2001: The Denise DeBartolo-York Endowment For Enrichment of YSU Women's Athletics. Youngstown State University, Youngstown State University Foundation, and Dr. John York and Denise DeBartolo-York set guidelines for the establishment of this endowment. At the discretion of the Executive Director of Athletics, YSU will use income earned each year to enrich women's athletic programs and provide a margin of excellence for women's athletics. The endowment will be prudently managed by the Youngstown State University Foundation.

June 2004: Board of Trustees approved a new 2005-2010 Gender Equity Plan. The Plan addresses all 13 program areas for gender issues and was developed through broad based participation.

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

The approved 2005-2010 Gender Equity Plan addresses all 13 components of gender issues identified by the NCAA. In our plan, the Faculty Athletics Representative annually interviews 3 head coaches to gather input to assist in assessing current resources and potential needs. The FAR reports her findings to the The Intercollegiate Athletics Council (IAC). The IAC annually reviews the entire gender equity plan to insure each of the 13 areas are being monitored and evaluated.

In addition, each head coach of female sports are provided goals specific to participation and scholarships. These are formally evaluated annually, thereby holding each head coach accountable for outcomes based upon resources provided.

Student-Athletes can provide feedback in three forums:

- Exit Interviews are conducted with as many exiting athletes as possible. The tool includes questions regarding gender issues and requests feedback from the student-athlete perspective. These forms are compiled over a three year period to identify trends and results are shared with the FAR, President, and athletic staff.
- Student-Athlete Input Forms are provided annually to every student-athlete at the conclusion of the student-athlete's sport season. The form includes an area for them to provide feedback that they feel the administration should be aware of. These forms are compiled into a summary, which is then shared with the head coach and the

Equity and Student-Athlete Welfare

Executive Director and is included as a part of the head coach evaluation.

- Student-Athlete Advisory Committee meetings are scheduled each month providing an opportunity for student-athletes to share any concerns regarding their sport program, which would include gender issues.

Finally, the Department follows University hiring procedures and encourages female applicants for all positions. Of the eight head coach positions for female sports, four are females. Of the 12 assistant coach positions for female sports, six are female. Of the four full-time athletic trainers, two are female. Of the four Associate Directors, two are female. Of our two strength and conditioning coaches, one is female. These numbers reflect significant enhancements for females compared to years prior to the financial resources provided and implementation of the Gender Equity Plans.

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

An analysis of the 2002, 2003 and 2004 EADA includes the following:

- 1) Female enrollment has increased by 1% from 2002 to 2004;
- 2) Female athlete participation has increased by 1% from 43% to 44% from 2002 to 2004;
- 3) Female athletically-related aid is 42% of the aid expensed in 2004, which is comparable to the 44% participation rate; (also noted is that the budgeted athletic aid for females for 2004 was 45%)
- 4) Female recruiting expenses increased from 29% in 2002 to 37% in 2004;
- 5) The operating expenses per participant by gender are comparable
- 6) The operating expenses for females overall decreased from 42% in 2002 to 39% in 2004. (It is noted that one away football game destination (flight vs. bus) in any given year could offset the operating expenses dramatically and skew the average)
- 7) The number of female assistant coaches for female teams has increased from 4 in 2002 to 7 in 2004;
- 8) Head coaches of female teams average salary per position increased by 68% from 2002 to 2004 while male head coach average salary per position increased by 54% during the same time;
- 9) Assistant Coaches of females teams average salary per position increased by 56% from 2002 to 2004 while assistant coaches for male teams increased by 41% during the same time; and
- 10) The number of assistant coaches for female teams increased by 3 from 2002 to 2004 while the number of assistant coaches for male teams only increased by 1.

It appears from the data that the females in all areas are moving towards equity with their male counterparts. This data supports that the 1994-99 and 1999-2005 Gender Equity Plans are making a modest impact and the financial support needs to continue well into the future. The 2005-2010 Gender Equity Plan targets all areas that have yet to become equitable based on data found in the EADA.

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

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

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

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

Equity and Student-Athlete Welfare

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

Every female head coach is provided a scholarship budget and during his/her annual evaluation, he/she is evaluated as to whether he/she utilized the scholarships as expected.

The Intercollegiate Athletics Council (IAC) annually evaluates the percent of scholarships awarded.

The Athletic Administration annually reviews the EADA.

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

The YSU Board of Trustees approved a Gender Equity Plan that allocates \$35,000 of additional scholarships for females annually through 2010.

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

Female participation in the latest EADA (2004) was 44%, while scholarships utilized were 43%. In addition, scholarships budgeted for females were 45%. Therefore, female scholarship offerings are at the same proportion to the rate of participation.

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

The 2005-2010 Gender Equity Plan allocates an additional \$35,000 annually for female scholarships.

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

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

The EADA is completed annually and provides statistical data to identify deficiencies. This information can determine whether YSU has met proportionality. Since YSU does not meet the proportionality test now, nor will we in the near future, we will demonstrate a history and continuing practice of program expansion for females.

The Intercollegiate Athletics Council will annually review the progress of our 2005-2010 Gender Equity Plan and insure we are fulfilling the expectations set in the plan. The plan addresses all 13 gender areas which include those currently deficient in the EADA.

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

The Department of Intercollegiate Athletics states in its mission that we are committed to gender equity. This mission statement was supported and approved by the Board of Trustees in 2002.

"The mission of the Department of Intercollegiate of Athletics at Youngstown State is to offer broad-based programs, which accommodate the needs and interests of the students. The Intercollegiate Athletic Department is committed to: Welfare of Student-Athletes, Academic Integrity, Sportsmanship and Ethical Integrity, Fiscal Integrity, Ethnic Diversity, Gender Equity and Outreach."

The Board of Trustees approved the 2005-2010 Gender Equity Plan that addresses both financial and administrative expectations to expand program opportunities for both female student-athletes and personnel. \$40,000 is annually added to the operating expenses for women's programs and \$35,000 annually is added to scholarships for female student-athletes.

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

The EADA reports from 2002 to 2004 demonstrate a slow but steady trend in program expansion and increasing opportunities for women.

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

The University's 2005-2010 Gender Equity Plan adequately addresses all areas currently deficient in the EADA and demonstrates a continuing practice of program expansion.

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

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

Every head coach meets with his/her supervisor annually and discusses all aspects of the sport program, including equipment needs.

The FAR meets with three head coaches annually to receive their feedback on equipment issues. The FAR then provides this feedback to the IAC for their feedback/evaluation.

Student-Athletes have an opportunity to provide feedback related to equipment concerns through the SAAC, Exit Interviews, and Student-Athlete Input Forms.

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

As a result of discussions with head coaches, the athletic administration shares all sport needs and comes to a consensus as to what would be appropriate allocation of the annual Gender Equity Plan's \$40,000 operating expense increase.

The DeBartolo Endowment is a resource that the Executive Director of Athletics uses in assisting with support of female sports. Roughly \$20,000 annually is allocated from requests from female sport head coaches, some of which are equipment needs.

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

Evaluations and feedback from coaches, athletic administrators and the IAC conclude that equipment quality, replacement, satisfaction and needs are comparable for both genders.

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

The 2005-2010 Gender Equity Plan requires an annual review of the quality, replacement and availability of equipment for all sports by the IAC. The IAC must approve that equipment policies and decisions are not based on gender.

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

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

Every head coach meets with his/her supervisor annually and discusses all aspects of the sport program, including facility scheduling for practices and games, as well as the actual scheduling of competition in general. All 18 sports are provided the resources needed and are expected to meet the NCAA Division I scheduling requirement.

The FAR meets with three head coaches annually to receive their feedback on scheduling issues. The FAR then provides this feedback to the IAC for their feedback, evaluation, and approval.

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

As a result of discussions with head coaches, the athletic administration shares all sport needs. If the need is financial, a consensus as to what would be appropriate allocation of annual Gender Equity Plan funds is discussed.

All student-athletes have early registration access so as to minimize missed class due to practice and competition dates and times.

Each sport is required to share desired facilities and have equal opportunity for access at desired times, regardless of gender, but may be dictated by revenue generation priorities. Priority scheduling of facilities goes to sports that are in-season.

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

All 18 varsity sports have resources to complete a Division I schedule. The only sport that has priority time in scheduling a facility is football and this is strictly a revenue-based decision, not gender-based.

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

The 2005-2010 Gender Equity Plan requires an annual review of scheduling policies in order to insure gender does not affect decisions. The policies must receive approval of the IAC.

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

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

Every head coach meets with his/her supervisor annually and discusses all aspects of the sport program, including travel needs.

The FAR meets with three head coaches annually to receive their feedback on travel issues. The FAR then provides this feedback to the IAC for their feedback/evaluation.

Student-Athletes have the opportunity to provide feedback related to travel through SAAC, Exit Interviews, and Student-Athlete Input Forms.

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

As a result of discussions with head coaches, the athletic administration shares all sport needs. If the need is financial, a consensus as to what would be appropriate allocation of annual Gender Equity Plan funds is discussed.

All student-athletes have the same per diem within their sport tier (revenue vs Olympic). Modes of transportation and lodging during travel are comparable within the tiers of our sports. This tier is not based on gender but on competitive market demands.

Length of travel before and after events for all sports complies with NCAA legislation as well as the expectation to minimize missed class time.

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

Evaluations and feedback from coaches, athletic administrators and the IAC conclude that travel policies are comparable for both genders.

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

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The 2005-2010 Gender Equity Plan requires an annual review of travel and per diem allowance comparison in order to insure gender does not affect decisions. The policies must receive approval by the IAC.

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

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

Every head coach meets with his/her supervisor annually and discusses all aspects of the sport program, including academic support needs.

The FAR meets with three head coaches annually to receive their feedback on academic support issues. The FAR then provides this feedback to the IAC for their feedback/evaluation.

Any tutors utilized by student-athletes would be coordinated through the Center for Student Progress, not the athletics department.

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

All student-athletes are assigned to one of three athletic academic advisors. Each advisor works with approximately 120 student-athletes. The advisors follow our policy in directing students with academic needs to the Center for Student Progress to receive tutoring. All students can utilize the tutoring services provided by the University.

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

There are no deficiencies or trends regarding tutors or access by student-athletes.

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

The 2005-2010 Gender Equity Plan requires an annual review of the academic support provided to student-athletes. The IAC ensures gender does not affect policies or students access to support. The policies must receive approval of the IAC.

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

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

Every head coach meets with his/her supervisor annually and discusses all aspects of the sport program, including coaching staff needs. Every head coach is evaluated annually by his/her supervisor. Every head coach has pre-established, objective criteria that will be used in the evaluation. The criteria is comparable with revenue sports and Olympic sports and is not based on gender.

The athletic administrative staff annually compares coaching staffs of league members with YSU staffing to ensure we are competitive with our peer institutions.

The FAR meets with three head coaches annually to receive their feedback on coaching staff issues. The FAR then provides this feedback to the IAC for their feedback/evaluation.

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

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As a result of discussions with head coaches, the athletic administration shares all sport needs and comes to a consensus as to what would be appropriate allocation of annual Gender Equity Plan operating expenses.

All full-time coaches are required to have obtained a bachelor's degree, regardless of gender of individual or sport. All Olympic Sport Coaches contracts are one-year contracts, while revenue sport contracts are multi-year contracts, regardless of gender of the coach or sport.

Appropriate staffing numbers are generated based on available resources and competitiveness expectations within the league. Of the 13 head coaching positions, nine are full-time. The other four are comparable sports: men's and women's golf and women's tennis are .75 FTE each and men's tennis is .50 FTE. The salaries of all sport coaches are comparable to league institutions (i.e. market value) and not based on gender.

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

Based upon the recent EADA reports, coaching salaries for both head and assistant female coaches are below their male counterparts. It is appropriate to draw the conclusion that the positions for football and men's basketball skew the average due to the competitive market and revenue generation expectation of those sports (not gender driven), thereby requiring higher salaries. However, female coach salaries are continually increasing at a faster rate than males, as direct result of the Gender Equity Plans.

In addition, the number of females employed by the Athletics Department continues to grow and currently reflects one of the highest number of females employed at one time in the history of the Department.

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

The 2005-2010 Gender Equity Plan requires an annual review of coaching staff comparison in order to insure gender does not affect decisions. The policies must receive approval of the IAC.

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

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

Every head coach meets with his/her supervisor annually and discusses all aspects of the sport program, including locker room and facility needs.

The FAR meets with three head coaches annually to receive their feedback on locker room or facility issues. The FAR then provides this feedback to the IAC for their feedback/evaluation.

Student-Athletes have the opportunity to provide input to locker rooms and practice/competitive facilities through SAAC, Exit Interviews, and Student-Athlete Input Forms.

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

As a result of discussions with head coaches, the athletic administration shares all sport needs and comes to a consensus as to what would be appropriate allocation of annual Gender Equity Plan funds.

In addition, the DeBartolo Endowment is a resource that the Executive Director of Athletics uses in assisting with support of female sports. Roughly \$20,000 annually is allocated from requests from female sport head coaches, some of which are used to enhance locker rooms or facilities.

Practice and competitive facilities are comparable and accessible by all sports.

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

There has been tremendous enhancements to all female sport locker rooms during the past three to four

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years. The IAC toured all facilities during 2004-05 academic year and found all locker rooms to be fair and equitable.

Practice and competitive facilities in many cases are shared. Regardless, all locker rooms and practice/competitive facilities are fair and equitable and no deficiencies exist based on gender.

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

The 2005-2010 Gender Equity Plan requires an annual review of locker rooms and practice/competitive facilities comparison in order to insure all are fair and equitable. The policies must receive approval of the IAC.

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

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

Every head coach meets with his/her supervisor annually and discusses all aspects of the sport program, including athletic training support and strength and conditioning needs.

The FAR meets with three head coaches annually to receive their feedback on athletic training support and strength and conditioning issues. The FAR then provides this feedback to the IAC for their feedback/evaluation.

Student-Athletes can provide feedback regarding medical and training facilities through SAAC, Exit Interviews, and Student-Athlete Input Forms.

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

As a result of discussions with head coaches, the athletic administration shares all sport needs and comes to a consensus as to what would be appropriate allocation of annual Gender Equity Plan funds.

Policy dictates that high injury sports (not gender) have first priority of certified athletic trainers at all practices and competition. All sports without a trainer on-site have access to an athletic trainer during practice by contacting the training room. A certified athletic trainer is available for all home competitions for all sports.

All student-athletes must provide proof of insurance. YSU's insurance policy is a secondary carrier. In rare cases, if a student-athlete in a high-risk injury sport cannot provide insurance, the department will obtain athletic-injury insurance for that student. These rare decisions are made on a case by case basis and are not gender specific.

All sport teams are assigned to one of our two strength and conditioning coaches for training and all have equal access to the weight room. Both strength and conditioning coaches have the appropriate qualifications in the field of strength and conditioning.

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

The area of athletic training has grown in recent years. A full-time female trainer was added in 1996, followed by another full-time female trainer in 2005. In addition, a .50 FTE female strength and conditioning coach was hired in 2003 and enhanced to .75 FTE in 2005.

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

The 2005-2010 Gender Equity Plan requires an annual review of medical and training facilities and services in order to insure gender does not affect access to training facilities or staff. The policies must receive approval of the IAC.

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

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

Student-athletes, by University and NCAA policy, are housed and fed in the same manner as the general student population.

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

The University opened a new, 405-bed apartment complex in Fall 2003. This complex is open to all students, in addition to the current resident housing. YSU continues to strive in attracting more students to live on-campus.

All full athletic scholarship student-athletes, regardless of gender, are required to live in University-owned housing through their junior year in order to assist the University's mission of becoming a residential campus.

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

There are no deficiencies in this area. The Department of Intercollegiate Athletics will continue to remain committed in assisting the University's efforts in becoming a residential campus.

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

The 2005-2010 Gender Equity Plan requires an annual review of housing and dining facilities and services in order to insure gender does not affect decisions. The policies must receive approval of the IAC.

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

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

Every head coach meets with his/her supervisor annually and discusses all aspects of the sport program, including sports information needs.

The FAR meets with three head coaches annually to receive their feedback on sports information issues. The FAR then provides this feedback to the IAC for their feedback/evaluation.

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

Every sport is assigned to a member of our sports information staff that includes two full-time positions and two student interns. The revenue sports are assigned to full-time staff due to media demand, while all other 15 sports are assigned to one of the four staff members. Time of sport season and availability of staff determines which staff member is assigned a sport, not gender of the sport.

The Department funds media guides for revenue sports. The Department obtains partial corporate sponsorship for Olympic Sport media guides, and the Olympic Sport must fund the balance to have a media guide. This is not based on gender.

All sports are provided the same media releases and web site coverage.

As a result of discussions with head coaches, the athletic administration shares all sport needs and comes to a consensus as to what would be appropriate allocation of annual Gender Equity Plan funds.

In addition, the DeBartolo Endowment is a resource that the Executive Director of Athletics uses in supporting female sports. Roughly \$20,000 annually is allocated from requests from female sport head coaches, some of which could be sports information needs.

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

All sports are provided similar access and support for their sports information needs. Although revenue sports have media guides funded entirely by the Department, funding is based on media demand and competitive equity, not gender.

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

The 2005-2010 Gender Equity Plan requires an annual review of sports information and overall media resource comparison in order to insure gender does not affect decisions. The policies must receive approval of the IAC.

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

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

Every head coach meets with his/her supervisor annually and discusses all aspects of the sport program, including administrative and clerical areas.

The FAR meets with three head coaches annually to receive their feedback on support staff issues. The FAR then provides this feedback to the IAC for their feedback/evaluation.

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

Men's and Women's Basketball share a full-time secretary, who serves 8 coaches and is located in the basketball suite. Football has a .75 FTE secretary who serves 11 coaches and is located in the football office.

Olympic Sports have a full-time secretary who serves 17 coaches and is located in the Olympic Sports suite. All secretary's have comparable workloads based on needs of the programs.

All head coaches report directly to an Associate Director of Athletics, except for football which reports to the Executive Director of Athletics.

Dramatic enhancements have occurred with our office settings. Men's and women's basketball suites have been completely overhauled and are now comparable in size and features. Our Olympic Sports that have full-time assistant coaches now all have two separate offices for the head and assistant.

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

There are no deficiencies in this area.

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

The 2005-2010 Gender Equity Plan requires an annual review of clerical and administrative support in order to insure gender does not affect decisions as to where support services are directed. The policies must receive approval of the IAC.

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

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

Every head coach meets with his/her supervisor annually and discusses all aspects of the sport program, including recruiting needs.

The FAR meets with three head coaches annually to receive their feedback on recruiting issues. The FAR then provides this feedback to the IAC for their feedback/evaluation.

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

As a result of discussions with head coaches, the athletic administration shares all sport needs and comes to a consensus as to what would be appropriate allocation of annual Gender Equity Plan funds.

All sports have recruiting budgets that are competitive with our league affiliation and are not based on gender. All coaches have discretion as to how those funds are expended.

In addition, the DeBartolo Endowment is a resource that the Executive Director of Athletics uses in assisting with support of female sports. Roughly \$20,000 annually is allocated from requests from female sport head coaches, some of which could be recruiting needs.

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

The recent EADA reports show that female sports recruiting budgets increased by 8% of the total budget from 2002 to 2004. However, the current recruiting portion of 37% does not accurately reflect a 44% rate of female participation.

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

The 2005-2010 Gender Equity Plan requires an annual review of recruitment resources and policy in order to monitor the expected long-term growth of this currently deficient area. The policies must receive approval of the IAC.

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

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

The 2005-2010 Gender Equity Plan provides for all 13 program areas to be monitored, evaluated, and addressed on a continuing basis as noted in the Plans for Improvement section.

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

The 2005-2010 Gender Equity Plan was developed through input that began with the athletic administration. Those involved in the development from athletics included:

Executive Director of Athletics
Four Associate Directors (including the SWA and Compliance)
Sports Information Director
Director of Athletics Development
Ticket Manager
Business Manager

The draft was then presented to the Student-Athlete Advisory Committee for input and who subsequently approved the document.

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The draft was then presented to the Intercollegiate Athletics Council for input and who approved the document. The IAC includes administrative staff, faculty and one student-athlete.

The President reviewed, approved and submitted the document to the Board of Trustees.

The Board of Trustees reviewed and approved the document in June 2004.

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

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

Evaluation

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

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Plan Date Range: 2006-07 thru 2009-10

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
A t h l e t i c Scholarships.	Scholarship dollars awarded at the same proportion to the rate of participation.	Scholarship dollars will be awarded at the same proportion to the rate of participation.	Budget scholarships and allocate according to scholarship needs in women's sport programs.	Executive Director of Athletics	Annually through 2010
			Evaluate head coaches disbursement of budgeted aid.	Sport Supervisors	Annually through 2010
Accommodation of Interests and Abilities.	Continue to demonstrate a history of program expansion for the underrepresented sex.	Monitor the data in the Equity in Athletics Disclosure Act and identify areas of growth and areas of needed improvement.	Monitor and maximize resources provided in the 2005-2010 Gender Equity Plan and identify any deficiencies.	Executive Director of Athletics and Intercollegiate Athletics Council	Annually through 2010
			Recommend proposals to address any identified deficiencies to President and Board of Trustees for their approval.	Executive Director of Athletics	2009-2010 academic year as the 2005-2010 Gender Equity Plan nears its end.
Equipment and Supplies.	Maintain equity in quality, replacement, and availability of equipment and supplies.	Ensure equity in quality, replacement, and availability of equipment and supplies.	Evaluate equity of equipment and supplies.	Executive Director of Athletics and Intercollegiate Athletics Council	Annually through 2010
Scheduling of Games and Practice Times.	Maintain equity in scheduling of games and practice times.	Ensure equity in scheduling of games and practice times.	Review scheduling policies of games and practice times.	Executive Director of Athletics and Intercollegiate Athletics Council	Annually through 2010
Travel and Per Diem Allowance.	Maintain equity in travel and per diem allowance.	Ensure equity in travel and per diem allowance.	Review travel accommodations and per diem allowances.	Executive Director of Athletics and Intercollegiate Athletics Council	Annually through 2010

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Tutors.	Maintain equity in access to tutors.	Ensure equity in access to tutors.	Evaluate access to tutors.	Executive Director of Athletics and Intercollegiate Athletics Council	Annually through 2010
Coaches.	Maintain qualified coaching staffs that are sensitive to gender issues and provide comparable coaching positions for women's programs.	Remain sensitive to equity in hiring practices and provide comparable coaching positions for women's programs.	Continue to monitor and allocate resources as needed to ensure equity.	Executive Director of Athletics and Intercollegiate Athletics Council	Annually through 2010
			Follow the universities hiring policies.	Executive Director of Athletics	As coaching positions become available.
Locker Rooms, Practice and Competitive Facilities.	Maintain equity in locker rooms, practice and competitive facilities.	Ensure equity in locker rooms, practice and competitive facilities.	Evaluate equity of locker rooms, practice, and competitive facilities.	Executive Director of Athletics and Intercollegiate Athletics Council	Annually through 2010
Medical and Training Facilities and Services.	Maintain equity in medical and training facilities and access to services.	Ensure equity in medical and training facilities and access to services.	Evaluate equity in medical and training facilities and access to services.	Executive Director of Athletics and Intercollegiate Athletics Council	Annually through 2010
Housing and Dining Facilities and Services.	Maintain equity in housing and dining facilities and access to services.	Ensure equity in housing and dining facilities and access to services.	Evaluate equity in housing and dining facilities and access to services.	Executive Director of Athletics and Intercollegiate Athletics Council	Annually through 2010
Publicity	Maintain equity in publicity of all sport programs.	Ensure equity in publicity of all sport programs.	Evaluate equity in publicity of all sport programs.	Executive Director of Athletics and Intercollegiate Athletics Council	Annually through 2010
Support Services.	Maintain equity in quality of support services.	Ensure equity in quality of support services.	Evaluate equity in quality of support services.	Executive Director of Athletics and Intercollegiate Athletics Council	Annually through 2010

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Recruitment of Student-Athletes.	Create equity in resources allocated for recruitment comparable to rates of participation.	Ensure equity in resources allocated for recruitment comparable to rates of participation.	Evaluate equity in resources provided for recruitment.	Executive Director of Athletics and Intercollegiate Athletics Council	Annually through 2010

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Operating Principle

3.2 Minority Issues

Self-Study Items

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

3.2.1.1(a) Original Plan: The peer-review team recommends that the institution develop a minority-opportunities plan having been developed through a process that reflects broad-based campus participation and formal university approval. The plan also must include (at a minimum) the following elements: (a) intended end results, (b) individuals or offices that will be responsible for taking specific actions, and (c) the specific timetable(s) for completing the work. In other words, the institution should clearly specify: (i) the issues confronting the institution that were identified during the self-study, (ii) the goals the institution intends to achieve, and (iii) the steps the institution will take to achieve those goals.

3.2.1.1(b) Actions Taken: This recommendation was addressed per memo received May 10, 1999 from the NCAA due to supporting information sent by YSU on January 11, 1999, after the final report was submitted. The information sent by YSU included a minority-opportunities plan that extended five years into the future. Therefore, no additional actions were required.

3.2.1.1(c) Dates of Action: 1999

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

The Minority Plan in place during the time of the first-cycle certification process was as follows:

3.2.2.1(a) Original Plan: Review and implement regulations as legislation is enacted or interpretations published and accommodate evolving standards of the NCAA.

1(b) Actions Taken: No changes in legislation were enacted during the time frame of this plan.

3.2.2.2(a) Original Plan: Ensure all position announcements are published in minority targeted publications and electronic mail news groups.

2(b) Actions Taken: Vacancies were published in appropriate publications.

2(c) Dates of Actions: 98-99, 99-00, 00-01

3.2.2.3(a) Original Plan: Create a vita bank of available minority applications.

3(b) Actions Taken: Applications are kept on file for approximately three years.

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3(c) Dates of Action: 98-99, 99-00, 00-01

3.2.2.4(a) Original Plan: Request university funding needed to attract and retain qualified minority applicants.

4(b) Actions Taken: Requests for salary enhancements to make our jobs more attractive are discussed with every new opening but funds continue to be limited.

4(c) Dates of Action: 98-99, 99-00, 00-01

3.2.2.5(a) Original Plan: Complete YSU Minority Issues and Utilization Analysis Detail Report

5(b) Actions Taken: Report completed annually.

5(c) Dates of Action: 98-99, 99-00, 00-01

3.2.2.6(a) Original Plan: Incorporate MIUAD report into update of Minority Opportunity Plan.

6(b) Actions Taken: 2001-2010 Minority Plan reflects action steps based on data from MIUAD report.

6(c) Dates of Actions: 00-01

3.2.2.7(a) Original Plan: Develop sensitivity and diversity training plan.

7(b) Actions Taken: The Office of Equal Opportunity and Diversity developed a plan of diversity training/seminars on campus.

7(c) Dates of Action: 98-99, 99-00, 00-01

3.2.2.8(a) Original Plan: Conduct sensitivity and diversity training seminar.

8(b) Actions Taken: The Office of Equal Opportunity and Diversity conducts a variety of diversity training/seminars on campus.

8(c) Dates of Action: 99-00, 00-01

3.2.2.9(a) Original Plan: Achieve minority representation of full-time administrative staff equal or above 10% in 99-00 and 12% by 00-01.

9(b) Actions Taken: 15% of full-time administrative staff were minority in 99-00 and 10.5% were minority in 00-01.

9(c) Dates of action: 99-00, 00-01

9(d) Reason for Partial Completion: Per the NCAA, YSU will not be held accountable for achieving specific numerical targets.

3.2.2.10(a) Original Plan: Achieve minority representation of full-time coaching staff equal or above 10% in 99-00 and 12% in 00-01.

10(b) Actions Taken: 22% of full-time coaches were minority in 99-00 and 16.7% were minority in 00-01.

10(c) Dates of Action: 99-00, 00-01

3.2.2.11(a) Original Plan: Achieve minority representation of part-time administrative staff equal or above 10% in 99-00 and 12% in 00-01.

11(b) Actions Taken: 0% of part-time administrative staff were minority in 99-00 and 0% were minority in 00-01.

11(c) Dates of Action: NA

11(d) Reason for Non-completion: Per the NCAA, YSU will not be held accountable for achieving specific numerical targets.

3.2.2.12(a) Original Plan: Achieve minority representation of part-time coaching staff equal or above 10% in 99-00 and 12% in 00-01.

12(b) Actions Taken: 15.8% of part-time coaches were minority in 99-00 and 00-01.

12(c) Dates of Action: 99-00, 00-01

3.2.2.13(a) Original Plan: Total minority representation of the administrative or coaching staff combined shall remain greater than 12%.

Equity and Student-Athlete Welfare

13(b) Actions Taken: 12.9% of staff were minority in 99-00 and 11.9% of staff were minority in 00-01.

13(c) Dates of Actions: 99-00, 00-01

13(d) Reason for Partial Completion: Per the NCAA, YSU will not be held accountable for achieving specific numerical targets.

3.2.2.14(a) Original Plan: Recruit and retain minority student-athletes to exceed the proportion of the general student population.

14(b) Actions Taken: 20% of student-athletes were minority compared to 12% of general students in 98-99; 22% of student-athletes were minority in 99-00 compared to 13% of general students; 18% of student-athletes were minority in 00-01 compared to 13% of general students.

14(c) Dates of Action: 98-99, 99-00, 00-01

3.2.2.15(a) Original Plan: Draft new Minority Opportunity Plan with input from student-athletes and staff.

15(b) Actions Taken: Minority Plan was developed with input from student-athletes and staff.

15(c) Dates of Action: 99-00

3.2.2.16(a) Original Plan: Present draft to broad representation of campus groups for input and review.

16(b) Actions Taken: Plan presented to Intercollegiate Athletics Council for review.

16(c) Dates of Actions: December 20, 2000

3.2.2.17(a) Original Plan: Present plan to broad representation of campus groups for action.

(b) Actions Taken: Plan presented to Intercollegiate Athletics Council and Student-Athlete Advisory Committee for approval.

(c) Dates of Action: January 30, 2001 to IAC and August 21, 2001 to SAAC.

3.2.2.18(a) Original Plan: Present plan to President and Board of Trustees for action.

(b) Actions Taken: Plan approved by President and Board of Trustees.

(c) Dates of Action: September 28, 2001

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

The Board of Trustees approved a new 2001-2010 Intercollegiate Athletics Minority Opportunity Plan on September 28, 2001. The plan was reviewed and recommended by the Student-Athlete Advisory Committee, the Administrative Advisory Council, and the Intercollegiate Athletics Council. The plan complements YSU's Affirmative Action Plan and includes a provision to revise and amend as needed.

The Intercollegiate Athletics Minority Opportunity Plan was modified in 2004-05 to accommodate the directive by the NCAA to submit plans that have broad, flexible, non-numerical hiring goals. In addition, the new plan addresses the eight minority issues identified by the NCAA.

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

Youngstown State University is committed to providing an environment that values all individuals and groups and that is free of discrimination. The following 2001-2010 Intercollegiate Athletics Minority Opportunity Plan was accepted and adopted by the YSU Board of Trustees on September 28, 2001:

1(a) Original Plan: Review and implement regulations as legislation is enacted or interpretations published and accommodate evolving standards of the NCAA

(b) Timeframe: Annually

(c) Individual/Office Responsible: Associate Director of Athletics/Compliance

Equity and Student-Athlete Welfare

2(a) Original Plan: Ensure all position announcements are published in minority targeted publications and electronic mail newsgroups.

(b) Timeframe: As positions become available

(c) Individual/Office Responsible: Director of Equal Opportunity and Diversity and Associate Director of Athletics/Internal

3(a) Original Plan: Maintain a vita bank of available minority applicants

(b) Timeframe: As received for a period of three years

(c) Individual/Office Responsible: Associate Director of Athletics/Internal

4(a) Original Plan: Complete YSU Minority Issues and Utilization Analysis Detail Report

(b) Timeframe: Annually

(c) Individual/Office Responsible: Director of Equal Opportunity and Diversity

5(a) Original Plan: Achieve minority representation of athletic staff that is similar to the university community

(b) Timeframe: Annually

(c) Individual/Office Responsible: Executive Director of Athletics

6(a) Original Plan: Recruit and retain minority student-athletes in a proportion that meets or exceeds the general student population

(b) Timeframe: Annually

(c) Individual/Office Responsible: Executive Director of Athletics

7(a) Original Plan: Assess needs of minority student-athletes and develop objectives, if necessary, to meet those needs through analysis of Exit Interviews and Student-Athlete Input Forms

(b) Timeframe: Annually

(c) Individual/Office Responsible: Associate Director of Athletics/Compliance

8(a) Original Plan: Monitor racial make-up of prospective student-athletes

(b) Timeframe: Annually

(c) Individual/Office Responsible: All supervisors of head coaches

9(a) Original Plan: Participation by athletics staff in diversity seminar, video, etc.

(b) Timeframe: Once between 2005-2010

(c) Individual/Office Responsible: Executive Director of Athletics

10(a) Original Plan: New Minority Plan shall be developed with input from athletes, athletic staff, and various campus groups.

(b) Timeframe: 2009-2010

(c) Individual/Office Responsible: Associate Director of Athletics/Compliance

The Minority Plan is reviewed and evaluated annually by the Intercollegiate Athletics Council to ensure all components are being implemented as directed by the Board of Trustees.

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

There is a lack of diversity in the Senior Level/Other Professional Staff category. This level of administration has minimal personnel changes and will take time to improve minority representation. It is worthy to note that although the chart only represents the recent three years of data, two senior level positions were vacated and not replaced since 1999, making it challenging to improve our minority representation.

Equity and Student-Athlete Welfare

There has been an increase in the number of minority head coaches, while the assistant positions, although representing a higher percentage than the overall minority personnel at YSU, have remained stable in the past three years.

Seeking the most qualified individual for any position, while remaining sensitive to diversity and gender issues, will continue to be a priority in hiring personnel.

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

The data is provided in the chart as requested.

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

The data is provided in the chart as requested.

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

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

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

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

The mission of both the Department of Intercollegiate Athletics and the University includes a commitment to diversity and cannot be changed without Board of Trustees approval.

The 2001-2010 Intercollegiate Athletics Minority Plan includes an annual opportunity to implement any legislative changes related to minority opportunities as they may evolve.

All position announcements are submitted to minority targeted publications by the Office of Equal Opportunity and Diversity.

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

YSU's Strategic Plan includes Critical Issue #6 as Diversity and commits the University to providing a climate of respect for all people.

The mission statements for both the Department of Intercollegiate Athletics and the University include being committed to diversity with both student-athletes and staff.

The Board of Trustees adopted the 2001-2010 Intercollegiate Athletics Minority Opportunity Plan.

Equity and Student-Athlete Welfare

The University has a written Affirmative Action Plan that is implemented by the Director of Equal Opportunity and Diversity.

The University developed the Task Force on Diversity in 1998. The task force's challenge is to find ways to make the campus a more inclusive educational environment in which all participants are equally welcome, equally valued, and equally heard.

The University established the Diversity Newsletter in 2003 and is distributed quarterly to the YSU community.

All job postings include a statement that Youngstown State University is committed to increasing the diversity of its faculty, staff, and students.

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

Both the institution overall and the Department of Intercollegiate Athletics specifically have written statements that address the issue of diversity. No deficiencies exist and current trends have been to include diversity in all planning/goal setting.

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

The Intercollegiate Athletics Minority Opportunity Plan is in effect through 2010.

There are no plans to discontinue the current diversity initiatives on campus.

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

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

Sport supervisors annually discuss and monitor diversity in coaching staffs, athletes, and in prospective student-athletes with each head coach.

Student-Athlete Exit Interviews include questions related to diversity.

The Office of Equal Opportunity and Diversity annually completes the Minority Issues and Utilization Analysis Report.

The Office of Institutional Research provides racial data on staff and students annually.

The Intercollegiate Athletics Council annually reviews and must approve the implementation of the 2001-2010 Intercollegiate Athletics Minority Opportunity Plan.

The Department of Intercollegiate Athletics annually submits an Annual Plan to the President's Office, which includes both progress made in diversity initiatives during the past year, as well as goals for the upcoming year.

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

Responses from minority student-athletes during the exit interviews have not indicated any minority needs in athletics.

The Intercollegiate Athletics Council has been annually reviewing and approving the Intercollegiate Athletics Minority Opportunity Plan since 2000.

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

The Department of Intercollegiate Athletics currently has both student-athletes and administrators outside of athletics annually evaluating the departments commitment to its diversity initiatives. There is no deficiency in the evaluation process.

Equity and Student-Athlete Welfare

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

The Intercollegiate Athletics Minority Opportunity Plan is effective through 2010. The Plan includes an annual evaluation by the Intercollegiate Athletics Council.

The NCAA requires Exit Interviews to be conducted.

Annual Plans must be completed and submitted to the President, which includes diversity initiatives.

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

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

All position announcements are posted in minority targeted publications by the Office of Equal Opportunity and Diversity.

All search committees for open positions are required to be diverse and all committee members meet with the Director of Equal Opportunity and Diversity to emphasize ways to create a diverse pool of candidates, as well as ensure no discrimination occurs.

All athletic staff are encouraged to participate in the various diversity seminars that are held annually on campus.

The 2001-2010 Intercollegiate Athletics Minority Opportunity Plan is structured to ensure the manner in which our department functions is sensitive to diversity and is evaluated annually by the Intercollegiate Athletics Council.

Each sport supervisor annually discusses diversity make-up of both coaching staff and student-athletes with every head coach.

The CHAMPS/Life Skills Coordinator strongly encourages minority student-athletes to be involved in leadership opportunities (i.e.. NCAA Leadership Conference, SAAC, President's Mentors Program, etc.)

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

The CHAMPS/Life Skills Coordinator ensures YSU submits applications for the annual NCAA Leadership Conference, which ensures at least two minority student-athletes have applied for leadership opportunities.

The Department of Intercollegiate Athletics annually nominates a minority student-athlete to YSU's Presidential Mentors Program.

All NCAA Self Study committees include a diverse population of student-athletes and staff.

Minority student-athletes are always represented within the SAAC membership.

A minority student-athlete is always encouraged to attend Intercollegiate Athletic Council meetings.

The semi-annual department staff meetings have periodically had speakers whose topic is diversity.

The Department of Intercollegiate Athletics follows University hiring procedures.

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

The Department of Intercollegiate Athletics is actively engaged in promoting diversity within its policies and activities. No deficiencies exist in this area.

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

The Department of Intercollegiate Athletics is an active NCAA CHAMPS/Life Skills member and will continue to participate NCAA-driven leadership opportunities, as well as campus-based opportunities.

Equity and Student-Athlete Welfare

The athletic staff will continue to be encouraged to participate in campus-sponsored diversity seminars.

The Intercollegiate Athletics Council will annually monitor and evaluate the Minority Opportunity Plan.

The University hiring procedures will continue to encourage minorities and females to apply.

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

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

The 2001-2010 Intercollegiate Athletics Minority Plan stipulates that the minority student-athlete population should be equal or greater than the general minority student population. The Plan is annually reviewed and approved by the Intercollegiate Athletics Council.

The supervisors of each head coach discuss minority representation on current rosters, as well as prospective minority student-athletes.

The Office of Institutional Research provides enrollment data every semester that includes minority populations. This data is available on the YSU web site.

The University continually creates various partnerships with the Youngstown City Schools and Youngstown community to enhance minority enrollment.

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

The University Strategic Plan includes a critical issue to increasingly reflect the diversity of the student population.

The Intercollegiate Athletics Minority Plan is active at all times. The current minority make-up of the student-athlete population exceeds that of the general student body.

The University partnered with the Youngstown City Schools in creating the Youngstown Early College on YSU's campus in 2004-05. Secondary-age students attend high school on YSU's campus for four years. The YEC allows the students to attend select YSU classes and potentially earn credit in college courses, with the hopes that a student will graduate high school and be close to having enough credits to earn an Associate Degree. The long-term goal is to have those students continue enrollment at YSU to earn a bachelor's degree.

The University partners with the Youngstown City Schools and many vital arts organizations in the area in the SMARTS program (Students Motivated by the Arts). This program seek to motivate children to succeed in all areas of life by teaching them the discipline and focus that creating art takes.

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

Minority enrollment has increased for 13 consecutive semesters.

The University's active partnership with the Youngstown City Schools and the Youngstown Early College is a clear example of its continued commitment to enhancing student diversity on our campus.

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

The Intercollegiate Athletics Minority Plan has a directive to have enrollment of minority student-athletes comparable or greater than the general student-population.

The progress of the Youngstown Early College will be closely monitored well into the future by the President's Office and Board of Trustees.

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

Equity and Student-Athlete Welfare

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

The minority student-athlete population is compared to the general student population and evaluated annually by the Intercollegiate Athletics Council.

Each supervisor annually meets with the head coach and discusses minority representation on current rosters as well as with prospective minority student-athletes.

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

The minority student-athlete population ratio is greater than the general minority student population ratio.

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

The overall minority student-athlete population exceeds the general minority student population. Football and men's basketball have the largest number of minority student-athletes but there has been minority growth in women's basketball, volleyball, and track and field in recent years.

Nation-wide, there are some sports where the participants lack diversity and YSU mirrors that representation in those sports. No deficiencies or signs of discrimination were identified.

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

Supervisors annually discuss minority representation on current rosters and with prospective student-athletes.

The Intercollegiate Athletics Minority Plan is annually reviewed and evaluated by the Intercollegiate Athletics Council.

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

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

Minority student-athletes are encouraged to be involved with the Intercollegiate Athletics Council.

Two minority or foreign student-athletes apply for the annual NCAA Leadership Conference.

A minority student-athlete is annually nominated for the YSU Presidential Mentors program.

Minority student-athletes are encouraged to participate on Student-Athlete Advisory Committee.

Minority student-athletes complete exit interviews, which includes a question that solicits their opinion as to whether there are any needs they may have as minority student-athletes.

All student-athletes have the opportunity to complete input forms that encourage their comment on issues they feel the administration should be aware of.

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

A minority student-athlete is currently a member of the Intercollegiate Athletics Council.

Two minority student-athletes are members of an NCAA self study committee.

Two minority or foreign student-athletes are nominated annually for the NCAA Leadership Conference.

A minority student-athlete is annually nominated for the YSU Presidential Mentors program.

Equity and Student-Athlete Welfare

Two minority and two foreign student-athletes are members of the 2005-06 Student-Athlete Advisory Committee.

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

The number of minority student-athletes who have been involved in the variety of governing bodies and leadership opportunities demonstrates the athletic department's commitment to involving minority student-athletes in the decision-making process. No deficiencies are identified.

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

The Intercollegiate Athletics Minority Plan includes a directive to monitor responses from minority student-athletes in exit interviews and student-athlete input forms, and is reviewed and approved annually by the Intercollegiate Athletics Council.

Minority student-athletes will continue to be encouraged to participate in various governing bodies.

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

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

The Intercollegiate Athletics Minority Opportunity Plan includes a directive that hiring procedures must follow university guidelines and receive approval from the Director of Equal Opportunity and Diversity.

The Intercollegiate Athletics Minority Opportunity Plan includes a directive that the percentage of minority athletic staff should be equal or greater than that of the University staff.

The Intercollegiate Athletics Minority Opportunity Plan is reviewed and evaluated annually by the Intercollegiate Athletics Council.

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

YSU currently has two minority head coaches, the most at any one time in YSU athletic history.

The athletic staff has a greater minority percentage than the overall University staff.

The Office of Equal Opportunity posts all job openings in minority-targeted publications.

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

Currently there is minimal minority representation within the athletic administrative staff. Two full-time and one part-time positions were created in the past three years and two of those were filled with females. None of the three openings had any qualified minorities apply.

Within the past three years, two minority head coaches have been hired.

The percentage of minority athletic staff overall exceeds that of the general University minority personnel.

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

The Intercollegiate Athletics Minority Opportunity Plan includes a directive to follow University hiring procedures, which includes approval of the Director of Equal Opportunity and Diversity. Seeking the most qualified individual for any position, while remaining sensitive to diversity and gender issues, will continue to be a priority in hiring personnel.

The Intercollegiate Athletics Minority Opportunity Plan is annually reviewed and must be approved by the Intercollegiate Athletics Council.

Equity and Student-Athlete Welfare

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

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

Student-Athlete Exit Interviews are summarized and provided to coaches and professional staff. Areas noted for needing improvement are identified and addressed.

Student-Athlete Input Forms are summarized and provided to head coaches and supervisors. Areas noted for needing improvement are identified and addressed.

Student-Athlete Advisory Committee provides opportunities for minority student-athletes to share any concerns they have with the administration.

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

Student-athletes have access to the following campus programming:

The Multicultural Student Services collaborates with faculty and staff to sponsor roundtable discussions, workshops, and presentations that address issues multicultural students face on a predominantly white campus.

The Diversity Education Series coordinates and implements informational programs and activities that engage students, faculty, and staff in the learning process of understanding cultural diversity.

Student-Athlete Exit Interviews allow minority student-athletes to comment on any needs they feel they have as a minority student-athlete.

Student-Athlete Input Forms allow minority student-athletes to comment on any needs they feel they have as a minority student-athlete.

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

Through the responses to exit interviews, input forms, and SAAC, the athletic administration and coaches strive to remain aware of and address issues affecting minority student-athletes. To date, there have not been any minority issues noted by minority student-athletes.

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

The Intercollegiate Athletics Minority Opportunity Plan is reviewed and evaluated annually by the Intercollegiate Athletics Council. The current plan is in effect through 2010 and any new plan will include continued monitoring of issues that affect minority student-athletes.

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

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

The Plan is provided in the Plan for Improvement section as requested.

Equity and Student-Athlete Welfare

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

The Intercollegiate Athletics Minority Opportunity Plan was reviewed and approved by the Student-Athlete Advisory Committee, the athletic administration, the Intercollegiate Athletics Council, and finally approved and adopted by the President and Board of Trustees.

Evaluation

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

Equity and Student-Athlete Welfare

Plan Date Range: 2006-07 thru 2009-10

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Institutional and Athletics Department Commitment	The Department of Intercollegiate Athletics commitment to diversity is consistent with the University's.	Ensure the Department of Intercollegiate Athletics continues to uphold the same commitment to diversity as the University.	Evaluate the Department of Intercollegiate Athletics policies and procedures to ensure they reflect the mission of commitment to diversity.	Executive Director of Athletics and Intercollegiate Athletics Council	Annually through 2010
Evaluation	The Department of Intercollegiate Athletics is evaluated to ensure no discriminatory practices exist and policies to enhance diversity exist.	The Department of Intercollegiate Athletics should continue to be evaluated by an authority outside athletics to ensure the departments operations and decisions are nondiscriminatory and are sensitive to the area of diversity.	Evaluate the Department of Intercollegiate Athletics in areas of mission, organization, programming, staffing, and student-athlete populations as they relate to diversity.	Intercollegiate Athletics Council	Annually through 2010
Organization and Structure	The Department of Intercollegiate Athletics maintains organization and structure that is sensitive to diversity issues.	Ensure the organization and structure of the Department of Intercollegiate Athletics continues to be sensitive to diversity issues.	Evaluate the organization and structure of the Department of Intercollegiate Athletics to ensure it is sensitive to diversity issues.	Intercollegiate Athletics Council	Annually through 2010
Enrollment	Minority student-athletes are recruited to fulfill both the athletics department and university's mission to increase student diversity on campus.	Continue to discuss the efforts in recruiting minority student-athletes with every head coach in order to fulfill the mission of increasing student diversity on campus.	Evaluate the efforts made by the coaching staffs to recruit minority student-athletes to enroll.	Executive Director of Athletics and Intercollegiate Athletics Council	Annually through 2010
Comparison of Populations	The diversity of student-athlete enrollment is comparable to the general student population.	Minority student-athlete enrollment should be equal or exceed the enrollment percentage of minorities in the general student population.	Compare the percentage of minority student-athletes, by sport and collectively, compared to the general student population to ensure non-discriminatory practices in recruiting.	Executive Director of Athletics and Intercollegiate Athletics Council	Annually through 2010

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Participation in Governance and Decision-Making	Maintain effort to include and/or nominate minority student-athletes for membership or participation in governance and decision-making bodies.	Monitor minority student-athletes membership and/or participation in governance and decision-making bodies.	Evaluate efforts by athletics staff to provide opportunities to minority student-athletes to be involved in governance and decision-making bodies.	Intercollegiate Athletics Council	Annually through 2010
Employment Opportunities	The Department of Intercollegiate Athletics follows university procedures for hiring athletic staff, being sensitive to minority applicants.	Hiring practices in the athletics department will follow university procedures, will be sensitive to the issue of diversity, and will encourage qualified minority candidates to apply.	Evaluate the procedures for hiring new coaches or athletic professional staff.	Intercollegiate Athletics Council and the Office of Equal Opportunity and Diversity	As vacancies are filled
Programs and Activities	Opportunities are provided to athletic staff and student-athletes in activities related to diversity.	Ensure student-athlete and staff are aware of diversity programming offered on campus and encourage participation.	Evaluate the efforts made by the athletics department to alert staff and student-athlete of diversity programs offered on campus.	Intercollegiate Athletics Council	Annually through 2010

Equity and Student-Athlete Welfare

Operating Principle

3.3 Student-Athlete Welfare

Self-Study Items

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

During the first-cycle certification, Youngstown State University was found to be in substantial conformity in areas related to Operating Principle 3.3, therefore no "corrective actions," "conditions for certification," or "strategies for improvement" were imposed.

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

No plans for improvement were developed during the first-cycle certification process.

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

The Department of Intercollegiate Athletics created a Student-Athlete Input Form. The form is distributed annually at the end of each sport season and has 20 questions for student-athletes to provide feedback on regarding their respective programs and coaches.

A written Emergency Medical Plan was developed and is reviewed annually with coaches and athletic trainers.

A Student-Athlete Grievance Procedure was developed and is a part of the Student-Athlete Handbook and Operation's Manual.

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

Student-athletes have the opportunity to provide input regarding issues affecting their welfare in the following forums:

1) Student-Athlete Advisory Committee - the committee meets about every month to discuss any issues affecting student-athletes. All head coaches and Associate Directors are required to attend one meeting per year. In addition, the Faculty Athletics Representative attends at least one meeting per year, as well as receives minutes of all meetings.

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- 2) Student-Athlete Input Forms - allows each student-athlete to provide input about his/her program to the administration at the conclusion of every sport season.
- 3) Exit Interviews - any student-athlete departing a program is encouraged to complete an exit interview. The responses are summarized after a three-year period and shared with all athletic staff, the FAR, and the President (unless a specific concern demands immediate attention).
- 4) Student-Athletes are directed and encouraged to speak with a sport supervisor in the event of concerns about the program.
- 5) A Grievance Procedure is in place to assist students on how to proceed with a particular grievance. The procedure is located in the student-athlete handbook.
- 6) Student-Athletes participate on the Intercollegiate Athletics Council and are encouraged to provide input to all discussions. The IAC meets semi-annually. The IAC is a committee of 9 individuals outside of athletics that includes YSU staff and community members.
- 7) Student-Athletes are made aware of the Transfer Appeal Process and the Reduction of Athletic-Aid Process, both located in the Student-Athlete Handbook. If a student-athlete requests an appeal, the appeal is reviewed by a committee of individuals outside of athletics.

The athletic administrators who supervise sports monitor and address student-athlete welfare issues in the following ways:

- 1) Review the Student-Athlete Input Forms and exit interview summaries.
- 2) Annually evaluate the head coach on issues specific to student-athlete welfare.
- 3) Attend Student-Athlete Advisory Committee Meetings to address any concerns.
- 4) Attend various practices and competitions to observe and interact with student-athletes.
- 5) Review, update, and distribute written plans related to student-athlete welfare (i.e. Emergency Medical Plan, Travel Policies, Drug Testing and Education Program, Student-Athlete Handbook, Operations Manual).
- 6) Require all head coaches to develop, distribute and implement Team Policies Manuals for their student-athletes. Although some team policies vary by sport, each manual has minimum Department standards that must be included that assist with student-welfare issues (i.e. serving as a student host, academic expectations, penalties for drug/alcohol violations, etc.)

Finally, the CHAMPS/Life Skills Coordinator annually develops non-academic programming that relates to the personal well-being of student-athletes. The student-athletes are required to attend the seminars (provided no class conflict) that will hopefully aid them in their development.

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

Youngstown State University is an NCAA CHAMPS/Life Skills institution. The following are non-academic enhancement programs provided to student-athletes to assist with overall welfare:

- 1) Career Planning: All third-year student-athletes are required to attend 4 hours of seminars conducted by Career Services.
- 2) Personal Counseling: All student-athletes and athletic staff are provided information about YSU's Counseling Center. Student-athletes are encouraged to use the center if needed. Information about the Counseling Center is located in the student-athlete handbook.
- 3) The YSU Drug Testing Program and Emergency Medical Plan are reviewed and implemented annually by the athletic staff. Student-athletes are provided a copy of the drug testing program in their student-athlete handbook.
- 4) YSU's Recruiting Policy emphasizes prohibition of unhealthy activities during a prospect's visit to campus. The Recruiting Policy is located in the student-athlete handbook.

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5) Alcohol/Drug Use Guidelines: Each team has a specific policy in their team policy manual. The team policy may provide for more severe penalties if a student-athlete is found to be using drugs or alcohol but the penalties can be no less severe than the Department's overall standard. Student-athletes are provided a team policy manual and the Department's alcohol/drug policy is in the student-athlete handbook.

6) Each semester, student-athletes are required to attend a welfare seminar. The seminar topics cover areas such as nutrition, unhealthy relationships, credit card counseling, and hazing.

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

The Associate Director of Athletics/Compliance attempts to arrange meetings with as many athletes as possible who leave a program in order to conduct an in-person exit interview. Other individuals available to conduct the interview include all supervisors of sports or the FAR. If an in-person meeting is not possible, occasionally an exit interview is sent via regular mail. Unless a response provided demands immediate attention, the Associate Director compiles a summary report that is distributed every three years to the entire athletic staff, the FAR, and the President. The FAR and sport supervisors are provided all of the completed exit interviews in addition to the summary so each can review individual responses. The timeliness of the report is periodic in order to protect the responses of individuals from teams with smaller numbers of exiting members. Policies and programming that receive positive responses are encouraged to continue. Policies and programming that receive negative comments are addressed and marked for areas of needed improvement.

Student-Athlete Input Forms are distributed to every team member at the conclusion of each sport season. The supervisor provides a summary to the head coach. Areas receiving positive responses are commended and areas of negative responses are marked for needed improvement. The responses are considered in the head coach's evaluation.

The SAAC meets on a regular basis and has the opportunity to provide any input to the administrative staff.

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

All three procedures listed below are available in the student-athlete handbook and the Department's operation's manual. A copy of the respective manual is updated and accessible to student-athlete and staff annually.

INTERCOLLEGIATE ATHLETICS GRIEVANCE PROCEDURE

The Department of Intercollegiate Athletics is committed to an athletic environment that values all individuals and groups, and to non-discrimination and equal opportunity for all persons without regard to sex, race, religion, color, age, national origin, sexual orientation, or handicap/disability. In addition, the Department's mission provides for fair and equitable treatment in all areas related to student-athlete welfare.

All student-athletes have the right to secure, equitable and expedient resolutions to complaints about their sport environment. Such complaints may be related, but not limited to, abusive behavior, harassment (including sexual), or hazing by a coach, athletic department staff member, or other student-athlete. Sexual harassment represents unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

Any student-athlete may lodge a complaint with the administrative sport supervisor (SS), the Senior Woman Administrator (SWA), or the Faculty Athletics Representative (FAR) by completing a Grievance Form and meeting with the administrator. This preliminary discussion will serve to inform the SS/SWA/FAR of all relevant information about the complaint. After the preliminary discussion with the student-athlete, the SS/SWA/FAR will determine if the complaint supports further investigation. If the complaint is believed to lack merit (i.e. not necessarily abusive behavior) the SS/SWA/FAR will provide direction for the student's concern. If the student-athlete is not satisfied with the direction provided by the administrator, the student-athlete may request the complaint be heard by the

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Grievance Committee, consisting of the FAR, SWA, and SS. This committee will determine if further investigation is needed.

If the complaint proves to have merit, the student-athlete must provide a written statement to the SS/SWA/FAR, describing the situation. A review of the matter will follow:

1. The SS/SWA/FAR will meet with the student-athlete's accused party and his or her supervisor(s).
2. The SS/SWA/FAR will meet with individuals who may have additional knowledge concerning the matter.
3. The SS/SWA/FAR and relevant parties (student-athlete, accused party) will have access to all documents.
4. Comments and documents provided to the SS/SWA/FAR will be treated, to the extent possible, as confidential.
5. After conducting the review, the SS/SWA/FAR will attempt to assist each party to understand the various perspectives.
6. The review and resolution will be completed, if possible, within ten working days.
7. The findings and recommendations will be documented in writing, and the student-athlete and the accused will be advised of the results. Signatures from all parties will be utilized to acknowledge the actions taken. A copy of these findings will be provided to, and filed in, the office of the Executive Director of Athletics. In addition, findings that violate The Code of Student Rights, Responsibilities, and Conduct or violate standards of the Office of Equal Opportunity and Disability Services will be forwarded to the appropriate department. Further appropriate measure may be taken by either of these entities.

Retaliation against an individual seeking advice on a grievance matter or harassment claim, reporting a grievance or harassment act, or participating in an investigation of the proceedings of a grievance or harassment matter is prohibited.

APPEAL PROCEDURE FOR A TRANSFER REQUEST THAT HAS BEEN DENIED

A. The student-athlete is encouraged to maintain a continuing dialogue with the head coach in order to aid in the informal resolution of problems involving sanctions.

B. Circumstances that would support denying a transfer may include, but are not limited to:

1. The student engaged in misconduct warranting the denial, or
2. Evidence presented demonstrates a violation of Bylaw 13.1.1.3 (another institution contacted our student-athlete without permission)

C. Actions that result in a denial of a transfer release may be appealed as hereinafter provided.

1. The student-athlete must provide a written statement to the head coach of the sport involved as to why the student-athlete feels he/she should be provided a release to attend another institution. If the head coach sustains the denial of release, the coach shall, within a reasonably prompt timeframe of receiving said statement, provide the student-athlete with a white copy of the Roster Update Form, with written reasons for sustaining the denial of a transfer release.

2. If the student-athlete is not satisfied with the head coach's decision, the student-athlete must schedule to meet with the Executive Director of Intercollegiate Athletics, or designee, within a reasonably prompt timeframe from the head coach's decision. At the time of the meeting, the student-athlete should provide the Executive Director, or designee, with the white copy of the Roster Update Form and written reasons for the request.

3. The Executive Director of Intercollegiate Athletics, or designee, shall either complete the affirmation statement on all three copies of the Roster Update Form or overturn the head coach's decision and grant the release. The Executive Director, or designee, will provide the student-athlete with the white copy of the Roster Update Form within a reasonably prompt timeframe following the meeting.

4. If the student-athlete is not satisfied with this decision, within a reasonably prompt timeframe, the student-athlete should meet with the Director of Compliance to set up a mutually conducive date within a reasonably prompt timeframe to have a hearing with the Transfer Hearing Committee.

5. Within five business days of the close of the hearing, the Chair of the Transfer Hearing Committee, or her designee, shall send a written decision to the student-athlete, head coach, and Executive Director of Athletics. The student-athlete's written decision will be sent certified mail to the student's permanent address.

C. The decision of the Hearing Committee shall be final and no further appeals shall be available at the institution.

D. The Transfer Hearing Committee

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1. The purpose of the Transfer Hearing Committee is to assist the Department of Intercollegiate Athletics in complying with NCAA 13.1.1.3.1 — Hearing Opportunity. This committee shall consider the facts related to the case and ensure that the circumstances that have occurred would justify our institution denying a student contact by another institution:

Situations that would support such a decision may include, but are not limited to:

1. The student engaged in misconduct warranting the denial, or
2. Evidence presented demonstrates a violation of Bylaw 13.1.1.3 (another institution contacted our student without permission)

2. The make-up of the committee shall include three members, all from outside of the Department of Intercollegiate Athletics. This committee is chaired by the Vice President for Student Affairs, or a designee from that division appointed by the Vice President for Student Affairs. The second member should be the FAR, if available. If the FAR is unavailable, the final two members will be designated by the Vice President for Student Affairs or, in her absence, from the Office of the President.

E. Hearing Guidelines

1. Hearings are conducted by the Vice President for Student Affairs, or her designee from the Division of Student Affairs.

2. All hearings and meetings are considered confidential and closed to the public.

3. The student-athlete may choose an advisor (or advisors) for the hearing. The advisor(s) may participate in the hearing only when recognized by the chair.

4. The following are guidelines for conducting the appeal hearing:

- a. The chair shall call the meeting to order and introduce the principals.

- b. The chair reminds all principals that there shall be a separation of the witnesses.

- c. The chair will only permit questions and information that are pertinent to the incident that resulted in the action in question.

- d. The chair shall ask the both the head coach who issued the action and the student-athlete to present their cases either in writing, orally, or both, and call supporting witnesses. Each witness or advisor, if recognized by the chair, will have a maximum of five minutes to provide his/her statement.

- e. The chair shall ask for concluding remarks.

- f. Immediately following the closing of the hearing, the chair shall conduct the deliberations in closed session. A written decision will be provided by the chair to the student-athlete, the head coach, and the Executive Director of Athletics within five business days of the hearing. The student-athlete's decision will be sent certified mail to the student's permanent address.

APPEAL PROCEDURE FOR A GRANT-IN-AID THAT HAS BEEN REDUCED OR CANCELLED

A. Reduction or Cancellation during the Period of the Award.

An athletic grant-in-aid may be reduced or canceled during the period of the award if the recipient:

1. Renders himself or herself ineligible for intercollegiate competition; or
2. Fraudulently misrepresents any information on an application, letter of intent or financial aid agreement; or
3. Engages in misconduct warranting substantial disciplinary penalty, as determined by the University's regular student disciplinary authority, even if the loss-of-aid does not apply to the student body in general; or
4. Voluntarily withdraws from a sport at any time for personal reasons.

An athletic grant-in-aid may not be reduced or canceled during the period of the award:

1. On the basis of a student-athlete's athletic ability, performance or contribution to a team's success, or
2. Because of an injury that prevents the recipient from participating in athletics.

If a head coach recommends to the Director of Financial Aid to cancel or reduce financial during the period of the award, the student-athlete will be notified in writing that his or her grant is being canceled or reduced and, upon his or her request, may appeal such a decision.

B. Nonrenewal or Reduction of Athletic Grant-In-Aid for the Ensuing Academic Year

If a head coach recommends to the Director of Financial Aid to nonrenew or reduce financial aid for the ensuing academic year, the student-athlete will be notified in writing that his or her grant is being reduced or canceled and, upon his or her request, may appeal such decision.

C. Appeal Procedure

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Actions that result in non-renewal or reduction of athletic-related grant-in-aid may be appealed as follows:

1. The student-athlete must schedule a meeting with the Executive Director of Athletics, or designee. At least one day in advance of the meeting, the student-athlete must provide a written statement to the Executive Director, or designee, as to why he/she feels the grant-in-aid should not be reduced or canceled.

Subsequent to the meeting, if the Executive Director sustains the reduction or cancellation of the grant recommendation, he, or his designee, shall, within a reasonably prompt timeframe, provide the student-athlete with a written statement reaffirming the reduction or cancellation of grant-in-aid. If the Executive Director overturns the head coach's recommendation, the grant will be renewed at the previously awarded amount.

2. If the student-athlete is not satisfied with this decision, within a reasonably prompt timeframe, the student-athlete must contact the Director of Compliance to set up a mutually conducive date within a reasonably prompt timeframe to have a hearing with the Grant-In-Aid Hearing Committee.

3. Within five business days of the close of the hearing, the Director of Financial Aid and Scholarships, or her designee, shall send a written decision to the student-athlete, head coach, and Executive Director of Athletics. The student-athlete's written decision will be sent certified mail to the student's permanent address.

D. The Grant-In-Aid Hearing Committee

1. The purpose of the Grant-In-Aid Hearing Committee is to assist the Department of Intercollegiate Athletics in complying with NCAA 15.3.4.1.3 and 15.3.5.1.1 — Hearing Opportunity Required. The committee will consider the facts related to the case and insure one of the following situations has occurred:

In the case of a reduction or cancellation during the period of the award, the student:

- a. Rendered himself or herself ineligible for intercollegiate competition, or
- b. fraudulently misrepresented any information on an application, financial aid agreement or National Letter of Intent, or
- c. Engaged in misconduct warranting substantial disciplinary penalty, or
- d. Voluntarily withdrew from the sport for personal reasons.

In the case of a nonrenewal or reduction for the ensuing academic year, the decision to nonrenew or reduce is left to the discretion of the University, to be determined in accordance with the University's normal practices for the general student population.

2. The make-up of the committee shall include three members, all from outside of the Department of Intercollegiate Athletics. This committee will be chaired by the Director of Scholarships and Financial Aid or a designee from that department appointed by the Director of Scholarship and Financial Aid. The second member should be the FAR, if available. If the FAR is unavailable, the final two members will be designated by the Director of Scholarships and Financial Aid or, in her absence, the Vice President for Student Affairs.

3. Hearing Guidelines

- a. Hearings are conducted by the Director of Scholarships & Financial Aid, or her designee from the Department of Financial Aid and Scholarships.
- b. All hearings and meetings are considered confidential and closed to the public.
- c. The student-athlete may choose an advisor (or advisors) for the hearing. The advisor(s) may participate in the hearing only when recognized by the chair.
- d. The following are guidelines for conducting the appeal hearing:

1. The chair shall call the meeting to order and introduce the principals.
2. The chair reminds all principals that there shall be a separation of the witnesses.
3. The chair will only permit questions and information that are pertinent to the incident that resulted in the action in question.
4. The chair shall ask the both the coach who issued the action and the student-athlete to present their case either in writing, orally, or both, and call supporting witnesses. Each witness or advisor, if recognized by the chair, will have a maximum of five minutes to provide his/her statement.
5. The chair shall ask for concluding remarks.
6. Immediately following the closing of the hearing, the chair shall conduct the deliberations in closed session. A written decision will be provided to the student-athlete, the head coach, and the Executive Director of Athletics within five business days of the hearing. The student-athlete's decision will be sent certified mail to the student's permanent address.

E. Hearing Committee Decision

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The decision of the Grant-In-Aid Hearing Committee shall be final and no further appeals shall be available at YSU.

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

Youngstown State University has The Code of Students Rights, Responsibilities, and Conduct. Within this document is language specific to providing a safe environment for all students and staff, including students with diverse sexual orientations.

"Students, as members of the University community, shall have the following responsibilities which are inherent in the basic rights available to all students and citizens at large:

... 5. To conduct themselves in a manner which helps to create and maintain a learning atmosphere in which the rights, dignity, and worth of every individual in the University community are respected..."

Further, the Code states:

"As expressed in the Equal Opportunity/Affirmative Action Complaint Procedure, the University is committed to a campus environment that values all individuals and groups, and to non-discrimination and equal opportunity for all persons without regard to sex, race, religion, color, age, national origin, sexual orientation, handicap/disability, or identification as a disabled and/or Vietnam era veteran. The complaint procedure is intended to provide assistance and guidance for those alleging some form of discrimination.

Definition - A complaint of discrimination is any claim of an injury, injustice, or wrong based on the person's sex, race, religion, color, age, national origin, sexual orientation, handicap/disability, or identification as a disabled and/or Vietnam era veteran."

Finally, the Code includes:

"Examples of inappropriate conduct which may constitute sexual harassment include, but are not limited to, the following:

...Harassing acts or behavior directed against a person on the basis of an individual's sex or sexual orientation..."

The University has jurisdiction to discipline conduct which adversely affects the University community or interferes with the pursuit of its mission or educational objectives and programs. Formal sanction(s) may be imposed by the University whenever a student and/or group/organization behavior interferes with the University's responsibility to ensure a positive educational environment.

The University sponsors a student organization called YSUnity which attempts to foster a safe and supportive atmosphere for students of all sexualities at YSU and the Youngstown community.

In addition, YSU sponsors Safe Zone Training for all staff which provides support for lesbian, gay, bisexual, and transgendered students, staff, and faculty. At the training, attendees learn about issues that affect LGBT people and participate in discussions about particular questions they may encounter in their role as Safe Zone supporters. Five members of the athletic department have attended the training.

Finally, the Department of Intercollegiate Athletics' Grievance Procedure allows for a complaint to be filed for offenses related to sexual orientation.

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

The Department of Intercollegiate Athletics has established written policies in the areas of travel, athletically-related injuries, emergency medical plan, and drug and alcohol testing. All of the policies appear in the Operation's Manual, which is reviewed, updated, and distributed to every athletic staff member annually. The athletically-related injuries/health insurance policy and drug/alcohol testing policies are also in the student-athlete handbook. The Executive

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Director of Athletics ultimately has the responsibility to ensure these policies are updated, distributed and implemented.

The Department of Intercollegiate Athletics is dedicated to providing the highest quality sports medicine services available for its student-athletes. The health and physical welfare of every student-athlete will be the top priority when making any decision regarding the safety of participation. Any student-athlete under the care of the athletic training staff or team physicians will not be allowed to return to activity (practice and/or games) until proper clearance in writing has been obtained from the appropriate medical professional.

Before a student-athlete is eligible to participate, the student-athlete must be examined either by one of the team physicians or by his or her family physician. In addition, the University mandates that all incoming student-athletes and their parents must complete a health history form, which must be updated annually. A member of the athletic training staff reviews this information annually with each student-athlete.

The health insurance policy for student-athletes is a secondary policy, with the student-athlete's health insurance policy being the primary. All treatment costs are submitted to the student-athlete's primary carrier. If there is no coverage for athletic injury through the primary policy, the University's secondary policy will pay all costs. The Department may also purchase (on a case by case basis) athletically-related injury insurance for select student-athletes in high-injury sports who cannot provide primary health insurance.

All student-athletes have equitable access to certified athletic trainers. Access is available in either the Stambaugh Stadium Athletic Training Room or the Beeghly Center Athletic Training Room.

All student-athletes participate in the Department's alcohol and drug testing program. Student-athletes must annually agree to participate in the drug testing program. Written penalties are found in both team policies and the Department policies.

The Department of Intercollegiate Athletics utilizes the University's travel policy. Specific attention is placed on the use of passenger vans. The travel policy is annually reviewed with each head coach to ensure understanding of safety expectations.

An Emergency Medical Plan is updated and reviewed with every athletic trainer and head coach annually.

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

The Department of Intercollegiate Athletics has four full-time and two part-time certified athletic trainers on staff. A certified athletic trainer is present at all home competitions.

For practices, a certified athletic trainer is assigned based on priority of high injury rates and if the sport is "in-season". For fall sports, soccer, football and volleyball are assigned a certified athletic trainer for practices and away competitions. In addition, a physician is on site for football competitions. For winter sports, men's and women's basketball are assigned a certified trainer for practices and away competitions. Life guards are assigned for all activities in the pool. For spring sports, a certified athletic trainer is assigned to all softball and baseball practice and competitions, as well as spring football and soccer practices.

A certified athletic trainer is available in the athletic training room for all other sports to have access to in case of an injury during a practice. All head coaches are required to have a cell phone at all practices and competitions when an athletic trainer is not present at the site.

All Olympic head coaches are required to be certified in CPR. Assistant coaches and athletic department staff are strongly encouraged to be certified in CPR. Over 85% of the athletic department staff is certified in Adult CPR/AED. All head coaches annually review our Department's Emergency Medical Plan in order to refresh each on emergency procedures, campus phone locations, local hospitals, etc.

Emergency Communication:

For activities outside of Beeghly Center and Stambaugh Stadium, the head coach is responsible for having a working cell phone at all practices and competitions that occur outdoor. A cell phone may be obtained from the Athletic Training Room in Stambaugh 1103. Cell phones may be accessed immediately prior to practice and must be returned to the training room immediately following practice. Personal cell phones may be substituted, at the coach's discretion. Dial 911 at off-campus sites and campus police at 911* for on-campus sites. Department cell phones are for emergency use only.

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CPR/First Aid

All head coaches for Olympic Sports must receive annual training in CPR and are encouraged to be trained in First Aid. All other coaches and athletic staff are strongly encouraged to receive training.

Emergency Equipment

A fully stocked First Aid Kit must be readily available at the site of all practices and competitions. A kit can be obtained from the athletic training room in Stambaugh Stadium.

Lightning and Tornado Safety

1. A certified athletic trainer will be responsible for lightning and tornado safety. In the absence of a certified athletic trainer, the coach in charge of the activity will be responsible for lightning and tornado safety.

2. At the first sign of lightning or tornado activity, the person responsible will immediately direct everyone involved in the activity to a safe location. The preferred location is indoors in an area designated as a lightning or tornado shelter.

- Stambaugh Stadium - basement hallway of stadium
- McCune Field: press box or concession area, if open
- Eastwood Field: locker rooms
- Harrison Field: University Courtyard
- YSU Tennis courts or outdoor track: Fedor Hall or storage area, if open
- Golf courses: club house

In the absence of shelter, the person in charge should direct those to the lowest point in the vicinity away from trees and tall structures that would attract lightning.

3. Upon securing safety of all participants, the person in charge should contact the local weather service at 800-686-2930 for details.

4. No activity should resume until lightning has not been spotted for at least 30 minutes from the last strike.

Role of First Responder

1. Emergency Care Provider(s) (i.e. ATC, Student Aide, Coach) provides following:

- a. Calm and reassure the athlete
- b. Generally assess/evaluate injury
- c. Call for emergency assistance at 911 for off-campus and 911* for on-campus. Report of nature and severity of injury (number of individuals injured, condition of injured, first aid treatment). Provide directions to injury site. Remain on phone until operator hangs up.
- d. Provide appropriate emergency care and attempt to keep athlete calm.

2. Traffic Controller (ATC, Student Aide, Coach)

- a. Keep uninjured athletes away from site of injury
- b. Keep spectators, press, and so forth away from injury site

3. Emergency Vehicle Escort (ATC, Student Aide, Coach, Student-Athlete)

- a. Go to designated location to flag down EMS
- b. Direct EMS to injury site

4. Emergency Medical Assistance Contact (ATC, Coach, Student-Athlete, Staff)

- a. Explain nature and severity of injury to EMS personnel upon arrival
- b. Release to EMS, if necessary, for transport

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

A certified athletic trainer is available in the athletic training room for sports that do not have an athletic trainer at the practice site. All head coaches are required to have a cell phone at all practices when an athletic trainer is not present at the site or if practice is off-campus.

All Olympic head coaches are required to be certified in CPR. Assistant coaches and athletic department staff are encouraged to be certified in CPR. Currently, over 85% of the University's athletic staff is certified in Adult CPR/AED.

Equity and Student-Athlete Welfare

All head coaches annually review our department's Emergency Medical Plan in order to refresh each on emergency procedures, campus phone locations, directions to local hospitals, etc.

The Head Strength and Conditioning Coach is also a certified athletic trainer. The Assistant Strength and Conditioning Coach is certified in CPR. Therefore, whether strength training, during individual workouts, or during practice, the individual overseeing a workout is CPR certified and is aware of appropriate steps to take in the event of an emergency. The same expectations for # 10 above apply to the out-of-season workouts.

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

- a. Describe how the institution studies these topics as they apply to all student-athletes;
- b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and
- c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

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

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

The Athletic Administration reviews the Student-Athlete Input Forms annually and subsequently presents the results to the head coach. Each head coach evaluation includes his/her success in addressing student-athlete welfare issues.

The Athletic Administration and every head coach is required to attend at least one Student-Athlete Advisory Committee meeting annually. Attendance is a required element to be a SAAC representative.

Exit Interviews are summarized every three years and shared with the entire athletic department staff, FAR, and the President.

The Department of Intercollegiate Athletics health insurance premium for student-athletes is one of the lowest compared to institutions our size, a direct result of the excellent care provided to our student-athletes.

The Department of Intercollegiate Athletics annually reviews all of its policies and procedures and annually distributes an updated operations manual to all athletic staff and a student-athlete handbook to all athletes.

The Intercollegiate Athletics Council meets bi-annually to review any changing policies or plans that affect student-athlete welfare.

Student-Athletes are required to attend semi-annual personal well-being seminars through our CHAMPS/ Life Skills programs.

The Department submits an Annual Plan to the President that includes our progress in implementing student-welfare initiatives.

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

The Department of Intercollegiate Athletics Annual Plan specifically includes a commitment to student-athlete welfare in its mission. The President's Office requires each department to list specific goals and programs developed to address student-athlete welfare issues on an annual basis.

Equity and Student-Athlete Welfare

SAAC minutes are provided to all coaches and administrative staff after each meeting.

Exit Interview summaries are provided to all athletic department staff and areas needing improvement are emphasized in the report.

Head Coach evaluations include an area related to their commitment to student-athlete welfare issues.

Attendance is taken at personal well-being seminars to monitor student-athlete mandatory attendance (unless class conflicts). These are reported to the head coach and any poor attendance would influence the evaluation ranking of the head coach in the area of student-athlete welfare.

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

The Athletic Administration will continue to carefully review the responses to the Student-Athlete Input Forms and Exit Interviews on an annual basis.

The Department of Intercollegiate Athletics will continue to report its affairs to the Intercollegiate Athletics Council semi-annually.

The Department of Intercollegiate Athletics will continue to report its implementation of student-athlete welfare initiatives in its Annual Plan to the President.

The Athletic Administration and Head Coaches will continue to be required to attend SAAC meetings.

The Department of Intercollegiate Athletics will continue sponsoring CHAMPS/Life Skills programming on a semi-annual basis and require student-athlete attendance, with a head coach ultimately being responsible and evaluated on student-athlete attendance.

2. Organization and Structure Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance student-athlete welfare.

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

The Athletics Administration submits its Annual Plan to the President as a part of the University's Strategic Planning Process. The plan includes accomplishments during the past year, as well as goals for the upcoming year.

The Athletics Administration reviews the Student-Athlete Input Forms annually and subsequently presents the results to the head coach. Each head coach evaluation includes student-athlete welfare issues.

The Athletic Administration and every head coach is required to attend at least one Student-Athlete Advisory Committee meeting annually. Attendance is a required element to be a SAAC representative.

Exit Interviews are summarized every three years and shared with the entire Department of Intercollegiate Athletics staff, FAR, and the President.

The Department of Intercollegiate Athletics annually reviews all of its policies and procedures and produces an updated operations manual and student-athlete handbook annually.

The Intercollegiate Athletics Council meets bi-annually to review current policies and plans that affect student-athlete welfare.

Student-Athletes are required to attend semi-annual personal well-being seminars through our CHAMPS/Life Skills programs.

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

The Department of Intercollegiate Athletics has annually achieved each of its Student Welfare Goals that were stated in the Annual Plan since the planning process started in 2003-04.

The student-athletes have been provided and attended personal well-being seminars as a part of our CHAMPS/Life Skills program semi-annually since 2000-01.

Equity and Student-Athlete Welfare

Student-Athlete Welfare issues have been a component of a Head Coach Evaluation since 2003-04.

Exit Interviews have been conducted and summaries provided to staff every three years since 1998.

Student-Athlete Input Forms have been provided annually to student-athlete since 2001.

- c.** Explain how the institution will address these topics in the future for the welfare of all student-athletes.

All currently existing policies and procedures listed in this section and methods of evaluation will continue into the future.

3. Participation in Governance and Decision-Making Involvement of student-athletes in the governance and decision-making processes of the athletics department (including the student-athlete advisory committee).

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

Critical Issue #2 of the Intercollegiate Athletics Strategic Plan is to assist in preparing student-athletes for economic productivity and to undertake civic and leadership responsibilities. The goals and programs developed are included in the Annual Plan that is submitted to the President.

Attendance and participation at SAAC meetings is required if a student-athlete wishes to be a SAAC representative. The athletic administration shares various policies or proposals with the SAAC for their input, such as the Gender Equity Plan, Minority Opportunity Plan, the NCAA Self Study, and proposed NCAA legislation.

Two student-athletes are requested to participate as members of the Intercollegiate Athletics Council.

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

Student-Athlete Advisory Committee meetings are conducted on a regular basis throughout the academic year.

Two SAAC representatives will be selected to participate in the Horizon League SAAC.

The CHAMPS/Life Skills Coordinator ensures nominations are submitted for any leadership opportunity (i. e. NCAA Leadership Conference, YSU Presidential Mentors Program, etc.) offered, if feasible. YSU has had a student-athlete representative at the NCAA Leadership Conference since 1999 and has had a student-athlete representative on the Presidential Mentors Program for the two years of its existence.

Two student-athletes are asked to participate in Intercollegiate Athletics Council meetings.

- c.** Explain how the institution will address these topics in the future for the welfare of all student-athletes.

The Department of Intercollegiate Athletics will continue to fulfill its commitment to assisting in the development of student-athletes civic and leadership opportunities. The Department will utilize every avenue available to support this initiative.

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

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

YSU is an NCAA CHAMPS/Life Skills member. The department will support student-athlete development in five areas:

Equity and Student-Athlete Welfare

- 1) Academic Excellence: Support the academic progress of the student-athlete. Team GPA's, graduation rates, graduation success rates, and academic progress rates will be monitored annually to ensure the academic support provided is achieving appropriate results.
- 2) Athletic Excellence: Develop programs that are broad-based, equitable, and dedicated to the well-being of the student-athlete. Monitor budgets, facilities, support staff, etc. and compare with league members to assist in pursuit of athletic excellence.
- 3) Service: Engage the student-athlete in service to the campus and surrounding communities. Establish outreach expectations for coaches and student-athletes and monitor their community involvement.
- 4) Personal Development: Provide programming that supports the development of a well-balanced lifestyle, encouraging emotional well-being, personal growth, and decision-making skills. Provide programming at least once per semester that addresses an area of personal development.
- 5) Career Development: Provide programming that encourages the student-athlete to develop and pursue career and life goals. Ensure a minimum of four hours of career orientation for each student-athlete.

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

The Department of Intercollegiate Athletics has provided personal well-being seminars and career orientation seminars semi-annually since 2000-01.

The Department of Intercollegiate Athletics administrators, coaches, and student-athletes have annually participated in over 100 community outreach events that serviced over 10,000 community members since 2000-01.

SAAC has been active since 1996.

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

The University will continue to be an NCAA CHAMPS/Life Skills institution and provide the associated programming.

The Department will continue to provide avenues and encourage service opportunities for the community to the student-athlete population.

Evaluation

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

Equity and Student-Athlete Welfare

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Student-athlete awareness of available campus programming.	Ensure student-athletes are aware of various campus programs available to students.	Invite various campus group representatives to speak to our student-athletes to make them aware of the variety of support groups and activities available to students on campus.	CHAMPS/Life Skills Coordinator	Annually.

Equity and Student-Athlete Welfare

RACIAL OR ETHNIC COMPOSITION ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

		Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2
Senior Administrative Athletics Dept. Staff	F										1	1	1	4	4	4			
Other Professional Athletics Dept. Staff	F													12	13	13			
	P													11	11	10			
Head Coaches	F							1	2					9	8	7			
	P													4	4	4			
Assistant Coaches	F							4	2	4				7	9	10			
	P							3	4	4				14	15	11			
Totals (for Athletics Dept. Personnel)	F							4	3	6	1	1	1	32	34	34			
	P							3	4	4	0	0	0	29	30	25	0		
Faculty-Based Athletics Board or Committee Members									1	1				7	8	7			
Other Advisory or Policy-Making Group Members								2	2	3				24	25	23	1		1

Name of person completing this chart: Elaine Jacobs/Assoc. AD

Title: Year 1=(02-03) 2=(03-04) 3=(04-05)

Equity and Student-Athlete Welfare

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

Year	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	36	40	41	85	85	105	1153	1201	1319	210	209	217	9112	9250	9267	779	813	854
Student-Athletes						2	42	52	55	2	2	4	222	198	207	26	26	31

Name of person completing this chart: Elaine Jacobs Assoc. AD/Becky Geltz Research

Title: Year 1=(02-03) 2 =(03-04) 3 =(04-05)

Equity and Student-Athlete Welfare

RACIAL OR ETHNIC COMPOSITION MEN'S AND WOMEN'S SPORTS TEAMS

Sports	Year	Racial or Ethnic Group																		
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)			
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
Baseball						1								29	28	27	4	3	3	
Men's Basketball									7	10	8			3	4	3			2	
Football									25	32	32	1	1	3	47	38	45	9	6	5
Men's Track / Cross Country			1						2	1	2			15	16	17			1	
Men's Other Sports and Mixed Sports														16	11	12	2	3	2	
Women's Basketball									1	1	2			10	10	11	3	3	3	
Women's Track / Cross Country									6	6	8	1	1	1	20	20	17	2	1	2
Women's Other Sports						1			1	2	3			82	71	75	6	10	13	
Total		0	0	1	0	0	2		42	52	55	2	2	4	222	198	207	26	26	31

Name of person completing this chart: Elaine Jacobs Assoc. AD

Title: Year 1 =(02-03) 2 =(03-04) 3 = (04-05)