

2004-2005  
DIVISION I  
ATHLETICS  
CERTIFICATION  
SELF-STUDY  
INSTRUMENT

# Introduction to Self-Study Report

## Introduction to Self-Study Report

### Institutional Information

1. Type of Institution: Private
2. Year institution was founded: 1851
3. Special Affiliation? Yes Roman Catholic, Jesuit
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: 5670
6. Number of Faculty [using a full-time-equivalency (FTE) basis]: 379
7. Highest level of academic degree offered: Ed.D.
8. Institution's governing entity: Board of Trustees
9. a. Regional accreditation agency: Middle States Commission on Higher Education
9. b. Date of most recent regional accreditation self-study: 2004
9. c. Current accreditation status: Accredited

### Athletics Information

1. Subdivision status of athletics program (Academic Year 2005): I-AAA
2. Conference affiliation(s) or independent status (Academic Year 2005):

Baseball	Atlantic 10 Conference
Field Hockey	Atlantic 10 Conference
Men's Basketball	Atlantic 10 Conference
Men's Cross Country	Atlantic 10 Conference
Men's Golf	Atlantic 10 Conference
Men's Lacrosse	Metro Atlantic Athletic Conference
Men's Soccer	Atlantic 10 Conference
Men's Tennis	Atlantic 10 Conference
Men's Track, Indoor	Atlantic 10 Conference
Men's Track, Outdoor	Atlantic 10 Conference
Softball	Atlantic 10 Conference
Women's Basketball	Atlantic 10 Conference
Women's Cross Country	Atlantic 10 Conference
Women's Lacrosse	Atlantic 10 Conference
Women's Rowing	Atlantic 10 Conference

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Women's Soccer	Atlantic 10 Conference
Women's Tennis	Atlantic 10 Conference
Women's Track, Indoor	Atlantic 10 Conference
Women's Track, Outdoor	Atlantic 10 Conference

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

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

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

None.

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

Intercollegiate athletics program established 1909-10; therefore anticipate 100th anniversary in 2009-10.

## Previous Certification Self-Study

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

Orientation Visit: 1996  
Evaluation Visit: July 14-17, 1997  
Interim Self-Study: 2001

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

Certification Meeting: January 8-9, 1998  
Certification Letter: February 9, 1998

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

None.

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

Since the previous certification study, there have been the following changes in key senior-level positions and addition of new positions:

Changes in institutional senior-level personnel:  
President  
Provost  
Vice President for Finance  
Vice President for Development & Alumni Relations  
Dean, Erivan K. Haub School of Business  
Dean, College of Arts & Sciences

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New positions (institutional):  
Vice President for External Affairs  
General Counsel  
Vice President for Mission  
Director of Institutional Diversity

Changes in Athletics senior-level personnel:  
Assistant Athletic Director for Communications

New positions (Athletics):  
Assistant Vice President for Athletic Business Affairs (reports to VP for Student Life)  
Director of Compliance (from part-time to full-time)  
Associate Athletic Director for Marketing and Corporate Sponsorships  
Executive Director of Athletic Development (also reports to VP for Development)  
Associate Director of Athletic Development

- 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:**

Since the previous certification study, the following significant changes have impacted the institution:

- Expansion of the Atlantic 10 to fourteen members in 2005
- University fiscal conditions have changed with revenues greatly expanding and consistent generation of surpluses.

### Certification Self-Study Information

- 1. Steering Committee Chair:** Kathleen D. Gaval
- 2. Chief report writer/editor of self-study report:** Annemarie McMullin
- 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.**

Broad-based participation of all campus constituencies — faculty, staff, students, student-athletes, trustees and alumni was assured throughout the process.

a) During the drafting of the subcommittee reports and before the plans for improvement were formulated, most subcommittee members had assignments for outreach to other members of the University community — faculty, staff, students, trustees. Usually this took place in the form of personal interviews, responses to questions, and assistance with data analysis. Each of the subcommittee meeting summaries at the end of the Self-Study plan contains names and topics that were discussed. The Equity and Student-Athlete Welfare subcommittee toured the Athletics facilities as well. In addition, the Board of Trustees had the opportunity for input during the President's Report segment of the October 2, 2005 meeting prior to the completion of the draft.

b) The review of the Self-Study by internal members of the University community was assisted by on-line access through the website: <https://www.sju.edu/ir/NCAA/> as well as the distribution of printed copies of the draft to the President's Cabinet, Steering Committee, Board on Athletic Policy, Board of Trustees and at public locations throughout campus.

The schedule below lists the groups that were involved:

November 30, 2005 Dissemination of Self-Study Draft to University Community, via email with link to website and copies posted in the Library, Recreation Center, Student Center main desk, Deans' offices.

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December 1, 2005 Meeting with student-athletes (members of SAAC) to review NCAA re-certification process and seek input on the Self-Study. Draft of Self-Study sections and feedback forms to verify accuracy and request additional input were distributed.

December 2, 2005 Draft Self-Study and explanation of the plans for improvement presented to Board of Trustees

December 8, 2005 Draft Self-Study sent to the Atlantic-10 Commissioner for review and input

December 12, 2005 Cabinet detailed review of all of the plans for improvement

December 13, 2005 Draft Self-Study reviewed by the Board on Athletics Policy

December 15, 2005 Draft Self-Study reviewed and edited by Steering Committee

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

Saint Joseph's University is a Catholic and Jesuit university that instills in each member of its academic community: a love of learning and of the highest intellectual and professional achievement; moral discernment reflecting Christian values; and a transforming commitment to social justice. Saint Joseph's is a private, independent and comprehensive university.

As we embark upon the second cycle of the NCAA Self-Study/Certification process, Saint Joseph's University has recently completed a ten-year Middle States Self Study, has accomplished the ambitious goals of Plan 2000: Shaping the Future, and has rallied around the vision proposed by President Timothy Lannon, S.J. to become the preeminent Catholic comprehensive university in the Northeast. The new strategic plan, Plan 2010: The Path to Preeminence, has recently been written.

Saint Joseph's today encompasses 60 acres, enrolls 7700 total students, 4100 full-time undergraduates, has a very competitive acceptance rate of under 48%, and 250 full-time faculty, 92% of whom hold the highest degree in their field. Varsity teams in 10 men's and 10 women's sports are thriving, while intramural and recreational programs are experiencing record participation.

Saint Joseph's has recently entered into an agreement to purchase the adjacent property of Episcopal Academy which will add 38 acres, classrooms, offices, six playing fields and additional athletic facilities.

##### I. Goals of the Self-Study/Certification Process

In connection with the purposes of the NCAA's recertification process, the Goals of the Saint Joseph's self-study are to conduct a thorough and open process to assess all aspects of the University's intercollegiate athletics program, with special attention to Academic Integrity, Governance and Rules Compliance, and Equity and Student-Athlete Welfare. The purpose is to insure the integrity of the athletics programs and to provide a ten-year assessment of the mission of Athletics programs to ensure that it matches mission of Saint Joseph's University and the NCAA.

The process will be inclusive, involving trustees, faculty, staff, alumni, students, and student-athletes. The Self-Study will address progress on plans submitted in the first cycle (1997) and in the interim report (2001/02). The final report will solidify plans for the next ten years. Finally, there will be fluid communication throughout the process, with access to information regularly via the website.

##### II. Recommendations and institutional plans for improvement from first cycle Self-Study (1997)

1. The first cycle Self-Study included a single requirement that Saint Joseph's submit a written plan for Gender Issues by 1998. The report was submitted in 1998, and a progress report was submitted in the 2001 Interim Report. The 2005 Self-Study will examine progress on the plans to date and propose new plans for improvement.

2. During the first cycle, the peer-review team recommended that a written plan on Minority Issues be submitted to the NCAA Committee on Athletics Certification prior to Saint Joseph's certification decision. A full plan for Minority issues was submitted in 1997 and Saint Joseph's was, therefore, in compliance with this operating principle. The 2005 Self-Study will examine progress to date and propose additional plans for improvement.

3. Following the 2001 Interim Report, there were two concerns listed in the 2/18/02 letter:

a. "Saint Joseph's must modify the current mission statement of the intercollegiate athletics program to ensure it includes references to equitable opportunity for all students and staff, including women and minorities." The Athletics Department mission statement was rewritten and adopted in 2002 and reads as follows:

"Saint Joseph's University is a Catholic and Jesuit University that instills in each member of its academic community: a love of learning and of the highest intellectual and professional achievement; moral discernment

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reflecting Christian values; and a transforming commitment to social justice. Saint Joseph's is a private Independent and Comprehensive University.

The Mission of the Athletic Department at Saint Joseph's University reflects the Ignatian Mission of the University by using the programs within Athletics as a way of developing the whole person and preparing men and women for others. The Athletic Department, therefore, strives

- To educate the whole person by complementing the academic experience with athletic and recreational programs and activities outside the classroom.
- To create an environment for personal growth through openness, respect, and concern for others.
- To communicate the values of community and family through teamwork and sportsmanship.
- To provide opportunities for students to learn self-discipline, responsibility, decision-making and the attainment of goals.
- To provide opportunities for students to participate and compete in a first-class manner.
- To provide equitable opportunities for all students and staff, including women and minorities
- To advance the University regionally and nationally through intercollegiate athletics, especially the most highly visible sports."

b. "Saint Joseph's must provide written evidence that, once every three years, the institution's entire rules-compliance program (e.g., eligibility certification, investigation and self-reporting of rules violations, educational initiatives, monitoring financial aid, monitoring recruiting, campus and clinics) is the subject of evaluation by an authority outside of the athletics department who is not involved in day-to-day compliance activities." The 2005 Self-Study includes evidence and results of the evaluation of the external review of the rules-compliance program and plans for a regular three-year cycle of review.

### III. Steering Committee

The following elements of the charge to the Steering Committee were delivered by President Lannon at the initial Steering Committee meeting on February 4, 2005:

- Collecting and organizing pertinent data.
- Coordinating activities of the subcommittees and monitoring progress of the Self-study
- Reviewing reports of the institution, the peer-review team and the NCAA Division I Committee on Athletics Certification in relation to the institutions previous Self-Study in 1997.
- Reviewing the reports of the steering committee and various subcommittees
- Maintaining a written record of:
  - a. Dates on which subcommittee and steering committee meetings were conducted, and the individuals in attendance at those meetings.
  - b. Individual(s) responsible for writing each section of the self-study report
  - c. Invitations extended to members of the subcommittees and steering committee to comment on subcommittee and steering committee draft reports, including the approximate dates on which those invitations were extended.
- Producing and publicizing the final self-study report

a. Steering Committee membership: The Steering Committee was selected to provide broad-based participation, include appropriate skills and knowledge and a balance between those inside and outside of Athletics. The members will be given full access to information, and have agreed to serve and to devote the time necessary to complete a thorough and productive self-study. The Steering committee includes the Chief Executive Officer, the Faculty Athletics Representative, the Associate Vice President/Director of Athletics and the Senior Woman Administrator. It is chaired by Kathleen D. Gaval, Vice President for Planning, who reports to the President and has been given full authority to lead this self-study process. She is a member of the President's Cabinet, Chair of the Institutional Planning Committee and has served as a member of the Middle States Self-Study Steering Committee. The Office of Athletics and the Office of Planning, Assessment and Institutional Research will provide resources to support the Steering Committee. The Steering Committee membership includes;

Kathleen D. Gaval, Vice President for Planning, Chair  
Rev. Timothy R. Lannon, S.J., President  
John Smithson, Chair, Board of Trustees  
Dr. Linda Lelii, Vice President for Student Life  
Don DiJulia, Director of Athletics  
Ellen Ryan, Senior Women's Administrator

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Dr. Stephen Porth, Professor of Management, Fac. Athletics Representative  
John Tiller '64, Alumni Representative  
Andria Smythe '06, Student Representative  
Rev. Albert Jenemann, S.J., Associate Professor of Philosophy  
Dr. Eileen Grogan, Associate Professor of Biology, Chair, Academic Integrity  
Dr. John Lord, Professor of Food Marketing, Chair, Governance and Rules Compliance  
Dr. Judith Chapman, Professor of Psychology, Chair, Equity and Student-Athlete Welfare

### b. Composition of Subcommittees

Subcommittees are carefully composed of members who were chosen to provide broad-based participation, include appropriate skills and knowledge and a balance between those inside and outside of Athletics. Each committee includes faculty, staff, student-athlete, student, alumnus and a resource person. The members will be given full access to information for their specific topic area, and have agreed to serve and to devote the time necessary to complete a thorough and productive self-study. As per NCAA guidelines, each committee is chaired by a member of the Steering Committee who is not a member of the Athletics Department.

#### Academic Integrity

Dr. Eileen Grogan, Biology Chair  
Joseph Larkin '78, Accounting  
Sandy Fillebrown, Mathematics & Computer Science  
Jay Carter, History  
Gerard Donahue, Registrar  
Gina Hackett Curry '94 (alumna and adjunct faculty)  
Chet Stachitas '06 (student-athlete)  
Nancy Cook '06 (student)  
Janet Greder (resource/Academic Advisor for Student-Athletes)

#### Governance & Rules Compliance

Dr. John Lord '71, Food Marketing, Chair  
Thomas Kane, Political Science  
William McDevitt, Management  
Melissa Logue, Sociology  
Thomas Kaeo, Director of Research Services  
Eileen Tucker, Director of Financial Assistance  
Missy Foy Martin '83 (alumna)  
Joe Grayauskie '06 (student-athlete)  
Megan O'Donnell '07 (student)  
Renie Shields '82 (resource person/Compliance Officer)

#### Equity and Student-Athlete Welfare

Dr. Judith Chapman, Psychology, Chair  
James Caccamo, Theology  
Michele Rowe, Health Services  
George Sillup, Management  
Annemarie Cilli '93, Associate Director of Admissions  
Christopher Bagley, Student Educational Support Services  
Andria Smythe '06 (student-athlete)  
Sean Seese '06 (student)  
Valerie Johnson '94 (alumna)  
John Tiller '64 (alumnus)  
James Van Blunk '82, Alumni Relations  
Ellen Ryan (resource person/Senior Woman Administrator)  
Jim Brown (resource person/Assistant Vice President for Athletics Business Affairs)

### IV. Campus Liaisons

The campus liaisons assigned to this project are Renie Shields, Director of Compliance and Kevin Quinn, Associate Athletic Director for Facilities. They will organize the pre-visit planning to ensure that the necessary preparations are made for the peer-review team visit. This will include travel, lodging, meals, meeting room arrangements, and supplies as well as facilitating campus appointments for members, as needed. They will be available as needed during the on-campus visit as well.

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### V. Report writer

Subcommittee chairs will draft reports and plans for improvement. The Steering Committee chair will compile and draft the full report. The Chief Report Writer, whose role is to input the sections of the Self-Study into the NCAA web-based forms, will be Annemarie McMullin, Coordinator of Institutional Research.

### VI. Outline and schedule:

October 2004 - President appoints Self-Study Chair

November 2004 - Steering committee members identified

February 4, 2005 - President convenes Steering Committee

#### March-April

Draft of Self-Study Plan completed for review

NCAA Orientation videoconference

Subcommittees appointed

Announcement of process to University Community

Subcommittees begin work - data gathering

#### May-July

Subcommittee work continues with reports and plans for improvement drafts prepared (See last page of plan containing specific subcommittee meeting dates)

#### August-October

Drafting of Self-Study Subcommittee Reports

Drafting of plans for improvement

October 21, 2005 - Subcommittee reports completed

#### November

Edit subcommittee reports and input into on-line system

November 30, 2005 - Dissemination of Self-Study Draft to University Community, via email with link to website and copies posted in the Library, Recreation Center, Student Center main desk, Deans' offices.

December 1, 2005 - Meeting with student-athletes (members of SAAC) to review NCAA re-certification process and seek input on the Self-Study. Draft of Self-Study sections and feedback forms distributed for comment.

December 2, 2005 - Draft Self-Study and plans for improvement presented to Board of Trustees

December 8, 2005 - Draft Self-Study sent to the Atlantic-10 Commissioner for review and input

December 12, 2005 - Cabinet review of plans for improvement

December 13, 2005 - Draft Self-Study reviewed by the Board on Athletics Policy

December 15, 2005 - Draft Self-Study reviewed by Steering Committee

January 15, 2006 - Institution's NCAA Self-Study submitted

April 2006 - Initial Review of Institution's Self-Study by Committee on Athletics Certification

May 24-26 2006 - Campus Evaluation Visit by Peer-Review Team

July 2006 - Final Review of Saint Joseph's by NCAA Committee on Athletics Certification

### VII. Involvement of Conference Office

The Atlantic 10 Commissioner was kept informed of the Self-Study timetable and draft plans. The Commissioner received a copy for input and feedback.

### VIII. Institutional support for writing and editing self-study

Saint Joseph's University will provide appropriate meeting rooms, resource room, computer resources, photocopying funds and clerical assistance for the Steering Committee and subcommittees.



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Funds will be allocated for the preparation and distribution of the Self-Study report. The University will cover the expenses of the peer view team, including transportation, lodging, local transportation and a per diem as appropriate.

### IX. Process for reviewing subcommittee and steering committee draft reports

All draft subcommittee reports will be carefully reviewed by the Steering committee and all subcommittee members. Comments will be evaluated for inclusion in the final report. The Steering Committee will have responsibility to review the full Self-Study report and for assisting with the solicitation of comments from the University Community. Copies of the report will be available in print at several visible locations on campus (Library, Recreation Center front desk, Campion Student Center Main Desk, Deans' Offices) as well as on the Self-Study website. <https://www.sju.edu/ir/NCAA/>

### X. Evaluate self-study responses against operating principals and plans for improvement for input into final report.

The Steering Committee utilized the Self-Study Report Checklist to verify the completeness of the Self-Study document. Each subcommittee report will include a thorough assessment of Saint Joseph's conformity to each operating principle and, where needed, will propose plans for improvement. The plans for improvement will follow the format and expectations set forth by the NCAA, and will be stand-alone documents that have input from constituent groups inside and outside of Athletics. Measurable outcomes, steps to achieve the goals, assigning of individual responsibility and a specific timetable will be part of the plans.

### XI. Communicating work to university community

A lead communication from the President including a description of the Self-Study/recertification process, names of steering committee members, description of the three focus areas, names of subcommittees and timetable was disseminated on March 15, 2005. The Chair of the Steering Committee will coordinate with University Communications office to provide periodic updates to the University Community. An internal website has been established, and all communications as well as the draft Self-Study will be posted to this site.

### XII. Subcommittee Schedules

The following pages contain the agenda and meeting notes of each of the subcommittee meetings.

#### Governance and Rules Compliance Subcommittee

4/20/2005: Introduced the members of the subcommittee to one another and identified tasks and plan to proceed; Dr. DiJulia reviewed the process and how previous internal reviews and self-studies had been conducted. R. Shields, the NCCA Compliance Officer, will serve as the resource person for the committee; reviewed documents distributed at the initial meeting of the full subcommittee, particularly the 2004-05 Self-Study Instrument, pages 6-13, that contained the most important and relevant material and guidance for the work of this subcommittee; discussed the results of the previous Self-Study and communication from the NCCA. It was agreed that the subcommittee chair would contact the Director of Human Resources regarding job descriptions to be sure they are in compliance. Discussed basic plan of action and identified next meeting date, May 25th.

5/25/2005: Organized work; identified and numbered each of the documents provided by both the NCAA and by the Athletic Department. Identified and noted the relevant sections of each to the work of the subcommittee. Each member's set of materials was examined and arrangements were made to copy and distribute any missing documents for all subcommittee members. Reviewed pages 6-13 of Document 4-1 line by line to ascertain the requirements and principles stipulated by the NCAA regarding governance and rules compliance, plus relevant passages and pages from other documents.

6/1/2005: Reviewed the documents that guide the Self-Study to determine which individuals on campus to interview and to assign the responsibility for these interviews to members of the subcommittee. Review of the 2004-5 Self-Study Instrument, pages 6-13; set up a guide for the interview; assign the responsibility for each interview; conduct the interviews; report back to the chair of the committee; assemble the responses. Reports due to the subcommittee chair by the end of June. Meet in July to review reports and discuss next steps.

7/21/2005: Topics: presentation and discussion of committee interviews; independent certification of academic status and GPA.

9/19/2005: Email to committee regarding format

9/27/2005: Drafts due to subcommittee chair

10/26/2005: Report submitted to Steering Committee Chair

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11/02/2005: Final review by subcommittee

11/14/2005: Met with Steering Committee Chair to finalize edits in on-line format

### Academic Integrity Subcommittee

3/30/2005: Duty assignments: minutes; assistant chair to coordinate things over the summer; Overview: SS Handbook (page 19), the Instrument (pages 14-16), the Self-Study checklist (pages 5- 8), the 1997 Academic Integrity subcommittee report and the measurable standards Document D2.

Timeline: collect data in April so that the report can be written in May. Chair will review the self-study items and checklists and sort them into 5 groups. Each of the 5 faculty on the subcommittee will be assigned one group and collect the necessary data to address the issues. Registrar will fill in the data in the charts.

### Operational Criterion 2.1 Study Item Assignments:

S. Fillebrown: Item 4, 6, 9

J. Thompson and G. Donahue: Item 5, 7, 10

E. Grogan: Item 1, 2, 9

J. Larkin: Item 13, 14, 15

### Operational Criterion 2.1 Study Item

E. Grogan: All Items

4/13/2005: Review of Activities to date: Chair reviewed the new documents received; Registrar provided the data for several of the tables. It became evident that the numbers were for all student athletes and they needed to be for student athletes receiving athletic aid. S. Fillebrown reported on her interview with Admissions: things are pretty much the same as they were in 1997, Steve Dever is the athletics liaison in admissions and all student athletes are coded as such. J. Thompson reported on his interviews and he will be getting a report from the Dir. of Fin. Assistance in the near future on institutional aid for athletes. R. Shields reported on graduation rates; SJU has a very good record compared to other NCAA schools. The subcommittee agreed to look into the issue from the interim report on certification of athletic eligibility.

5/25/2005: Drafts of responses to study items for Operating Principles 2.1 and 2.2 were distributed. Chair asked that all review the information and double check against what is required by the self study instrument; It was determined that further study and/or drafting of narratives was needed in certain areas, particularly on the policy for certifying student-athletes.

6/1/05-9/15/05-Email correspondence and Blackboard postings

10/10/05-Final subcommittee report submitted to Steering Committee Chair

### Equity & Student-Athlete Welfare Subcommittee

#### Gender Issues Subcommittee

4/25/05: Attendees: J. Chapman, B. Ortale

Review of Documentation and data required and data not yet received.

5/11/05: Attendees: J. Chapman, V. Johnson

Review of data; division of labor-need for additional members.

6/30/05: Attendees: J. Chapman, V. Johnson, K. Allen-Stuck, J. Van Blunk

Review of documentation and handouts to new members; division of labor: V. Johnson: 2, 6, 7; K. Allen-Stuck: 4, 5, 8, 10; J. Van Blunk: 9, (10), 11, 13; J. Chapman: 1, (2), 3, 12.

8/2/05: Progress updates on program areas; progress updates on self-study items; integration of report data; plans for improvement formalized.

10/21/05: Final report submitted to Steering Committee Chair

### Equity & Student-Athlete Welfare Subcommittee

#### Minority Issues Subcommittee

4/26/2005: Introductions and overview of the work of Equity & Student Welfare Subcommittee;

Time Table: March/April: Data gathering; May/July: Reports/plans for improvement drafted

Documents: 04-05 D. I Athletics Cert. Self-Study Instrument- Pages 28-30; 04-05 D. I Athletics Cert. Handbook-

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Pages 18-23; Self-Study Checklist- Pages 11-14; Equity & S-A Welfare- Pages 3-4; review data; determine additional information needed; schedule next meeting

6/23/2005: Discussion of subcommittee progress; distribution of questions.

Time Table: Next meeting is scheduled for June 30, 2005.

6/30/2005: Explanation of Minority Equity subcommittee process and progress; history of the NCAA Certification Report, specifically the Minority Equity reports (1997, 2001, 2005). Review of the 1997 plans and progress to date.

7/13/2005: Review of the full Equity & Student Welfare Subcommittee meeting; ongoing work on questions.

7/28/2005: Continued work on questions.

8/3/2005: Discussed questions 4, 8 and 9 in detail and the evolution of diversity initiatives at SJU;

Time Table: Minority report due to Equity Committee August 15, 2005; Equity Committee Meeting August 16, 2005.

10/17/2005: Subcommittee report submitted.

11/11/2005: Revision request; distribution of questions for revision.

11/15/2005: Discussed revisions to question 8 in the Minority Equity Report; discussed evaluation section of the Minority Equity Report.

11/21/2005: Report finalized

### Equity & Student-Athlete Welfare Subcommittee

#### Student-Athlete Welfare Subcommittee

4/26/2005: Attendees: J. Caccamo, M. Rowe, E. Ryan, G. Sillup, S. Seese, R. Shields

Data required; introductions; examined Self-Study categories. Split up responsibilities for the questions among committee members.

5/12/2005: Attendance: J. Caccamo, E. Ryan, G. Sillup, R. Shields

Progress:

Question 4: progress is good and data has been available

Question 5: Currently gathering data. Meeting with data-holders this week.

Question 6: Delivered draft text for this item.

Question 7: Progress good, did a survey of knowledge regarding grievance procedures.

Question 8: Met with data-holders last week, progress good.

Question 9: Delivered draft text for this item.

Question 10 & 11: R. Shields agreed to pull together the info for this question.

Question 12: Currently gathering data.

Schedule: First question drafts due by June 1; draft report will be distributed to committee June 21.

Meet in fourth week of June.

The first full draft of the report was delivered via email to subcommittee members on August 3. Comments were requested via email in advance of the August 16 meeting of the whole subcommittee on Equity and Student-Athlete Welfare. Completed draft report submitted to J. Chapman on August 23. Meeting with report writer on September 13 regarding report format resulted in minor changes. Report was delivered to Chair of subcommittee on Equity and Student-Athlete Welfare on September 14.

10/21/2005: Report submitted to Steering Committee Chair

## 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.

In its first-cycle evaluation, Saint Joseph's University was found to be in substantial conformity with NCAA operating principle 1.1. Thus, 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.

Not applicable.

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.

When President Lannon arrived in 2003, he reconfirmed reporting relationships and his responsibility as CEO for the direct oversight of the Athletics program. In order to strengthen institutional control, SJU formed a Continuing Eligibility Committee to review student-athletes credit hours and cumulative GPA at the conclusion of each semester to ensure compliance with SJU and NCAA Progress Toward Degree requirements.

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

Any athletic matters come to the Board of Trustees using the same protocol as matters from any other division of the University. Issues are reported to the Student Life Committee, analogous to the reports from other parts of Student Life, and then reported to the full Board as part of the committee report. Mr. John Smithson, Chair of the Board of Trustees, indicated that he and the entire Board are "very informed and aware of all University matters, including athletics." The Board does not typically review specific Athletics Department policies, but the Director of Athletics' report is included in quarterly reports to the Student Life Committee, and the Board does provide both oversight and policy formulation of athletics in a manner consistent with other units of the University.

Specifically, the Board of Trustees has been involved in the following decisions related to intercollegiate athletics:  
Approval of the annual Athletics budget  
Review and acceptance of the Athletics Department's Five-Year Plan

## Governance and Commitment to Rules Compliance

Approve capital expenditures, including:

Retro-fit and change the Athletics Department Fitness Center (Summer, 2004)

Addition of bleachers of Finessey Field (Summer, 2003)

Approval of the acquisition of the Episcopal Property (Summer, 2005) which will significantly enhance the University's athletics programming.

**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.**

Rev. Nicholas S. Rashford, S.J., University President (1985-2003), was involved in the following decisions related to intercollegiate athletics:

Approval of the Annual Athletics Budget

Review and acceptance of the Athletics Department's Five Year Plan

Approve capital expenditures, including:

Addition of bleachers of Finessey Field (Summer, 2003)

Preliminary discussions with Episcopal Academy for the future acquisition of the property fields and facilities by SJU.

Rev. Timothy R. Lannon, S.J., University President, since summer 2003, has been involved in the following decisions:

Approval of the Annual Athletics Budget

Review and acceptance of the Athletics Department's Five-Year Plan

Approve capital expenditures, including:

Retro-fit and change the Athletics Department Fitness Center (Summer, 2004)

Approval of the acquisition of the Episcopal Academy property (Summer, 2005) which will enhance the University's athletic programming

Approval of Coaches' contracts.

The Atlantic 10 is a "Presidents Conference" meaning that the presidents of the member universities are closely involved in all significant athletic matters. Father Lannon is involved in all significant decisions and contracts relating to intercollegiate athletics. Father has regular contact with the Vice President for Student Life, Linda Lelii, and with the Director of Athletics, Don DiJulia, who has a dual reporting relationship, both to Dr. Lelii and to Father Lannon directly, with respect to NCAA matters. Father Lannon personally and closely reviews all Athletic Department budgets, the academic performance of student-athletes, and University votes on NCAA issues and ballot questions. Father also meets with Dr. Stephen Porth, Faculty Athletics Representative, at least two times per year. Moreover, Father Lannon considers himself a "hands-on" president who is fully aware of all significant issues, and is accessible to anyone who wishes to discuss issues related to athletics. Finally, Father stipulated that he, the CEO, has ultimate responsibility and authority for the operation and personnel of the athletics program.

**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.**

As part of the annual budgeting process, the Board of Trustees is involved each year in approval of facility and program funding for the Athletics Department. Board of Trustees chair, Mr. John Smithson, has served as chairperson of the Board's Student Life Committee. The director of athletics reported to Mr. Smithson on a regular basis regarding important activities dealing with athletics. The President consults with the Board of Trustees concerning men's and women's basketball coaching contract decisions.

The process regarding major decisions always involves the Vice President for Student Life, the Cabinet, the President, and the Board of Trustees. The director of athletics regularly consults with his staff and commonly with the Faculty Athletics Representative, the board on athletic policy, and any relevant campus committees concerning major decisions.

The University's budget process necessarily involves the President and the Board of Trustees in key decisions regarding athletics. The Board of Trustees is required to approve any expenditure of funds over \$100,000. The President is required to approve any expenditure between \$50,000 and \$100,000.

## Governance and Commitment to Rules Compliance

With respect to University planning, all issues with implications for athletics, and all athletic issues with implications for the campus at large, are discussed, and priorities developed, in open forums, and there is wide participation from the various segments of the University community.

All self-studies of athletics for the University, the Atlantic 10 Conference, and the NCAA involve a full range of University constituencies, including student-athletes.

### 7. Please provide the composition of the athletics board or committee, if one exists, including titles and positions.

The Board on Athletic Policy (BAP), appointed by the President and responsible to the President, is broad-based, comprised of representatives of the administration, faculty, staff, alumni, and athletic staff. Membership includes the president of the Student-Athlete Advisory Committee, the Faculty Athletics Representative, and the Director of Athletics (ex officio). The BAP evaluates Athletics policies and procedures and is responsible for overseeing gender equity and diversity issues for both students and staff. Data gathered are reviewed by this Board to determine if reasonable opportunities are available for student-athletes of both genders and whether gender issues are apparent with athletic staff. The Board endorses plans and makes recommendations to the athletics director. It functions primarily as an advisory board.

Board on Athletic Policy  
Academic Years 2001-02, 2002-03, 2003-04

Dr. Joseph Larkin, Faculty - Accounting  
Mr. Jack Pergolin, Alumnus  
Dr. Tom Kane, Faculty, Political Science  
Rev. Albert Jenemann, S.J., Faculty, Philosophy  
Dr. Michelle Rowe, Associate Dean, College of Arts and Sciences (02-03 only)  
Dr. Lynn Ortale, Assistant Vice President for Campus Life  
Ms. Anne Marie Cilli, Senior Associate Director, Admissions  
Mr. Gerry Donahue, Registrar  
Dr. Stephen Porth, Faculty Athletics Rep, Associate Dean, Erivan K. Haub School of Business  
Dr. Linda Lelii, Vice-President for Student Life  
Mr. Don DiJulia, Associate Vice President/Director of Athletics  
Ms. Ellen Ryan, Associate Athletic Director, Varsity Programs  
Mr. Jim Brown, Assistant Vice President for Athletic Business Affairs  
Ms. Renie Shields, Director of Compliance

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

- Minutes of athletics board or committee meetings.
- Composition of the institution's governing board (including titles and positions).
- Minutes of the institution's governing board meetings. (Please flag those that relate to 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**

## Governance and Commitment to Rules Compliance

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 1.3 (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.

In its first-cycle evaluation, Saint Joseph's University was found to be in substantial conformity with NCAA operating principle 1.2. Thus, 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 1.3 (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) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Not applicable.

3. Describe any additional plans for improvement/recommendations relating to Operating Principle 1.3 (Rules Compliance) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Since the 1997 Self Study report the institution has:

- Formed an institutional compliance committee whose purpose is to evaluate and enhance the University's athletics' compliance efforts.

- Completed full reviews of the athletic departments compliance efforts spearheaded by the Faculty Athletics Representative. The reviews took place during the 1998, 1999 and 2004 Academic Years.

- Established more frequent rules education sessions with coaching staff members, student-athletes, athletics department administrators and campus constituencies involved in the institution's compliance efforts. In addition all coaching staff members meet with the Director of Compliance throughout the academic year for updates and review of NCAA legislation and recently adopted legislation. Student-athlete orientation meetings are conducted annually, as are meetings with institutional personnel involved in compliance. These meetings center on NCAA legislation and SJU and NCAA policies and procedures.

- Formed a Continuing Eligibility Committee to review student-athletes credit hours and cumulative GPA at the conclusion of each semester to ensure compliance with SJU and NCAA Progress Toward Degree requirements.

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.



## Governance and Commitment to Rules Compliance

The University's athletic fundraising vehicle is known as the Hawk Athletic Fund and is administered by the University's Executive Director of Athletics Development (who also reports to the VP for Development & Alumni Relations). Funds donated to the Hawk Athletic Fund may be designated to the general athletic fund and/or individual sports. All donations are deposited and receipted by the Office of Development. While eleven of the university's 20 varsity sports have booster clubs, some are more active than others and none have elected board officers. Athletics Development personnel will staff these booster clubs and serve as the university's liaison with these organizations.

The Assistant Vice President for Athletics Business Affairs receives a listing of all monetary gifts including the name of the donor. Decisions regarding the use of donated funds reside with the Director of Athletics and the Assistant Vice President for Athletics Business Affairs, in consultation with the finance office and the university president. The distribution, use, and monitoring of these funds is administered by the Assistant Vice President for Athletics Business Affairs through the establishment of separate accounts. The office of the Vice President for Finance approves and monitors the activity in these accounts. All funds generated and disbursed are subject to an annual audit directed by the office of the Vice President for Finance.

Activities of Saint Joseph's University's booster clubs are organized by University employees, usually the Executive Director of Athletics Development. Social events are often organized with input from booster club members, but final logistics and handling of any event fees is done by a University employee.

Hawk Athletic Fund (season ticket holders and donors) members are specifically informed that participation in student recruitment and provision of "extra benefits" to student-athletes is strictly prohibited. A brochure entitled "NCAA Rules for Alumni and Friends of Saint Joseph's University" has been developed to educate boosters and is regularly distributed to all who participate in booster related activities. The leaders of booster groups are reminded of allowable and non-allowable activities.

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.

Since the ultimate authority for rules compliance rests with the President of the institution, the Vice President for Student Life, the Director of Athletics and Director of Compliance keep him informed directly on key issues.

Interviews with a cross section of SJU head coaches confirmed that there are policies and procedures in place to ensure rules compliance. Each mentioned the Director of Athletics and the Director of Compliance as individuals who educate and communicate to staff members on compliance issues.

Specifically, Mr. Philip Martelli, Head Coach of Men's Basketball, indicated that there is a specific chain of command that deals with all issues of governance and rules compliance, starting with the President, to the Vice President for Student Life, to the Director of Athletics, and then to the head coaches of all varsity sports. Coach Martelli works directly with both the Director of Athletics and the Compliance Officer, Renie Shields, on all rules compliance issues. Ms. Shields also works with the Admissions Office on matters related to the admission of scholarship athletes. The lines of authority are very clear. Coach Martelli deals with the Assistant Vice President for Athletics Business, Mr. Jim Brown, on matters relating to athletic business and the Athletics Equipment Manager, Mr. Joseph DeLacy, on matters relating to facilities.

Within the Athletics Department, the Director of Compliance is the person specifically assigned responsibility for day-to-day administration and responsibility for educating all, (i.e. coaches, administrators, student-athletes and boosters), about the role of rules compliance. The Director of Athletics and the Director of Compliance speak with coaches, student-athletes, friends and family of SJU and institutional personnel about the importance of knowing and abiding by the NCAA rules and regulations. The Director of Compliance regularly communicates updated rules interpretations and legislation to all affected by changes.

Reporting lines for the position of Vice President for Student Life were restructured in 1993 when the current Vice President for Student Life was named. The restructuring of these lines place the daily activities of Athletics under

## Governance and Commitment to Rules Compliance

the direct supervision of a Vice President. However, the President is ultimately responsible for major policy decisions and rules compliance.

The Vice President for Student Life, Dr. Linda Lelii, ensures that the University remains in compliance with NCAA rules and regulations through weekly meetings with the Associate Vice President for Director of Athletics to discuss current issues or plans.

The Vice President for Student Life formally evaluates the Director of Athletics every spring. The Director's performance is measured against the annual goals set the prior spring, as well as the consistency of adherence to institutional goals and mission and NCAA compliance. The Director of Athletics alerts the Vice President to any problems that arise or about issues that he believes have the potential to conflict with the University's responsibility to the rules and regulations prescribed by the NCAA. However, it was noted that problems are rare, with this being attributed to the high integrity and tone set by the Athletics Department.

Dr. Stephen Porth, Associate Dean of the Erivan K. Haub School of Business and Faculty Athletics Representative, reports directly to the University president. He also has a "dotted line" relationship with the Vice President for Student Life. Dr. Porth's role is three-fold. First, he represents the faculty's interests with regard to the athletics program, including all major decisions. Second, he represents the student-athletes in connection with academic matters, particularly assuring that their academic needs are being properly served. Finally, Dr. Porth serves as an objective and independent moderator/monitor of decisions related to student-athletes.

Dr. Porth administers the NCAA coaches' certification test that they must pass in order to be qualified to recruit student-athletes off campus.

In the event of an alleged rules infraction, Dr. Porth's involvement depends upon the nature of the charge. For "secondary" infractions, Dr. Porth reviews reports prepared by the Compliance Officer and signs off on them. For "major" infractions, Dr. Porth serves as the lead investigator, and he personally prepares a report on his findings and conclusion which he submits to Father Lannon, Don DiJulia, and Dr. Linda Lelii.

Dr. Porth is also involved in academic eligibility certification. He chairs the Continuing Eligibility Committee for Student-Athletes that reviews students who fall between the NCAA standards and SJU standards of eligibility. These standards are based upon GPA and number of credit hours earned. The committee meets three times a year: 1) end of Spring semester; 2) before start of Fall semester; and 3) between the Fall and Spring semester.

Additionally, the Director of Financial Aid records (in the NCAA Software Cai) and monitors financial aid awarded to student-athletes. The Director meets regularly throughout the year with the Director of Compliance and the Assistant Vice President/Business Affairs on compliance matters, including receiving updates on new or interpretive legislation.

The Registrar issues grades and reports needed by the Director of Educational Support Services for Student-Athletes for certifying Progress Toward Degree requirements of all student-athletes. Eligibility Certification is performed by the Deans of the Haub School of Business or the School of Arts and Sciences. (see Academic Integrity, 2.1 Item #9)

The Admissions Office monitors admissions standards. An admissions department liaison communicates regularly with the Director of Compliance Services on the admission status of all prospective student-athletes.

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

Two Athletics Department handbooks outline SJU and NCAA policies and procedures. Athletics Department personnel and coaches are required to be aware of these policies and procedures, which help to ensure compliance with the SJU and NCAA rules.

These manuals are:

- 1.) The Athletics Department Policy and Procedure Manual.
- 2.) SJU Student-Athlete Handbook

Interviews with coaching staff members indicate that there is a "clear and unambiguous commitment to rules compliance", with all noting that the Director of Athletics and Director of Compliance as individuals who keep coaching staff members informed and updated on compliance policies/procedures and NCAA legislation.

Head and Assistant coaches sign annual letters of appointment. The letter of appointment contains a clause "we expect all of our programs to be operated within the rules and guidelines of the University, the Atlantic 10

## Governance and Commitment to Rules Compliance

Conference, the NCAA, as well as the laws of the State of Pennsylvania and the United States." In addition there is a clause "any coach, who is found in violation of these laws or regulations, may be subject to disciplinary or corrective action." Head and Assistant Coaches' position descriptions contain a clause "possessing a thorough knowledge of NCAA and conference rules and policies."

Coach Martelli also indicated that he has a clause in his contract stipulating that his contract is voided if he is found to be guilty of any violation of NCAA rules.

Also, Head Coach position descriptions can be found in the Athletics Department Policy and Procedure Manual.

There are Coaches Meetings throughout the year with Athletics Department administrators. Annual staff meetings are held individually with each coach. Men's and Women's Basketball Coaches meet two or three times a year. The Director of Athletics holds department meetings four times a year. All coaches and staff members must attend. The Director of Compliance speaks at these meetings and reviews rules and compliance issues.

If there is any change in legislation, rules or compliance, the Director of Compliance immediately sends an email to the members of the Athletics Department with the specifics about the changes. The "Compliance Comment" is also published four times a year for all Athletics Department personnel that covers current and important topics regarding rules and compliance issues.

SJU is continually striving to educate its Athletics Department staff in all aspects of rules and compliance. It is central to SJU's beliefs that all personnel are kept current on any changes, that all personnel are educated to the fullest extent on all rules and interpretations and that all Athletics Department staff members adhere to the rules and regulations that are in effect.

All personnel are trained to communicate with other athletics department personnel regarding consistent and correct rules compliance and interpretation. There are weekly department meetings that include the Director of Athletics, the Assistant Athletics Directors, coaches, and available staff members.

Coaches and student-athletes are instructed in how to deal with the media and the media's requests for information. Also, all Athletics Department student-workers attend a meeting with administration at the beginning of the year to educate the student-workers on policies and procedures.

All athletics staff personnel are required to sign NCAA form 04-2 — certificate of compliance. In addition, staff members are educated concerning rules compliance matters and are reminded on a regular basis of their importance. Inclusion of a provision dealing with rules compliance is a part of all coaches' contracts. Rules compliance is also a part of the yearly evaluation of all coaches.

All administrative and coaching staff contracts/letters of appointment and job descriptions mandate strict adherence to NCAA rules and regulations. The Director of Compliance is involved in all Department of Athletics administrative staff meetings. It is during these meetings that compliance issues are discussed and information is shared with all department heads. Additionally, the Director of Compliance conducts periodic training sessions on compliance issues.

### 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.

The Vice President for Student Life, Dr. Linda Lelii, in addition to the direct interactions with the Director of Athletics, reviews all job descriptions and performance evaluations in Athletics. Dr. Lelii was instrumental in transitioning the NCAA Rules Compliance position from part-time to full-time. In this new capacity, the Compliance Officer conducts regular training with staff, coaches, and students, and has also distributed a brochure to ticket holders and potential donors in order to educate them about NCAA regulations.

Dr. Lelii subscribes to the NCAA newsletter in order to keep current on legislation and rules compliance issues within the NCAA. Furthermore, the Vice President meets at least once a month with the Assistant Vice President for Athletics Business Affairs. At the time this position was created in 1997, it was titled, Assistant Athletics Director for Business Affairs and was tasked with preparing and controlling the athletic budget with regard to both revenues and expenditures. This position requires direct reporting to the Vice President for Student Life as a means of ensuring additional administrative oversight of the sources and expenditures of funds, including the administration of student financial aid. This position is responsible for planning, forecasting, monitoring, and controlling the athletics budget of over \$9M dollars. As with the Director of Athletics, this position requires reporting any problems or potential problems to the Vice President for Student Life.

## Governance and Commitment to Rules Compliance

Several University employees outside of the athletics department are involved in rules compliance activities. Gerard Donahue, Registrar, issues grades and reports. Stephen Dever, Assistant Director of Admissions, and Anne Marie Cilli, Director of Admissions Communications, monitor admissions standards. The Continuing Eligibility Committee for Student-Athletes, composed of the Faculty Athletics Representative (FAR), Dr. Stephen Porth, the Registrar, Gerard Donahue, and Janet Greder and Christopher Bagley, both from Student Educational Support Services for Student-Athletes, meet regularly with the Director of Compliance, Renie Shields, on continuing academic eligibility matters.

The Faculty Athletics Representative (FAR) is involved in all self-study reports. Finally, the Board on Athletic Policy, of the FAR is a member, meets several times each semester regarding compliance with NCAA rules.

Eileen Tucker, Director of Financial Assistance, provides reports to the Director of Compliance and Kevin Quinn, Special Assistance Fund. The Director of Financial Assistance signs the athletic contract with the student and posts the fully executed contract with institutional aid. After ensuring that there is no over-award of aid, an award letter is sent out to the student-athlete. The Director also inputs athletic and institutional aid into the NCAA software, and monitors the student-athlete's account. The Director verifies the squad list at the end of each semester and at the end of the year, signing off on it. In the event of a rules violation which results in the loss of a scholarship, the Director will advise the student of his or her appeal rights and facilitate the appeal. Compliance with all rules and regulations, including those of the NCAA, are part of the Director of Financial Assistance's position description. In addition, the Director of Financial Assistance meets regularly throughout the year with the Director of Compliance and the Assistant Vice President for Athletics Business Affairs, on compliance matters, including amendments to the NCAA rules.

The Director of Athletics and the Director of Compliance make clear to all prospective employees outside the Athletics Department, whose responsibilities will involve rules compliance, the importance of adhering to NCAA compliance standards in all respects. These individuals also work on a regular basis with all employees outside athletics, who are in any way involved with compliance, in meeting compliance requirements. The Director of Educational Support Services for Student-Athletes, for example, reports that she is in frequent contact with the Director of Compliance in regard to academic certification of student-athletes.

**8. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in other areas (if applicable).**

Not applicable.

**9. Indicate the dates of the institution's rules-compliance program evaluation conducted by an authority outside of athletics at least once every four years.**

Academic Year 1998-1999

Academic Year 1999-2000

Spring, 2004

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

The winter 1998 and winter 2000 Compliance Environment Reports were conducted by entities outside the Athletics Department who have compliance related duties. The institution's Faculty Athletics Representative (FAR) was the chair of the group. The group consisted of:

Director of Financial Assistance  
Assistant Director of Admissions  
University Treasurer  
University Registrar  
Advisor for Student Athletes  
Director of Athletic Development

Resource personnel included:

## Governance and Commitment to Rules Compliance

Director of Athletics  
 Assistant Director of Athletics/Varsity Programs  
 Assistant Director of Athletics/Facilities  
 Assistant Director of Athletics/Business Manager  
 Compliance Coordinator

During the spring 2004, the Saint Joseph's University FAR, with the assistance of the Assistant Commissioner/Compliance of the Atlantic 10 Conference, conducted a thorough Compliance Review.

The individuals listed above, both inside and outside the Athletic Department, participated in the Atlantic 10 Compliance Review.

The process used to select the Faculty Athletics Representative to chair the 1998 and 2000 Compliance Review is as follows. As a result of a suggestion made by the Peer Review Committee (during the first self study, 1997) the Director of Athletics charged the Board on Athletic Policy (BAP) to conduct a review of the Athletic Departments' compliance review efforts. The BAP discussed ways to conduct a study by someone outside the Athletics Department. The BAP moved to select the University's FAR as the chair of the review. The BAP noted that the FAR was outside the Athletics Department and had an understanding of NCAA and SJU rules and regulations.

During the spring of 2003, the Director of Athletics and the Faculty Athletics Representative discussed the possibility of conducting a thorough compliance review during the fall 2003. At that time the Assistant Commissioner/Compliance (Atlantic 10) offered to conduct or assist in the Compliance Review. Due to the Assistant Commissioner/Compliance's (Atlantic 10) full schedule in the fall, it was decided that the review take place in the spring. The 2004 Atlantic 10 compliance review was conducted during the spring 2004.

In a memo dated, January 23, 2004, it was stated that "the purpose of the review will be to identify all steps in the compliance process, and the individuals responsible for those steps. Then we will evaluate our current practices and recommend changes if necessary." According to the memo, the review process was to be completed in April 2004 when the committee was to meet with the Assistant Commissioner of the Atlantic 10 Conference.

**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.

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

As a result of the 2004 Rules-Compliance Evaluation the institution has strengthened its compliance procedures:

- Put into writing many of the Athletics Department policies and procedures and reviewed each written policy and procedure to make sure it was current and active.
- Formed a Compliance Committee.
- Formed a Continuing Eligibility Committee.

## Governance and Commitment to Rules Compliance

- Included in the coaches and student-athlete handbook the procedures and policies for playing and practice season, initial, continuing and transfer eligibility, and recruiting.
- Assigned to the Director of Financial Assistance the task of inputting student-athlete financial aid figures to the Cai program.

**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.
- 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.

### 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**



# 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.

In the 2/9/98 NCAA Committee on Athletics Certification letter it was stipulated that "the institution shall be required to:

1. Document the institution's policies and procedures for certifying the initial-, transfer-, and continuing—eligibility of student-athletes, and include this information in the Coaches Compliance Handbook.
2. Ensure that a formal (as opposed to informal) review of the institution's rules-compliance program is conducted by an entity outside the athletics program, and consider distributing a report of the results to entities inside and outside the Athletics Department."

As reported in the 2001 Interim-Report, both of these issues were addressed and acted upon. The information on continuing eligibility is described in the Coaches Compliance Handbook. Formal review of the rules-compliance program (including academic certification) is now coordinated by Dr. Stephen Porth, the Faculty Athletics Representative and Associate Dean of the Haub School of Business. The report of the review is presented to the President, the Vice President for Student Life, and to the Board on Athletic Policy.

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) 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.

No plans for improvement or recommendations were identified during the first-cycle.

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.

Academic Standard 2.1.b states that "The institution shall 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."

The NCAA implemented new academic standards in the 2003-2004 academic year that differed from those of Saint Joseph's University. As a result, it now became possible for a student-athlete to meet the minimum academic standards of SJU but fail to meet the higher NCAA Progress Toward Degree Requirements. This student-athlete would not fall under the review of the Academic Review Board. Thus, the institution needed to establish a new process to determine continuing eligibility of student-athletes.

## Academic Integrity

In response, Saint Joseph's University has established a Continuing Eligibility Committee for Student-Athlete that meets three times per year to determine athletic eligibility. The purpose of the committee is to review the academic performance of student-athletes beyond the scope of the review conducted by the Board on Academic Review and to certify continuing eligibility. Details of the committee composition and activities are described under self-study item 9.

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

The Admissions Committee is responsible for establishing and maintaining the admissions and academic standards for all Saint Joseph's University applicants. In general, student-athletes are treated like any other student applying for admission to SJU. Thus, student-athlete applications are reviewed by Admissions counselors and decisions are made in keeping with the general student application pool.

During the past ten years, SJU operated on a rolling admissions basis. This means that the class is filled and merit aid is awarded fairly early. Because of this, there has been some flexibility built-in by Admissions to consider some students, including but not limited to athletes, when the class is nearly full. Because of the various sports seasons and cycles, it is frequently the case that some student-athletes are not recruited until late in their senior year and so many students apply "late". This is true of students with other "special talents" such as debaters, students in particular majors, etc. Students admitted late are held to the same standards as other students. One issue for these students is whether or not there will be campus housing available for them and/or whether there will be merit scholarship funds if they are deserving.

An individual who is recruited as a student-athlete is identified as such to the Athletics' liaison in the Admissions Office (currently, Steve Dever). This liaison is responsible for maintaining the applicant/prospective student-athlete files, for addressing any and all questions from the applicant about the admissions process, and for providing the Athletics Department with periodic updates on an applicant's file. (Coaches are not permitted to inform prospective students or their families about official acceptance. They may, upon notification by the admissions office, inform a prospect that he/she "is admissible". Coaches are not permitted to inform prospective students or their families about merit scholarships. They may give a range for a potential award but must wait for the merit award letter to be received by the student before officially speaking about the award.)

5. Compare 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-athletes 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 and the graduation-rates disclosure form methodology to compile these data.]

During the academic years 01-02, 02-03, and 03-04, the three-year average SAT scores of freshmen student-athletes who received athletic-related aid were lower than the scores of all freshmen students. This trend holds when students are compared by gender and by somewhat racial/ethnic group (Charts Part I A and B). However, continuing eligibility and graduation rates for student-athletes are higher than the overall student population.

When average SAT scores and average high school core GPA are compared by sport, two trends are apparent. First, relative to incoming freshmen in all other men's sports, the incoming freshman men's basketball players have lower SAT scores. Second, relative to incoming athletes in all other women's sports, the incoming freshman women's basketball players have lower SAT scores (Chart Part II). Despite the lower average SAT scores of the men's and women's basketball players, freshman athletes (basketball players included) had an average high school GPA of a 2.75 or higher (Chart Part II). These grade point averages, which are equivalent to a "C+" or better, suggest that all incoming freshman athletes were capable of college work.



## Academic Integrity

We find that the academic profile of entering student-athletes is not substantially lower than that of other comparable student body groups.

The Office of Admissions does not publish minimum admissions standards that a student must have, as many factors are taken into consideration. The Catalog does state that:

"Careful consideration is given to the applicant's high school curriculum, extra-curricular activities, recalculated academic grade point average, and standardized test scores. Preference is given to those applicants who have taken a more demanding curriculum, maintained a B grade point average, and rank in the upper 40% of their high school class."

Each year it is expected that there will be some portion of the accepted student population that will be different from the "average", both above and below whatever the ultimate profile happens to be. The subgroups that make up the "below academic average" portion of students will be varied and will include people who bring different talents and attributes to Saint Joseph's both in and out of the athletic "arena".

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.

Again, as with student applicants in other categories of special admits (for example, children of alumni and friends, children of faculty and staff, minorities), if a student-athlete applies to SJU and is borderline in terms of meeting the entrance requirements, the student will be given a second review. If appropriate, athletes, as other students, may be conditionally admitted and required to participate in the Passport Program. The Passport Program permits students who have academic potential, but whose high school GPA and/or SAT scores are lower than SJU's standard, to be conditionally accepted pending successful completion of a summer program. Once accepted into the Passport Program, students participate in a six-week residential summer program, from late June through early August. This experience introduces them to college-level coursework and eases the transition to college life. A student in the Passport Program must achieve a "C" grade or better in their course in order to matriculate at SJU. After matriculating in the fall, students are provided with a variety of services; [e.g., counseling, peer tutoring, reduced course load] designed to help them reach their goals within the University. However, the expectation is that accepted students will be successful academically at SJU.

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 Number 7 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 to compile these data.]

During the academic years 01-02, 02-03, and 03-04, an average of 6.2% of all entering freshmen students (186 out of 2997 students) was admitted through the special admissions process described in Item No. 6. Over the same period, an average of 7.8% of freshmen student-athletes on athletics aid (12 out of 152) was admitted by the same process. Although the number of athletes admitted through the special process was slightly higher than for all freshmen, the difference is not significant. The total number of freshmen students and student-athletes admitted by the special admissions process is very small. If only 1 less student-athlete were admitted in each of the reporting years, the percentage of student-athletes admitted through the special process would be lower than that for the total incoming freshmen population. Alternatively, if data from the 04-05 academic year were included in the sample, the percentage of athletes admitted through the special process would also be lower than that for the total incoming freshmen population.

8. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify initial eligibility for transfer student-athletes. Identify by name and title the individual(s) with final authority for certifying initial eligibility.

## Academic Integrity

The admission of transfer students and the determination of eligibility are two separate and independent processes. The determination of whether or not to admit a student-athlete transfer applicant is identical to that of any other transfer student and is handled by the Associate Director of Admissions (Maria Mooney). The determination of transfer credits is also handled identically for all transfer students by the Associate Director of Admissions in consultation with appropriate chairs of departments as needed.

The specific sequence of actions taken by individuals at SJU for the purpose of certifying the initial eligibility for transfer student-athletes is outlined in the Coaches Compliance Handbook and summarized below;

1. The Director of Compliance (R. Shields) will forward to the Assistant Director of Admissions (S. Dever) a copy of the prospective student-athlete's four year college transcript.
2. A credit evaluation will be completed on the transcript by the Associate Director of Admissions in consultation with appropriate deans and department chairs as needed.
3. S. Dever will inform the Director of Compliance about the status and credit evaluation of the transfer student-athlete.
4. Once the determination of admission and transfer credits has been made, the Director of Compliance reviews NCAA rules to determine if the transfer student athlete will have immediate athletic eligibility.

Subsequently, the transfer student-athlete is bound to the satisfactory progress toward degree requirements listed for continuing eligibility once he/she has spent one academic year in residence.

**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.**

The assessment of the academic standing of all students (student-athlete and non-student-athlete alike) is initiated at the level of the Board on Academic Review but the final decision rests with the appropriate Academic Dean. Thus, depending upon the declared major of the individual, the authority for certification of a student-athlete's continuing eligibility and his/her academic standing within Saint Joseph's University rests either with Dr. Joseph McCall, Dean of the College of Arts and Sciences (CA&S) or Dr. Joseph DiAngelo, Dean of the Haub School of Business (HSB).

The Board on Academic Review (comprised of the Associate Dean for the College of Arts and Sciences, Haub School of Business Associate Dean, four to five full-time faculty members, and an appointed student representative) is responsible for assessing the academic standing of all students at the end of each semester. The steps include:

1. The Registrar's office provides the Board on Academic Review with the academic records of those students who have not, or are at risk of not meeting the institutional standards for academic progress.
2. Upon review of the records, the Board on Academic Review makes recommendations to the appropriate dean on each student's file. The possible recommendations include a warning letter, first academic probation, second academic probation, second academic probation continued, and academic dismissal. A student at risk for academic probation is generally issued a warning letter, indicating that the student is currently in good academic standing but at risk for falling below the academic standard (The standard is calculated based on a full load of five courses per semester. A minimum GPA of 1.5, 1.6, 1.7, 1.8, 1.9, and 2.0 is expected after the first through sixth semesters of enrollment respectively.) A student falling below the academic standard for the first time is typically recommended for first academic probation. A student currently or previously on academic probation who falls below the academic standard a second time may be recommended for second probation or academic dismissal, depending upon the individual circumstances (e.g. effort to seek faculty or academic support services, attendance record). A student who performs below the academic standard for three semesters (not necessarily consecutive) is typically recommended for academic dismissal. Second academic probation continued is generally considered in unusual situations and only offered if there is a reasonable expectation that the student can achieve the minimum GPA of 2.0 necessary to receive a Saint Joseph's University diploma.
3. Any student being recommended for academic probation or dismissal receives notification of the Board on Academic Review's decision and, so, may request a formal meeting with the Board to discuss this recommendation before it is sent to the appropriate dean. (In the event that the student cannot return to campus for this meeting, a faxed or over-night mail of a letter of appeal is accepted in lieu of the formal interview.) This provides the student with the opportunity to present the details of his/her case to the Board and for the Board to obtain additional information regarding the student's performance. The student is permitted to have a support person accompany him/her during this formal interview. Support persons generally include a parent, guardian, or member of the Saint Joseph's University faculty or staff member (such as academic support staff).

## Academic Integrity

4. The Board on Academic Review, after having reviewed the student file and considered any additional information brought forth in a letter of appeal or in the formal interview, will then forward its final recommendation on the student's academic standing to the appropriate dean. The appropriate associate dean will advise his/her dean of this final recommendation. The chairperson of the Board will notify each at-risk student of the Board's recommendation. If the student disagrees with the Board's recommendation to the dean then s/he may make a final appeal to the dean. It is at this stage that the appropriate dean will review Board on Academic Review recommendation(s) and any other relevant information so as to determine the student's academic standing. For certification of a student-athletes continuing eligibility, however, there is an additional step in the process (identified next).

5. To ensure that the student-athlete meets all NCAA continuing eligibility standards (i.e. including the new NCAA academic standards) his/her academic standing is further monitored by the recently established Student-Athlete Continuing Eligibility Committee. This committee is comprised of the Faculty Athletics Representative (S. Porth), the Registrar (G. Donahue), the Compliance Officer (R. Shields), and a representative from the Office of Educational Support Services for Student-Athletes (J. Greder).

In carrying out their duties,

- the Registrar generates a grade report for all student-athletes that includes the semester GPA, cumulative GPA and number of credit hours completed to make certain NCAA Progress Toward Degree Requirements are met.
- After assessing whether the student-athlete meets all NCAA requirements for ongoing certification, a summary of this information and data is reported the Deans and shared with the Director of Athletics.
- At this stage, the appropriate Dean considers this information as well any of the recommendations of the Board on Academic Review in determining the continuing eligibility of the student-athlete. The Dean's final determination of academic standing is then reported to the student-athlete and the Board on Academic Review. It is also shared with the Director of Compliance and the Director of Educational Support Services for Student-Athletes for the purpose of reporting to the NCAA.

In all cases, the final decision on the academic standing of any student/including student-athletes, rests with the appropriate dean. The treatment of all students in this process is essentially the same with the exception of the additional certification step for student-athletes identified above. The only other distinction between a student-athlete and a non-student-athlete in this process is that a student-athlete may request a representative from the Office of Educational Support Services for Student-Athletes act as a support person during the academic review process. The additional review process is provided by the Director of Compliance and the Director of Educational Support Services for Student-Athletes to ensure that all NCAA eligibility requirements are met.

**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.

The graduation rate analysis is based upon the 1996, 1997, and 1998 cohorts.

The sixth-year graduation rate for student-athletes who received athletic-based aid compares favorably with the graduation rates of all students. Indeed, the three-class average graduation rate for student-athletes (82.7%) is actually higher than the rate (76.9%) for all students.

While there is always room for improvement, the data suggest that the coaching staffs are recruiting students who stand the same, or better, chance of graduating than students who do not participate in varsity sports.

## 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.**

In general, student-athletes are not differentiated from other students in Saint Joseph's University's academic matters. The academic policies described on pages 53-68 of the catalog thus apply to student-athletes as they do any Saint Joseph's student.

The one exception to this is that student-athletes are permitted to register before other students. This is done to enable student-athletes to best arrange their academic schedule to minimize conflicts with competitions and practices.

The NCAA minimum academic requirements for student-athlete eligibility, however, are higher than those defined by Saint Joseph's for the general student body. For example, SJU requires students to maintain a 1.6 GPA prior to starting their second year as a full-time student. The NCAA requires a 1.8 GPA prior to entering the second year of collegiate enrollment. Whereas, SJU requires a 1.8 prior to the third year, the NCAA requires 1.9 prior to the third year. The two scales converge, as both require a 2.0 to be eligible as a fourth-year student.

The new, higher NCAA academic standards were introduced in the 2003-2004 academic year. The impact of this change has been positive in the respect that it is clear that the student-athlete must meet the NCAA standards versus SJU standards) in order to be eligible to participate in competition. Those students who have fallen below the NCAA standards in the past two academic years have either (i) received a waiver from the NCAA, (ii) not participated in his/her sport, or (iii) left the University.

Academic Standards and Policies  
(Reported from the SJU University Catalog)

### DEGREES AND REQUIREMENTS

The Colleges offer two undergraduate degrees, the Bachelor of Arts and the Bachelor of Science. The degree awarded is determined by the student's major field. The ordinary Degree requirements for either degree include the completion of the number of courses specified by the major with a cumulative grade point average of 2.0, along with the satisfaction of the General Education Requirement and the approved requirements for the major field.

### DEFINITION OF A COURSE

For the purpose of fulfilling curricular requirements, a course is any semester unit to which a value of three credits or more is assigned. A laboratory associated with a course is not considered a separate course, even when it carries a separate course number and grade. Audit (non-credit) courses do not fulfill any requirement. The successful completion of at least 40 such courses is required for graduation.

### GRADES

A Outstanding 4.0

A- 3.7

B+ 3.3

B Good 3.0

B- 2.7

C+ 2.3

C Fair 2.0

C- 1.7

D+ 1.3

D Passing 1.0

F Failure No grade points. No credit.

Failure remains on record and as part of GPA even if course is repeated.

### SATISFACTORY ACADEMIC PROGRESS

The standard academic program in the day colleges at Saint Joseph's University calls for students to progress toward their degree in eight regular (fall and spring) semesters in which five courses are taken each semester. Following such a program a student will have completed 40 courses, which should represent a minimum of 120 credits, by the end of the eighth semester. Transfer students are reminded that a minimum of 20 courses are to be taken in the fall and spring semesters at Saint Joseph's University. Satisfactory academic progress at Saint Joseph's University requires students to earn a minimum of 24 credits in at least eight courses in each school year,

## Academic Integrity

beginning in September and ending in August. It is the policy of the University to allow for a ninth and sometimes a tenth semester if significant reasons or a change in major justify such an extension. Permission for a ninth or tenth semester will ordinarily be obtained from the associate academic Dean of the appropriate college. The Deans of the Colleges reserve the right to consider special cases differing from the above statement.

Students who are receiving federal, state, or University aid need to maintain satisfactory academic progress in order to keep their eligibility. Evaluation of a student's academic progress to determine financial assistance eligibility will be made at the end of the spring semester. Students not meeting criteria for satisfactory progress will be informed in early summer that their current academic record disqualifies them for financial assistance.

In addition to the quantitative parameter of twenty-four (24) earned credits within each academic year as a requirement for retaining financial assistance,

### COURSE DEFICITS AND ACADEMIC DEFICIENCIES

Although the Deans may occasionally permit students to carry a sixth course to remedy deficits in their programs, course deficits and academic deficiencies are ordinarily made up in summer sessions at Saint Joseph's. Only students who live beyond reasonable commuting distance or whose programs require courses not offered in any of the summer sessions at Saint Joseph's may, on the recommendation of their faculty advisors, be granted their Dean's permission to take courses at comparable four-year institutions. The Dean's permission to register for summer courses at Saint Joseph's or at other institutions is ordinarily sought during the pre-registration period of the spring semester.

### EARLY GRADUATION/ACCELERATION

While the normal degree program requires eight semesters' attendance, students may seek the Dean's approval for an accelerated program.

Extraordinary academic achievement on the pre-college level, through Advanced Placement and similar programs, may, at the discretion of the appropriate Dean, significantly reduce the normal semester requirement. Students should request the Dean's evaluation of their pre-college work before the end of the freshman year. Other superior students may, for sound academic reason, request permission to accelerate their degree programs. Such acceleration is limited to ten courses or one academic year. After consultation with their faculty advisors and department chairs, interested students petition their Dean, ordinarily in the spring semester of the sophomore year but not later than the fall semester of the junior year, to approve a plan of acceleration. If the plan of acceleration includes summer session courses, not more than three courses may be scheduled for any one summer. The normal limitation of five degree courses in other institutions applies to accelerated programs.

Transfer students with five courses or more in other institutions or other divisions of Saint Joseph's University are not eligible for program acceleration. Tuition charges are based on the prevailing rates in the school in which the students will receive their degrees.

### DELAYED GRADUATION

Students may request their Dean's permission to extend their degree program beyond the normal eight semesters. Extensions beyond ten semesters are granted only for extraordinary reason.

### TRANSFER STUDENTS

To qualify for a degree, students transferring from another college or university or the University College of Saint Joseph's must fulfill the General Education Requirement and department requirements, either by transfer credit or by courses completed in the day colleges (see Admissions).

### RESIDENCE REQUIREMENT

Twenty courses in the fall and spring semesters of the day colleges is the ordinary residence requirement for a degree. Except where an approved degree program or an approved plan of acceleration provides otherwise, the last ten courses must be completed in the regular sessions (fall and spring semesters) of the day colleges.

### SUMMER COURSES

Degree credit is granted for courses taken in summer sessions only when the student has secured in advance written permission from the appropriate Dean. Summer school courses that are a part of the GER or major course requirements must be taken at Saint Joseph's University unless the course is not being offered that summer and is necessary for a student to maintain normal academic progress or the proper sequence of courses in his or her major field of study. Such courses, as well as elective courses, must be taken at a four-year college. Permission from the appropriate Dean to register for summer courses at Saint Joseph's or at other institutions is ordinarily sought during the pre-registration period of the spring semester.

The approved uses of summer session courses for matriculated students are as follows:

-to make up academic deficiencies, i.e., courses failed or not completed during a regular semester;



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- to make up course deficits, i.e., additional courses needed as result of change of major, or, in some instances, transfer;
- to enrich the student's educational program; or
- to reduce the student's course load in an ensuing semester.

Permission to register for summer courses does not constitute permission to accelerate a degree program. For all students registered in our day colleges, the maximum number of courses allowed for any one summer will normally be two. For exceptional reasons, the Dean may grant permission for a third course. Registration and payment for summer courses are governed by the regulations and procedures of the summer sessions.

### MINIMUM STANDARDS FOR RETENTION AND GRADUATION

A cumulative grade point average of 2.0 is the minimum required for a bachelor's degree from Saint Joseph's University. Students with a grade point average below 2.0 at the end of any semester will be cautioned that their level of performance is insufficient to satisfy the requirements for graduation. Students with a grade point average below the minimum level indicated in the table below will be placed on academic probation.

#### Semesters completed (Minimum GPA)

- 1st semester freshman: 1.5
- 2nd semester freshman: 1.6
- 1st semester sophomore: 1.7
- 2nd semester sophomore: 1.8
- 1st semester junior: 1.9
- 2nd semester junior and beyond: 2.0

Transfer students are required to maintain the minimum GPA for the semester level to which they are assigned. Students will be placed on academic probation after a review of their grades by the Board on Student Academic Review. This review takes place at the end of the fall and spring semesters. Normally, probation decisions by the Board are not subject to appeal.

### ACADEMIC PROBATION

Students who fail to maintain the required grade point average or an acceptable level of progress toward the degree are placed on probation by their Dean, acting on the recommendation of the Board on Student Academic Review. A student on probation is required to report to the Dean, who may prescribe appropriate remedial measures, and is not permitted to register for more than five courses a semester. (If circumstances warrant, the Dean may require a student on probation to limit his/her course load to four with no reduction in tuition.)

Ordinarily, the period of probation will extend one semester, during which time the student must show sufficient improvement to raise his/her GPA above the minimum level. In extraordinary cases, one additional semester of probation may be allowed by the Board on Student Academic Review if the improvement during the first probationary semester indicates that the student will probably reach the necessary level by the end of the second probationary semester. A student may be permitted as many as three semesters of probations, provided that no more than two are consecutive.

A student on academic probation is ineligible to participate in major extracurricular activities, including intercollegiate athletics, or to serve as officer or director of any student activity.

### ACADEMIC DISMISSAL AND SUSPENSION

A student who fails to make sufficient improvement in his/her level of performance or rate of progress during this period of probation is subject to academic dismissal by the appropriate Dean. While a student is normally granted at least one academic probation, the Board on Student Academic Review may recommend academic dismissal without any probation where the student's cumulative grade point average is so low that an academic probation would not be in the student's best interest. A student may also be dismissed or suspended from the University, i.e., prohibited from enrolling in and/or attending classes for a specified period of time, under the provisions of the Academic Honesty Policy.

12. 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.

Same question as #11

## Academic Integrity

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

Student-athletes are expected to meet all the requirements of their classes, and are not distinguished in this from other SJU students. Student-athletes are required to attend classes, even if there is a conflict with practice sessions. (The only exception is when a team is traveling to an away contest and practice is in conjunction with this contest). An earnest effort is made to avoid conflict between class and competition schedules, including travel time.

This policy is conveyed and enforced in the following ways:

(i) The Student-Athlete Handbook is distributed to every student-athlete. It indicates that class attendance is mandatory for all student-athletes when not traveling to or representing Saint Joseph's University in a University sponsored athletic event. Student-athletes are expected to give each of their professors a copy of their semester travel form, provided by the Office of Educational Support Services for Student-Athletes, at the beginning of each semester. In addition, student-athletes are required to give their professors notice and request permission before missing class for an athletic-related event.

Student-athletes are expected to make every possible effort to see their professors and obtain all assignments he/she will miss due to requirements of traveling to University sponsored athletic events.

Any unsanctioned missed classes that are brought to the attention of the Director or Assistant Director of Educational Support Services for Student-Athletes (see below) result in a meeting with the Director, the coach, and student-athlete. Commonly, the Director of Athletics also participates in these meetings. Subsequent infractions of this policy warrant additional meetings and potential loss of athletic participation, scholarship or financial aid.

(ii) The scheduling of intercollegiate competitions is coordinated by the Director of Athletics and the Assistant Director of Athletics with the goal and practice of minimizing any missed class time. This action is facilitated by scheduling information provided by individual coaches concerning their teams. In general, the aim is to schedule games as late in the day as possible and/or during the weekend. (Given that our main athletic field is equipped with field lighting, we are not, as had been the case in the past, restricted by the availability of day-light.) At the beginning of each semester, the Director of Athletics (D. DiJulia) submits a list of projected missed class times to the Faculty Athletics Representative (Dr. S. Porth) for review.

The Director of Athletics, and the Director and Assistant Director of Educational Support Services for Student-Athletes, are all involved in the monitoring of missed classed time.

The procedures are described below.

To monitor and verify missed class time due to athletic events, the Office of Educational Support Services for Student-Athletes requires the student-athlete to inform the faculty members of anticipated conflicts. As noted above, a form itemizing the anticipated missed class-time is presented by the student-athlete to his/her respective faculty member for approval. If it is determined that missing a particular class is problematic, alternative arrangements or solutions are discussed. In general, the faculty are supportive and work with all students (student-athlete and non-student-athlete) to ensure that any missed work and/or testing is made-up. Other students often take notes for the class missed by the student-athlete. Services are also available to record class meetings.

In addition, faculty typically have an attendance policy for their courses and, so, record attendance for all students. The Office of Educational Support Services for Student-Athletes requests this attendance information for all freshman student-athletes and all other student-athletes identified as academically at risk. It is the policy of the Office of Educational Support Services for Student-Athletes that any unsanctioned missed classes that are brought to the attention of the Director or Assistant Director will result in the student-athlete meeting with the Director and coach. A subsequent infraction of this policy will warrant meetings with the Athletics Director and potential loss of athletic participation, scholarship or financial aid.

### 14. Analyze, explain and address missed class time that has been determined by the institution to be significant or excessive for any sports(s).

We do not find there to be any significant or excessive missed class time for any sport. Our institutional policy on student class attendance and the practice of scheduling to ensure minimal conflict between class and competition schedules have been most effective for this institution.

### 15. 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.

## Academic Integrity

This information is communicated to the student-athletes verbally and in written form. Verbal communication occurs in venues such as academic advising, student orientation, and team meetings. Written communication is found in the Student-Athlete Handbook, is conveyed electronically through email, and may be found on those pages of the SJU website that address academic expectations and support services.

The same information is communicated to staff in the Coaches' Compliance Handbook and the Department of Athletics Policies and Procedures Manual.

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

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



## Academic Integrity

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

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
No issue identified, however, more proactive monitoring of the academic status of student-athletes is desired.	Overlapping member appointment to the Continuing Eligibility Committee for Student-Athletes and the Board on Academic Review.	Appoint an overlap member to the Continuing Eligibility Committee for Student-Athletes and the Board on Academic Review.	Provost	Beginning in Fall 2006
No issue identified, however, an improvement in reporting and communication is recommended.	Academic standing reports from Deans to Director of Athletics.	Inform Deans that they will provide report to Director of Athletics.	Dean of the College of Arts & Sciences; Dean of the Haub School of Business.	Beginning in Fall 2006.

## 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.

No actions, conditions or strategies were noted in the first-cycle certification decision that directly addresses Operating Principle 2.2. However, the 2/9/98 NCAA Committee on Athletics Certification letter did require that "the institution shall be required to ensure that a formal (as opposed to informal) review of the institution's rules-compliance program is conducted by an entity outside the athletics program, and consider distributing a report of the results to entities inside and outside the athletics department." It was further elucidated in the 2002 NCAA Division I Committee on Athletics Certification letter regarding the interim study, that this issue pertaining to Operational Principle 1.2 includes "educational initiatives". Thus, Operating Principle 2.2.d ("The support services are reviewed and approved periodically by academic authorities outside the department of intercollegiate athletics.") would apply here.

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) 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.

To the extent that academic support services are a form of educational initiative, the following applies. All academic support services are provided by the institution's Office of Student Educational Support Services and are entirely independent of the Athletics Department. Annual review and approval is undertaken by the head of the Office of Student Educational Support Services, Ms. J. Starks and reported to Dr. L. Lelii, Vice President for Student Life. Thus, we believe that Saint Joseph's University is in compliance with Operating Principle 2.2.d.

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.

As reported in the 2001 Interim-Report, a Life Skills Program and Student-Athlete Advisory Committee were established since the first-cycle certification decision. The intent of this program and committee is to improve the likelihood of academic and social success for our student-athletes.

Also, the Office of Educational Support Services for Student-Athletes has recently purchased lap-top computers for use by the student-athletes. For those student-athletes on full scholarship, s/he may register to receive a lap-top computer for academic use throughout the semester. At the end of the semester, s/he must return the computer. For those student-athletes needing such lap-top computers for short periods of time or when traveling for athletic events, s/he may also sign one out. In all cases, the student must sign a waiver that identifies the inventory of the equipment that s/he has received, that all personal/academic information will be cleaned off the computer when it is

## Academic Integrity

returned, and that failure to return the equipment will result in charges for the cost of the equipment to be applied to the student-athlete's University account.

#### 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).

**Academic advising services:** All student-athletes have primary and secondary academic advisors. The primary academic advisors are departmental faculty who constitute the official academic advisors of the University. The assignment of the primary academic advisor is generally dependent upon the major declared by the student.

The secondary or athletic advisors, the Director (Janet Greder) and Assistant Director (Christopher Bagely), are members of the Office of Educational Support Services for Student-Athletes and report to the Assistant Vice President for Student Educational Support Services, J. Starks. Because the Office of Educational Support Services for Student-Athletes is one part of Student Educational Support Services (SESS), this office is located in the Science Center, along with the other academic resource offices. Ms. Starks is responsible for annual evaluation of the Office of Educational Support Services for Student-Athletes staff.

Ms. Greder and Mr. Bagley provide supplemental academic advising to each sports team. (e.g. Ms. Greder serves as a secondary academic advisor to the following teams; men's basketball, baseball, rowing and soccer and women's track, indoor and outdoor cross country, field hockey, lacrosse, and tennis. Mr. Bagley acts as the secondary academic advisor to the remaining teams.) These individuals advise student-athletes on secondary concerns such as how to design a schedule that balances the student's sports activities and requirements in relation to the demands of his/her academic load. They also help the student-athlete understand and fulfill the academic requirements identified by Saint Joseph's University and the NCAA. S/he also provides information regarding other related institutional and NCAA policies, procedures, resources, and programs.

**Academic support services:** The institution provides a range of academic support services that are available to all students, including student-athletes. All services are provided by the Student Educational Support Services (SESS, formerly the Office of Academic Development), through the following offices; Office of Educational Support Services for Student-Athletes, Services for Students with Learning / Physical Disabilities (Jim Scott, Coordinator; Vana Miller, Assistant Coordinator); Passport Program (Christopher Nosal, Director) and the Learning Resource Center (Janis Wilkins-Mash, Director; Carolyn Zaccagni, Learning Skills Specialist; Kristen Goldberg, Coordinator of Supplemental Instruction). All of these offices report to Jacqueline Starks, Assistant Vice President for Student Educational Support Services, who is charged with the annual review of the programs and the performance of staff.

Other academic support services include the Writing Center (Dr. Anne Green, Director, and faculty member in the Department of English) and academic success seminars (jointly coordinated by the Office of Retention Services and the Learning Resource Center).

#### 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."

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

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

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All student-athletes are permitted priority registration. Student-athletes participating in a fall sport receive priority registration during spring pre-registration; those participating in spring sport activities receive priority registration during the fall pre-registration.

The official advisors (of athlete and non-athlete alike) are responsible for all traditional aspects of academic advising, including assisting the student in the selection of courses for his/her program of study based on the declared major, change of major / selection of minor, and consultation regarding registration. At a minimum, all students are required to meet with their departmental academic advisor to discuss and plan an appropriate program of study and to monitor the student's academic performance (Expectations for the faculty advisor and the student advisee are summarized at [www.sju.edu/cas/dean/pages/advising/index.html](http://www.sju.edu/cas/dean/pages/advising/index.html). Faculty annual evaluations offer an assessment of the faculty members advising duties.) The Student Handbook for Academic Advising is also available to assist students in understanding the advising system and to provide checklists for courses required by each major.

As noted above, additional academic advising for student-athletes is limited to the secondary advising activities of the Office of Educational Support Services for Student-Athletes. As a supplement to the faculty advising, the athletic advisor assists the student-athlete in developing a schedule that balances the student's sports activities and requirements in relation to the demands of his/her academic load. This also helps to identify and alleviate potential conflicts between classes, games, and practices. Beyond this, the athletic advisor provides the student-athlete with the information needed to understand and meet the institutional and NCAA requirements of academic eligibility. Information regarding these services and requirements are identified in Student-Athlete Handbook.

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

As noted above, academic advising services are equally available to any student. All students are required to see their advisor at least once per semester. Many student-athletes take advantage of these academic support services, as do other members of the student body. The faculty academic advisor, the athletic advisor, or the student / student-athlete can arrange for the academic support services provided by the University. Most often, students simply call or visit the relevant Student Educational Support Services (SESS) office to request whatever academic assistance s/he desires. The academic support services of SESS are housed in the same location (the Science Center) so that all students are provided with a "one-stop" resource center for academic support. This also ensures that all students have equal access and treatment with regard to these resources.

**c. The mechanisms by which students can use these services.**

Students are made aware of these academic support services in a variety of ways including written notification (e.g., student handbook, course catalogue, University web site, campus pamphlets or fliers) and verbal communication (e.g., team meetings, Orientation, advising sessions, classroom announcements, faculty-student meetings, Board on Academic Review interviews). The Student Handbook for Academic Advising is also available to assist students in understanding the advising system and to provide checklists for courses required by each major. The SJU web site also includes links for all of these services.

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

All of the supplemental support services for student-athletes are sponsored, coordinated, and monitored through the Student Educational Support Services (SESS) via the Office of Educational Support Services for Student-Athletes. The head of SESS, Ms. J. Starks monitors these programs and their staff and reports to Dr. L. Lelii, (Vice President for Student Life).

Ms. Starks has weekly meetings with Ms. Greder, the Director of Educational Support Services for Student-Athletes, to review the activities of the office and annually assesses the performance of its staff. Additionally, at the end of each semester the Director provides a report of their activities/programs to be reviewed by the following individuals outside of Athletics; Ms. J. Starks (head, SESS), Dr. L. Lelii (Vice President for Student Life), Dr. S. Porth (Faculty Athletics Representative), Mr. P. O'Brien (Associate Dean, Haub School of Business), Fr. J. Moore (Associate Dean, College of Arts and Sciences).

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Since it is the role of the Faculty Athletics Representative to advise on the academic support services as they impact student-athletes, student-athletes are advised to contact the Faculty Athletics Representative directly if they have concerns in any of these areas.

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

Approval of plans and budgets for the Office of Student Educational Support Services (including the Office of Educational Support Services for Student-Athletes) rests with the Vice President for Student Life.

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

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

Tutoring is generally available through the Learning Resources Center. Sessions may be scheduled as one-on-one, small group or as a walk-in session. Peer-tutors are used in most entry level courses and supplemental student instruction (SSI) offers weekly review session for students enrolled in designated courses (e.g. math and science courses historically considered by students to be difficult).

Tutors are selected on the basis of demonstrated excellence in the course area, faculty recommendation, and availability. Starting pay is eight dollars per hour, with increases of fifty cents per semester for continuing tutors. The maximum pay is ten dollars per hour and is usually earned by seniors.

However, two to four professional tutors (a reading specialist, a writing specialist; a general tutor, and a business tutor, each with a Master's degree; paid at a rate of twenty dollars per hour) are specifically employed by the Office of Educational Support Services for Student-Athletes to provide additional academic support to student-athletes. Since this service is sponsored by the Office of Student Educational Support Services it is monitored by this office and reported to the head of SESS.

In addition, regular learning strategy workshops are sponsored by the Learning Resources Center to assist the student in time management, note taking, and study skills. These are open to all students and are available upon request for presentation to select groups, including student-athletes.

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

Tutoring is available through the Learning Resource Center. As noted above, they are equally available to any student. Many student-athletes take advantage of these academic support services, as do other members of the student body. The faculty academic advisor, the athletic advisor, or the student / student-athlete can arrange for the academic support services provided by the University. Most often, students simply call or visit the relevant Student Educational Support Service (SESS) office to request whatever academic assistance s/he desires. The academic support services of SESS are housed in the same location (the Science Center) so that all students are provided with a "one-stop" resource center for academic support. This also ensures that all students have equal access and treatment with regard to these resources.

- c. The mechanisms by which students can use these services.

Students are made aware of these academic support services in a variety of ways including written notification (e.g., student handbook, course catalogue, University web site, campus pamphlets or fliers) and verbal communication (e.g., team meetings, Orientation, advising sessions, classroom announcements, faculty-student meetings, Board on Academic Review interviews). The SJU web site also includes information with regards to tutoring services, schedules, walk-in hours, and additional resources.

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

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All of the supplemental support services for student-athletes are sponsored, coordinated, and monitored through the Student Educational Support Services (SESS) via the Office of Educational Support Services for Student-Athletes. The head of SESS, Ms. J. Starks monitors these programs and their staff and reports to Dr. L. Lelii, (Vice President for Student Life).

Ms. Starks has weekly meetings with Ms. Greder, the Director of Educational Support Services for Student-Athletes, to review the activities of the office and annually assesses the performance of its staff. Additionally, at the end of each semester the Director provides a report of the activities/programs to be reviewed by the following individuals outside of Athletics; Ms. J. Starks (head, SESS), Dr. L. Lelii (Vice President for Student Life), Dr. S. Porth (Faculty Athletics Representative), Mr. P. O'Brien (Associate Dean, Haub School of Business), Fr. J. Moore (Associate Dean, College of Arts and Sciences).

Since it is the role of the Faculty Athletics Representative to advise on the academic support services as they impact student-athletes, student-athletes are advised to contact the Faculty Athletics Representative directly if they have concerns in any of these areas.

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

Approval of plans and budgets for the Office of Student Educational Support Services (including the Office of Educational Support Services for Student-Athletes) rests with the Vice President for Student Life.

**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.**

The Office of Educational Support Services for Student-Athletes works with the Learning Resource Center, Career Development Center, and Counseling and Personal Development Center to provide a Life Skills Program of educational workshops. These workshops are designed to help develop a well balanced lifestyle for the student-athlete; to provide him/her with education and experiences that assist in bridging the gap from college life to professional life and to make meaningful contributions to their communities. The fall seminars (time and stress management, study and reading skills, test taking strategies, career development) were principally held for freshman student-athletes. Spring seminars (life skills/ issues seminars with topics including healthy eating, gambling, sexual awareness and GMCA financing) were held for all student-athletes. Another spring seminar on career development seminar is targeted for student-athletes at the sophomore through senior level.

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

The Life Skills program is specifically targeted to student-athletes. Additional workshops are offered by the Learning Resource Center and are open to all students. Many student-athletes take advantage of these academic support services, as do other members of the student body. The faculty academic advisor, the athletic advisor, or the student / student-athlete can arrange for the academic support services provided by the university. Most often, students simply call or visit the relevant SESS office to request whatever academic assistance s/he desires. The academic support services of SESS are housed in the same location (the Science Center) so that all students are provided with a "one-stop" resource center for academic support. This also ensures that all students have equal access and treatment with regard to these resources.

**c. The mechanisms by which students can use these services.**

Students are made aware of these academic support services in a variety of ways including written notification (e.g., student handbook, course catalogue, University web site, campus pamphlets or fliers) and verbal communication (e.g., team meetings, Orientation, advising sessions, classroom announcements, faculty-student meetings, Board on Academic Review interviews). The SJU web site also includes links for all of these services.



## Academic Integrity

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

All of the supplemental support services for student-athletes are sponsored, coordinated, and monitored through the Student Educational Support Services (SESS) via the Office of Academic Services for Student Athletes (ASSA). The head of SESS, Ms. J. Starks monitors these programs and their staff and reports to Dr. L. Lelii, (Vice President for Student Life).

Ms. Starks has weekly meetings with Ms. Greder, the Coordinator of ASSA, to review the activities of the ASSA office and annually assesses the performance of its staff. Additionally, at the end of each semester the ASSA provides a report of their activities/programs to be reviewed by the following individuals outside of Athletics; Ms. J. Starks (head, SESS), Dr. L. Lelii (Vice President for Student Life), Dr. S. Porth (Faculty Athletic Representative), Mr. P. O'Brien (Associate Dean, Haub School of Business), Fr. J. Moore (Associate Dean, College of Arts and Sciences).

Since it is the role of the Faculty Athletics Representative to advise on the academic support services as they impact student-athletes, student-athletes are advised to contact the FAR (Dr. Porth) directly if they have concerns in any of these areas.

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

Approval of plans and budgets for the Office of Student Educational Support Services (including the Office of Academic Services for Student-Athletes) rests with the Vice President for Student Life.

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

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

The Office of Educational Support Services for Student-Athletes maintains a resource interchangeably referred to as Study Table or Study Hall (Monday-Thursday, 8:30 am - 5:00 pm and 7:30-9:30 p.m.). The daytime Study Hall is held in the Academic Resources Center, and alternatively provides student-athletes either a common study area or individual study rooms (7, each equipped with networked computers) to conduct his/her work. The evening Study Hall is held in classrooms reserved by the Registrar for this purpose.

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

Mandatory participation is required of select student-athletes; all freshman (8 hr/week), all sophomores, juniors, and seniors with a cumulative GPA less than 2.3 (8 hr/week), and, all sophomores, juniors, and seniors with a cumulative GPA of 2.3-2.49 (5 hr/week). If desired or deemed appropriate, the Office of Educational Support Services for Student-Athletes will arrange for professional tutoring during these times. Student-athlete attendance is recorded and adherence to the Study Hall regulations is monitored by the staff. Since many student-athletes take advantage of peer-tutoring and supplemental instruction in the Learning Resource Center (LRC) a monitoring system was jointly developed by the Office of Educational Support Services for Student-Athletes and the LRC to track this time in pursuit of academic development. This time could then be applied against any student-athletes' required Study Hall hours.

- c.** The mechanisms by which students can use these services.

Students are made aware of these academic support services in a variety of ways including written notification (e.g., student handbook, course catalogue, University web site, campus pamphlets or fliers) and verbal communication (e.g., team meetings, Orientation, advising sessions, classroom announcements, faculty-student meetings, Board on Academic Review interviews). The SJU web site also includes links for all of these services.

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



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All of the supplemental support services for student-athletes are sponsored, coordinated, and monitored through the Student Educational Support Services (SESS) via the Office of Educational Support Services for Student-Athletes. The head of SESS, Ms. J. Starks monitors these programs and their staff and reports to Dr. L. Lelii, (Vice President for Student Life).

Ms. Starks has weekly meetings with Ms. Greder, the Director of Educational Support Services for Student-Athletes, to review the activities of the office and annually assesses the performance of its staff. Additionally, at the end of each semester the Director provides a report of the activities/programs to be reviewed by the following individuals outside of Athletics; Ms. J. Starks (head, SESS), Dr. L. Lelii (Vice President for Student Life), Dr. S. Porth (Faculty Athletics Representative), Mr. P. O'Brien (Associate Dean, Haub School of Business), Fr. J. Moore (Associate Dean, College of Arts and Sciences).

Since it is the role of the Faculty Athletics Representative to advise on the academic support services as they impact student-athletes, student-athletes are advised to contact the Faculty Athletics Representative directly if they have concerns in any of these areas.

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

Approval of plans and budgets for the Office of Student Educational Support Services (including the Office of Educational Support Services for Student-Athletes) rests with the Vice President for Student Life.

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

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

Beginning in fall 2005, Saint Joseph's University offered a formal orientation for freshman student-athletes and transfer student-athletes. All scholarship student-athletes are required to attend. Student-athletes are informed of the orientation through letters sent home before school starts and through communication with the coaching staff. The program addresses all services, policies, and procedures relating to student-athletes. Topics and discussions include: rules and procedures applying to student-athletes as defined in the Saint Joseph's University Student-Athlete Handbook, "What it means to be a Hawk," University and Athletics Department mission, Student-Athlete Code of Conduct, Student-Athlete Advisory Committee, NCAA Eligibility Guidelines, Progress Toward Degree, Grievance Procedures and Hazing. Academic topics include: study hall guidelines, progress reports, mid-term grades, tutoring services, supplemental instruction, the Writing Center, academic integrity, the value of communicating with faculty/instructors, time management, etc. An additional informational team meeting that reinforces information offered at the orientations is required for all incoming freshmen and transfer student-athletes, as well as for all returning student-athletes. It is held prior to the first practice of each year.

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

All students, including student-athletes, are invited to institutional orientations held for incoming freshmen and transfer students prior to each fall and spring semester. The additional informational team meeting is required for all incoming freshmen and transfer student-athletes, as well as for all returning student-athletes.

- c. The mechanisms by which students can use these services.

The primary mechanism by which student-athletes are made aware of the academic support services available to them is through the mandatory informational team meeting prior to the first practice. Additional mechanisms include written notification (e.g., student handbook, course catalogue, University web site, campus pamphlets or fliers) and verbal communication (e.g., team meetings, Orientation, advising sessions, classroom announcements, faculty-student meetings, Board on Academic Review interviews). The SJU web site also includes links for all of these services.

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

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The Vice President for Student Life in conjunction with the Athletics Director will review the orientation survey data every three years to develop plans for improvement.

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

Approval of plans and budgets for the Office of Student Educational Support Services (including the Office of Educational Support Services for Student-Athletes) rests with the Vice President for Student Life.

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

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

The Office of Educational Support Services for Student-Athletes is responsible for tracking and monitoring the academic progress of student-athletes. Faculty are requested by the Director or Assistant Director (J. Greder or C. Bagley) to fill out academic progress reports, assessing grades, attendance, participation, assignments, etc for select student-athletes, two times per semester (at mid-term grades and before the course withdrawal deadline). In the fall, these are requested of all freshman student-athletes and for upperclassmen student-athletes with a GPA below 2.5 (on a 4.0 scale). In the spring, the reports are requested for all student-athletes with a GPA below 2.5 (on a 4.0 scale). The only exception to this practice regards members of the men's basketball team in that faculty reports are solicited throughout the academic and summer sessions. For the student-athlete determined to be at-risk (GPA of 2.1 or below on a 4.0 scale), s/he must meet weekly with either the Director or Assistant Director of the Office of Educational Support Services for Student-Athletes to monitor and discuss the student's academic efforts and progress.

Also, at the end of each semester, the Director of Compliance (Renie Shields) and the Director of Educational Support Services for Student-Athletes request the grades of student-athletes from the Registrar. This process ensures that the academic performance of all student-athletes is continuously monitored. After reviewing the grades, a summary of the data is reported to the appropriate dean (Interim Dean McCall, College of Arts and Sciences or Dean DiAngelo, Haub School of Business), the head of Student Educational Support Services (J. Starks), the Faculty Athletics Representative (S. Porth) and the Director of Athletics (D. DiJulia). A list of the student-athletes who do not meet the Saint Joseph's University and NCAA requirements for appropriate academic progress towards his/her degree is then sent to the Board on Academic Review. Upon evaluation of each at-risk student file, the Board on Academic Review recommends to the appropriate dean some academic action (e.g., letter of warning, academic probation, academic dismissal). The Dean's determination of academic standing is then shared with the Board on Academic Review, the Registrar, and the Director of Educational Support Services for Student-Athletes. A student-athlete who does not meet SJU academic standards will continue to receive the attention and resources of the Office of Educational Support Services for Student-Athletes even though s/he may be temporarily ineligible for NCAA participation.

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

There is no policy governing which students can use these services. As noted above, they are equally available to any student. Many student-athletes take advantage of these academic support services, as do other members of the student body. The faculty academic advisor, the athletic advisor, or the student / student-athlete can arrange for the academic support services provided by the university. Most often, students simply call or visit the relevant SESS office to request whatever academic assistance s/he desires. The academic support services of SESS are housed in the same location (the Science Center) so that all students are provided with a "one-stop" resource center for academic support. This also ensures that all students have equal access and treatment with regard to these resources.

- c. The mechanisms by which students can use these services.

Students are made aware of these academic support services in a variety of ways including written notification (e.g., student handbook, course catalogue, University web site, campus pamphlets or fliers) and verbal communication (e.g., team meetings, Orientation, advising sessions, classroom

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announcements, faculty-student meetings, Board on Academic Review interviews). The SJU web site also includes links for all of these services.

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

All of the supplemental support services for student-athletes are sponsored, coordinated, and monitored through the Student Educational Support Services (SESS) via the Office of Educational Support Services for Student-Athletes. The head of SESS, Ms. J. Starks monitors these programs and their staff and reports to Dr. L. Lelii, (Vice President for Student Life).

Ms. Starks has weekly meetings with Ms. Greder, the Director of Educational Support Services for Student-Athletes, to review the activities of the office and annually assesses the performance of its staff. Additionally, at the end of each semester the Director provides a report of the activities/programs to be reviewed by the following individuals outside of Athletics; Ms. J. Starks (head, SESS), Dr. L. Lelii (Vice President for Student Life), Dr. S. Porth (Faculty Athletics Representative), Mr. P. O'Brien (Associate Dean, Haub School of Business), Fr. J. Moore (Associate Dean, College of Arts and Sciences).

Since it is the role of the Faculty Athletics Representative to advise on the student academic progress, monitoring and reporting, student-athletes are advised to contact the Faculty Athletics Representative directly if they have concerns in any of these areas.

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

Approval of plans and budgets for the Office of Student Educational Support Services (including the Office of Educational Support Services for Student-Athletes) rests with the Vice President for Student Life.

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

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

The student with a learning/physical/psychiatric disability typically notifies the Services for Students with Learning / Physical Disabilities of his/her condition when entering SJU. Contact is made by staff to meet the student and to receive documentation of the condition (e.g. written report by a licensed psychologist, psychiatrist, or physician) and to discuss what academic adjustments are appropriate to provide. If the diagnosis has been identified after s/he has been accepted, the Students with Learning / Physical Disabilities office is notified when the student notifies the staff. Thereafter, a meeting is arranged with the student to determine what accommodations are necessary. The staff will contact faculty when necessary, act as liaisons with other University personnel (including coaches and other athletic staff), make referrals (e.g. counseling, career development, LRC), and provide additional academic advice and counseling.

Student-athletes who have registered with the Office of Disabilities are often referred to the LRC Learning Skills Office for further assistance. The current LRC Learning Skills Specialist (C. Zaccagni) is a certified reading specialist and can provide testing and evaluation in this area. The Learning Skills Specialist meets individually with students to assess their learning style and why they are experiencing academic difficulty. Based on the results of anecdotal information, self-disclosure and appropriate inventories, recommendations are made to assist the students to reach his/her academic goals. Meetings are by appointment and as frequent as necessary.

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

According to the Americans with Disabilities Act of 1990, "any person with a mental or physical impairment that limits one or more major life activity (major life activities may include, walking, seeing, hearing, breathing, working, learning, caring for oneself, or performing manual tasks), has a record of such an impairment, or is regarded as having such an impairment" and presents appropriate documentation is protected under the law and is eligible for these services.

## Academic Integrity

In order to qualify for services from the Office of Services for Students with Disabilities, students must first self-identify and provide current (within 3 years) and appropriate documentation of a disability.

**c. The mechanisms by which students can use these services.**

Students are made aware of these academic support services in a variety of ways including written notification (e.g., student handbook, course catalogue, University web site, campus pamphlets or fliers) and verbal communication (e.g., team meetings, Orientation, advising sessions, classroom announcements, faculty-student meetings, Board on Academic Review interviews). The SJU web site also includes links for all of these services.

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

All of the supplemental support services for student-athletes are sponsored, coordinated, and monitored through the Student Educational Support Services (SESS). The head of SESS, Ms. J. Starks monitors these programs and their staff and reports to Dr. L. Lelii, (Vice President for Student Life)

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

Approval of plans and budgets for the Office of Student Educational Support Services (including the Office of Services for Students with Learning/Physical Disabilities) rests with the Vice President for Student Life.

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

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

We do not have a formal learning assessments program/office on campus. However, if it is suspected that any student has a learning disability s/he is referred to the Office of Student Educational Support Services. This office will then recommend the student to the appropriate professional services (non-SJU) to perform any appropriate testing/assessment.

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

Learning assessment services are on an "as-needed" basis. Student-athletes are directed to the Office of Student Educational Support Services.

**c. The mechanisms by which students can use these services.**

Students are made aware of these academic support services in a variety of ways including written notification (e.g., student handbook, course catalogue, University web site, campus pamphlets or fliers) and verbal communication (e.g., team meetings, Orientation, advising sessions, classroom announcements, faculty-student meetings, Board on Academic Review interviews). The SJU web site also includes links for all of these services.

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

All of the supplemental support services for student-athletes are sponsored, coordinated, and monitored through the Student Educational Support Services (SESS) via the Office of Educational Support Services for Student-Athletes. The head of SESS, Ms. J. Starks monitors these programs and their staff and reports to Dr. L. Lelii, (Vice President for Student Life).

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

## Academic Integrity

Approval of plans and budgets for the Office of Student Educational Support Services (including the Office of Educational Support Services for Student-Athletes) rests with the Vice President for Student Life.

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

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

Saint Joseph's University offers academic and professional mentoring of its students in terms of student mentors (as described under tutoring and supplemental student instruction) and the opportunity to participate in faculty-sponsored research projects and academic program affiliated internships. The conditions of student mentoring are explained under the issue of tutoring as an academic support issue.

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

Mentoring services are available to all students.

#### c. The mechanisms by which students can use these services.

Students are made aware of mentoring services in a variety of ways including written notification (e.g., student handbook, course catalogue, University web site, campus pamphlets or fliers) and verbal communication (e.g., team meetings, Orientation, advising sessions, classroom announcements, faculty-student meetings, Board on Academic Review interviews). The SJU web site also includes links for all of these services.

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

Mentoring services offered through tutoring and supplemental student instruction are sponsored, coordinated, and monitored through the Student Educational Support Services (SESS) via the Office of Educational Support Services for Student-Athletes. Faculty research projects and academic program affiliated internships are typically offered as part of a student's course curriculum and are subject to the annual review required by all faculty.

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

Mentoring services are under the purview of the Office of Student Educational Support Services. Approval of plans and budgets for the Office of Student Educational Support Services (including the Office of Educational Support Services for Student-Athletes) rests with the Vice President for Student Life.

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

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

Any and all forms of academic assistance provided by the University are available for the student-athlete. This may be coordinated through the Office of Educational Support Services for Student-Athletes (as part of the weekly meeting of an at-risk student and an office staff member) or the student-athlete may directly contact the relevant program or center subtended within Student Educational Support Services. The academic success seminars cosponsored by the Office of Retention Services (Ms. Myra Hooker) and the Learning Resource Center are designed to assist those students facing academic probation or dismissal. In this program, the at-risk student is expected to attend skill-development workshops and is partnered with an advisor to monitor progress and help resolve the issue(s) that may be hindering individual success.

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

## Academic Integrity

There is no policy governing which students can use these services. As noted above, they are equally available to any student. Many student-athletes take advantage of these academic support services, as do other members of the student body. The faculty academic advisor, the athletic advisor, or the student / student-athlete can arrange for the academic support services provided by the University. Most often, students simply call or visit the relevant SESS office to request whatever academic assistance s/he desires. The academic support services of SESS are housed in the same location (the Science Center) so that all students are provided with a "one-stop" resource center for academic support. This also ensures that all students have equal access and treatment with regard to these resources.

**c. The mechanisms by which students can use these services.**

Students are made aware of these academic support services in a variety of ways including written notification (e.g., student handbook, course catalogue, University web site, campus pamphlets or fliers) and verbal communication (e.g., team meetings, Orientation, advising sessions, classroom announcements, faculty-student meetings, Board on Academic Review interviews). The SJU web site also includes links for all of these services.

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

All of the supplemental support services for student-athletes are sponsored, coordinated, and monitored through the Student Educational Support Services (SESS) via the Office of Educational Support Services for Student-Athletes. The head of SESS, Ms. J. Starks monitors these programs and their staff and reports to Dr. L. Lelii, (Vice President for Student Life).

Ms. Starks has weekly meetings with Ms. Greder, the Director of Educational Support Services for Student-Athletes, to review the activities of the office and annually assesses the performance of its staff. Additionally, at the end of each semester the Director provides a report of the activities/programs to be reviewed by the following individuals outside of Athletics; Ms. J. Starks (head, SESS), Dr. L. Lelii (Vice President for Student Life), Dr. S. Porth (Faculty Athletics Representative), Mr. P. O'Brien (Associate Dean, Haub School of Business), Fr. J. Moore (Associate Dean, College of Arts and Sciences).

Since it is the role of the Faculty Athletics Representative to evaluate and advise on the academic support services as they impact student-athletes, student-athletes are advised to contact the Faculty Athletics Representative directly if they have concerns in any of these areas.

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

Approval of plans and budgets for the Office of Student Educational Support Services (including the Office of Educational Support Services for Student-Athletes) rests with the Vice President for Student Life.

**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 not graduated, but have exhausted their eligibility, are eligible for an additional year of athletic aid, if they did not receive athletic aid for more than five years. In addition, the Office of Educational Support Services for Student-Athletes provides the same services as for post-eligibility student-athletes as it does for all student-athletes.

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

The availability of post-eligibility scholarships is limited to those student-athletes who have not graduated but have exhausted their eligibility for athletic aid. The availability of academic support services continues to be open to all students and student-athletes. The faculty academic advisor, the athletic advisor, or the student / student-athlete can arrange for the academic support services provided by the University. Most often, students simply call or visit the relevant SESS office to request whatever academic assistance s/he



## Academic Integrity

desires. The academic support services of SESS are housed in the same location (the Science Center) so that all students are provided with a "one-stop" resource center for academic support. This also ensures that all students have equal access and treatment with regard to these resources.

**c. The mechanisms by which students can use these services.**

Student-athletes who have exhausted their athletic eligibility, but have not graduated are notified by the Director (or Assistant Director) of Educational Support Services for Student-Athletes or the student-athlete's academic advisor of the courses needed for graduation. The student-athlete's degree audit is reviewed by both the Director (or Assistant Director) of ESS for Student-Athletes and a plan is outlined to ensure the student-athlete will graduate. The student-athlete meets with his/her Head Coach to discuss athletic aid available for the fifth year. In some situations, the student athlete will meet with the Director of Financial Aid. Head Coaches make the student-athletes aware of the continuing need to utilize the services offered by the Office of Educational Support Services for Student-Athletes.

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

All of the supplemental support services for student-athletes are sponsored, coordinated, and monitored through the Student Educational Support Services (SESS) via the Office of Educational Support Services for Student-Athletes. The head of SESS, Ms. J. Starks monitors these programs and their staff and reports to Dr. L. Lelii, (Vice President for Student Life).

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

Approval of plans and budgets for the Athletics department (including Athletic Scholarships) rests with the Vice President for Student Life.

### 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	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2003-2004	1157	464	1090	20	1125	527	1098	31
	2002-2003	1148	490	1061	28	1131	557	1093	28
	2001-2002	1142	459	1041	21	1125	490	1117	24

Name of person completing this chart: Gerard J. Donahue  
 Title: Registrar

## 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		
Average Standardized Test Score	Academic Year	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	
		2003-2004		1	1192	29	1085	24	1078	26	1139	839	1175	72
		2002-2003			1202	43	1090	25	1079	35	1139	889	1145	55
		2001-2002			1186	37	1086	23	1129	25	1134	809	1105	55
		Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid												
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other		
Average Standardized Test Score	Academic Year	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	
		2003-2004					983	3			1102	42	1097	6
		2002-2003				1	950	3		1	1088	48	1047	3
		2001-2002				1		1		2	1087	39		2

Name of person completing this chart: Gerard J. Donahue

Title: Registrar

# 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	2003-2004				1	3.33	3	3.25	4	3.08	12	3	4	3.67	9	3.22	18
	2002-2003			2.93	3	3.08	3	3.04	4	2.75	17	3.69	3	3.23	5	3.35	17
	2001-2002				1	2.95	3	3.13	4	2.76	11		1	3.33	6	3.32	17
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	2003-2004				1	1077	3	1040	4	1135	12	1008	4	1100	9	1117	18
	2002-2003			980	4	1080	3	1078	4	1074	17	1137	3	1035	6	1104	19
	2001-2002				2	1030	3	1093	4	1036	12		1	1180	6	1092	17

Name of person completing this chart: Gerard J. Donahue

Title: Registrar

## Academic Integrity

### SPECIAL-ADMISSIONS INFORMATION

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

			Sport Group (Freshman)								
	Year	All Freshman Students	All Freshman Student-Athletes on Athletics Aid **	Baseball	M e n ' s Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	W o m e n ' s Basketball	Women's Track/Cross Country	Women's Other Sports
% of Special Admits	2002-2003	4%	6%	%	%	%	%	17%	%	%	6%
	2001-2002	7%	11%	33%	%	%	%	24%	%	17%	%
	2000-2001	7%	7%	33%	%	%	%	17%	%	%	%

Name of person completing this chart: Dr. Joseph Thompson

Title: Assistant Professor Biology

## 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.

A "strategy for improvement" imposed by the NCAA Committee on Athletics Certification required that the institution "revise the institution's plan for addressing gender equity in the inter-collegiate athletics program to include specific action steps for reaching the intended end results of the plan; further, ensure that the intended end results reflect future areas for improvement or maintenance of current activities (as opposed to historical perspectives)."

As a result, more specific goals and timetables were established by the Board on Academic Policy and the resulting revised plan is found in 2 below. The revised plan was submitted to the NCAA Committee on Athletics Certification prior to the Dec. 1, 1998 due date, therefore, the institution complied fully with the required strategy for improvement.

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) action(s) not taken or not completed, and (e) explanation(s) for partial completion. [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 revised plan resulting from the required "strategy for improvement" recommended by the NCAA Committee follows.

The REVISED Gender Equity Plan (1998) reads as follows:

Categories in the Self Study

Staffing:

Gender balance and salaries

Intended End Result: replace male coaches of women's sports with female coaches, if available; move salary pool from 53% in men's program to 50%

Individual Offices Responsible for Implementation: Vice President for Student Life

Specific Timetable: 2002

Scholarships:

Increase where needed the amount of financial aid needed to have proportionality consistent with participants of each gender

Intended End Result: Currently in line; participants in 1997-98 was 53% female; scholarship aid was 51.1% female; add four scholarships to ensure ratio, if necessary

Individual Offices Responsible for Implementation: Vice President for Finance

Specific Timetable: 2002

## Equity and Student-Athlete Welfare

### Operating Budgets:

Bring women's sports to the funding level of men's sports.

Intended End Result: Current proportionality is 49.2% female; increase by 2%

Individual Offices Responsible for Implementation: Vice President for Student Life

Specific Timetable: 2001

### Participation:

Target ratios to be consistent with the student body ratios

Intended End Result: Increase squad sizes for women's teams

Individual Offices Responsible for Implementation: Vice President for Student Life

Specific Timetable: 2002

### Number of Sports:

Strive for equal number for both genders given interest levels and facilities

Intended End Result: Currently ten for each gender; add a women's sport to ensure ratios being met, if necessary

Individual Offices Responsible for Implementation: Vice President for Student Life

Specific Timetable: 2002

### Access to Facilities:

Equal access at all times

Intended End Result: Currently being done; survey students to guarantee compliance

Individual Offices Responsible for Implementation: Facility Athletics Representative

Specific Timetable: Yearly

Actions taken relative to the original plan address all categories in the Self-Study: Staffing, Scholarships, Operating Budgets, Participation, Number of Sports, and Access to Facilities.

Since the plan was put in place in 1998, progress has been made.

### Actions taken include:

#### (1). Staffing: Gender Balance and Salaries

-In 1999, a female head coach of women's lacrosse was hired when a female resigned.

-In 2001, a female head coach of women's soccer was hired.

-In addition, two of the three part-time head coach positions that were elevated to full-time status were in women's teams (field hockey and soccer).

The institution is committed to aggressive advertising to attract female applicants when openings occur. This is an ongoing goal in the gender equity plan.

The goal of the department is to achieve substantial proportionality in salaries for coaches of men's and women's teams. Differences currently exist only when job descriptions are different and/or when market conditions prevail and impact hiring.

Data are presented for coaches of women's and men's teams, not for female compared to male coaches. (After reviewing salaries of men and women coaches, and taking into consideration length of service and duties and responsibilities of assistant coaches, no gender inequity is evident.) Salary dollars per position for head and assistant coaches of men's and women's teams for 2002-2004 were obtained from the EADA reports of those years. Structural increases in salaries for female head coaches has moved their salaries to a comparable level of those of male head coaches and beyond for 2002 and 2003, respectively. The dynamics of the market for salaries of men's basketball coaches renders a balance of salaries between coaches of men's and women's teams unrealistic. This is evidenced in the sharp divergence between salary dollars per position of men's and women's teams in 2004. Both head basketball coach salaries are competitive, however, with both head coaches receiving long-term contracts in the fall of 2004. For non-revenue sports, however, the goal to maintain a balance is more realistic.

In 1997, salaries of head coaches of women's teams represented 48% of the head coach salary pool. That percentage rose to 51% in 2000, dropped to 47% in 2002, was 49% in 2003, and 52% in 2004. Salaries of assistant coaches of women's teams represented 45.6% of the assistant coach salary pool in 2002, 46.4% in 2003, and 46.7% in 2004. Although head coaches salaries are substantially comparable by gender (with the exception of men's basketball impacting data for 2004), assistant coach salaries appear to be less comparable, with coaches of women's sports earning a lower salary dollar per position than coaches of men's sports. This discrepancy can be attributed to the current market value of assistant coaches for men's basketball. Assistant coach salaries for sports other than basketball are substantially comparable between men's and women's teams. Monitoring and maintaining equity in coach salaries remains an ongoing goal in the gender equity plan.



## Equity and Student-Athlete Welfare

### (2). Scholarships:

-Increase, where appropriate, the amount of financial aid needed to achieve proportionality with participation rates. Action is taken yearly to assess and maintain this outcome. A conscious effort has been made to ensure that female athletes are supported with scholarship dollars to the same extent as male athletes. The Department of Athletics has set the goal of aid dollars awarded proportionate to enrollment rather than proportionate to participation in the athletics program. The rationale for this decision is that aid proportionate to enrollment would help to increase the proportion of women participating in athletics.

Four tuition scholarships have been added to women's sports teams: In 2002, softball added two scholarships; in 2003, one scholarship was added to each soccer and field hockey. From 2001 to 2004, female participants have averaged 53% of the student population, and female athletic aid has been 53% of all aid dollars. Men traditionally have a higher participation rate in athletics (52-54.5%) than women, and this can be accounted for, in part, by the greater number of walk-ons for men's as compared to women's teams.

### (3). Operating Budgets:

-Bring women's sports to the funding level of men's sports.

The proportionality of operating budgets for men's and women's sports have remained relatively consistent. At the time this plan was put in place, women's sports were supported with 49.2% of total operating budgets for men's and women's varsity teams. In 2001, 46% of the budget supported women's sports. Budgets can vary from year to year as a function of the difference in squad sizes, equipment needs, and travel, but the percentage of the budget for men's and women's sports have remained relatively consistent.

We reviewed actual expenditures by revenue and non-revenue sports from 2002-2004. Basketball, a revenue producing sport, and the highest tier sport at the institution, receives a relatively large percentage of the overall budget for both men's and women's teams. Men's basketball is more costly to operate due particularly to the higher expenses associated with home basketball games. (Larger crowds mean more staffing needs and more security personnel.) Across all non-revenue sports, women's teams have recently witnessed a slightly higher percentage of the budget than men's teams. The percent differential has increased each year from 2002 to 2004 (from 1.51% to 3.6%). The current goal is to maintain equitable levels of funding by providing each sport with what it reasonably needs to compete.

### (4). Participation:

-Target ratios to be consistent with student body ratios. The plan called to increase the squad sizes for women's team to meet this goal, if necessary. The data across years suggest that the number of participants for each sport team has remained relatively consistent over time and the participation rate for males is higher than that for females. Male teams tend to have a greater number of walk-ons than female teams (which can be unpredictable) and some men's sports require more participants due to the greater physical demands of the sport (i.e., baseball requires a larger pitching squad than softball). Since the first report, females have comprised a slightly larger proportion of the student body than males, and females have comprised a slightly smaller proportion of athletes than males. Participation rates have remained consistent over time and are not out of line with the target.

### (5). Number of Sports:

-Strive for equal number of sports given interest level and facilities. This plan called for adding a women's sport, if necessary, to insure equal number of sports between genders. During the 1996-97 academic year, women's soccer was added, bringing the number of sport offerings for both genders to ten. No sports teams have been added since the interim report.

### (6). Access to Facilities:

-Equality at all times.

This was a maintenance plan. Processes in place under the direction of the Assistant Director of Athletics for Recreation and Facilities ensure equal access to practice and competition facilities, and equivalent practice and competition schedules. The procedure for scheduling practices assures in-season teams access over out-of season squads. Practice times are rotated throughout the season to prevent any one team from having "prime" practice hours relative to other teams. Surveys of male and female athletes, and exit interviews with student-athletes have assured that access to facilities is non-discriminatory. Since the original cycle review, the policy and procedure for scheduling practice and competition has remained intact, ensuring equal access to facilities for both genders. With the planned acquisition of Episcopal Academy, additional fields and facilities will ease the current strain felt by both female and male sports teams.

### 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.

## Equity and Student-Athlete Welfare

No additional plan has been developed since the institution's revised plan created as part of the first-cycle certification.

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 mission statement of the Department of Athletics, which reflects the mission of the University, provides a clear indication of the value given gender equity by emphasizing the need to "provide equitable opportunities for all students and staff, including women and minorities." A basic assumption and objective of the Department of Athletics' five year strategic plan (2002-2006) is that "Saint Joseph's will continue to be a forceful proponent of women's athletics by providing an equitable distribution of resources, energy and emphasis" (p. 11). In all plans and priorities for intercollegiate athletics, men's and women's sports teams are given equal emphasis. It is apparent that gender equity is a high priority for the Department of Athletics.

The Board on Athletic Policy (BAP), appointed by the President and responsible to the President, is broad-based, comprised of representatives of the administration, faculty, staff, alumni, and athletic staff. Membership includes the President of the Student-Athlete Advisory Committee, the Faculty Athletics Representative, and the Director of Athletics (ex officio). The BAP evaluates Athletic policies and procedures and is responsible for overseeing gender equity and diversity issues for both students and staff. Data gathered are reviewed by this Board to determine if reasonable opportunities are available for student-athletes of both genders and whether gender issues are apparent with athletic staff.

The Student-Athlete Advisory Committee (SAAC) (renamed during 2000-01 academic year following years of operation as the "Captain's Council") provides students with an opportunity to communicate directly with athletic administrators and to evaluate and make recommendations regarding the management, operation, and policies that govern the athletics department and teams. Students are provided, in regular meetings with department administrators, opportunities to raise gender issues and contribute to solutions for those issues.

The Director of Athletics meets regularly (at least monthly) with SAAC and department staff to hear of concerns or issues of any nature, but include those that might be relevant to gender equity.

Evidence that gender equity issues are being monitored, evaluated and addressed on a continuing basis can be found in the minutes of meetings and reports over the last few years. For example, a document of February 2002 indicates that personnel across areas in the Athletics Department were asked to assess the similarities or differences in how men and women are treated in their own area and in areas outside of their functional concern. A June 2003 document of the BAP reported results of an extensive internal review of policies and practices regarding benefits and services provided to student-athletes with the goal of continuing compliance with Title IX. Senior-level athletic administrators, athletic support personnel, varsity coaches, and student-athletes were interviewed on all 13 program areas to determine institutional compliance. Actual interviews with male and female athletes provided a substantial portion of this report. Following that report, improvements were made on the part of the athletic administration to provide improved facilities. For example, the men's and women's basketball locker rooms were renovated, and the fitness room was refurbished to include equipment more suitable to women.

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

Discrepancies in the data include the following (many of which are addressed fully in Self-Study Item #6):

Participation rates: Whereas males comprise 47% of the undergraduate population, they represent 54% of the student-athlete population. This discrepancy has remained constant across years. Traditionally, male teams see a greater number of "walk-ons" each year compared to female teams.

Head and Assistant Coach Assignments: There has been no significant change in the number or full-time status of head coaches for men's teams. Two full time coaches have been hired for women's teams. A full-time female head coach of soccer was hired in 2002-03, and a full-time female head coach of field hockey was hired in 2003-2004. This is a significant increase in full-time female head coaches for women's teams at the institution. The number of assistant coaches with full-time coaching duties for men's teams increased by one over this period.

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**Operating Expenses:** Differences remain in operating budgets between men's and women's teams. Operating expenses for men's teams have increased from 57.5% of total expenses in 2001-02 to 62.8% of operating expenses in 2003-04. This is, in part, due to the significant increase in expenses for men's basketball (rental for the Palestra, in addition to game management needs: service personnel and security needs resulting from the size of the crowds due to greater public interest in this program). This differential is also impacted by equipment required in male contact sports and the number of playing dates for teams. For example, men's baseball and women's softball play the same number of games, but the softball team plays more doubleheaders resulting in less play days for softball than baseball. This results in more travel, meals, and umpire expenses for baseball. Whereas current operating expenses per participant for women's lacrosse, rowing, and soccer are greater than those for the men's teams, women's tennis has one-half of the operating expenses as men's tennis.

**Recruiting Expenditures:** Recruiting expenditures for women's teams have increased from 38.8% to 45.3% of the total recruiting budget over this three-year period. While there yet appears to be some gender differences in funds used for recruiting, it must be emphasized that each coach employs his or her own philosophy in recruiting student-athletes, and each sport and team may have different needs for programming and recruitment from year to year.

**Coaching Salaries:** The disparity between head coach salaries and assistant coach salaries between men's and women's teams can be accounted for by market value of coaches for men's basketball compared to women's basketball. Market driven salaries are beyond regulation by the institution. Individual salaries can be impacted by differences in duties or responsibilities between coaches. In sports other than basketball, the total salary pool is higher for women's programs.

### 6. Using the 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 areas,
- c. Identify areas of deficiency and comment on any trends, and
- d. Explain how the institution's future plan for gender issues addresses each of the areas.

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

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

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

The data used to study gender equity in athletic scholarships are the annual EADA reports for the last three years for which there are complete data, and discussions with the Director of Athletics.

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

Saint Joseph's full-time undergraduate population is 47% male and 53% female. Men have a slightly higher participation rate in the athletics program, comprising between 52.5% to 54.5% of the student-athlete population over the last three years. Men have represented an average of 48% of athletes on athletic aid, and received 47% of aid dollars awarded. Women, who have averaged 45.4% to 46.4% of the student-athlete population, comprised 52% of the athletes on athletic aid and received 53% of athletic aid dollars awarded. The proportion of scholarship dollars awarded to male and female student-athletes has been consistently in line with the respective male and female proportion of athletes receiving aid.

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

The proportion of athletic aid awarded to women is greater than their rate of participation in the intercollegiate athletics program, but consistent with their proportionate enrollment in the institution (53%).

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While the proportion of aid awarded to men is less than their rate of participation in the athletics program, it is consistent with their proportionate enrollment in the institution (47%). The Department of Athletics has consciously awarded aid proportionate to enrollments rather than to participation in athletics. The rationale is that aid consistent with enrollments will benefit rate of participation of women in the athletics program.

It should also be noted that men's teams, traditionally, have a greater number of "walk-ons" than women's teams. In planning and budgeting scholarship dollars for student-athletes, coaches necessarily have to focus on those athletes who have been recruited to play the sport and those who might have demonstrated high performance after playing as a walk-on during any given year. In doing so, it is likely that those teams with the greater number of walk-ons (men's teams) would show a lower percentage of athletes on athletic scholarships, and hence, a lower proportion of scholarship dollars, relative to their participation rate in the athletics program.

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

Future gender plans address the need to monitor and maintain gender equity in the distribution of athletic aid to maintain aid proportionate to enrollment.

**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 data used to assess gender equity in participation rates were provided by the Office of the Registrar (gender breakdown of the student population), athletic squad lists (number of male and female athletes), EADA reports for the last three years for which data are available, and discussions with the Director of Athletics.

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

Participation proportionate to enrollment. Men are a lower percentage of the overall student population each year (averaging approximately 47%), but comprise a higher percentage of athletes (approximately 53%). Women are overrepresented relative to males in the student population (53%) but underrepresented relative to males in the athlete population (47%). The percent difference between representation in the student population and representation in the athlete population averages 6% across the last three years for which data are complete. This percentage differential is relatively small, and may be accounted for, in part, by the higher number of walk-ons for male teams compared to female teams and /or the physical nature of the sport. To the latter, for example, the baseball team may require up to nine pitchers while the softball team may require only two pitchers.

Practice of program expansion. The Department of Athletics tracks the emerging programs for women. When interest for a new program within the conference or student body is apparent for either gender, the department reviews area high schools to determine whether they are offering that program. Currently, the number of programs is equal between women and men (10 each). If interest were strong, consideration would be given for a club sport to determine if the program would be viable. At present, there are two club sports each for women (field hockey and rugby) and men (rugby and ice hockey).

Equivalent levels of competition: The institution sponsors 20 sports teams, 10 men's and 10 women's. All teams sponsored by the NCAA are involved in the same high level of competition marked by participation in the Division I, Atlantic 10 Conference. (The only exception to this is men's lacrosse. Although an NCAA team, they participate in the MAAC conference rather than the Atlantic 10.) All have access and equal opportunity to compete in conference championships. The only team that is not sponsored by the NCAA, men's crew, is involved in a high level competition tournament in that sport, the Dad Vail Rowing Regatta. There is no difference in the level of competition offered between men's and women's sports teams.

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

Regardless of the potential cause of the difference in percentages between male and female participants relative to their proportion in the general student population, efforts can be made to address the under-representation of female-athletes in the student-athlete population. As indicated previously (Program Area # 1), athletic aid is awarded to be consistent with enrollment in an effort to increase participation for women who are the underrepresented student-athlete population.

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

Future gender goals will address the need to monitor and balance participation ratios as best as possible.

**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,**

Data used to assess gender equity issues related to equipment and supplies were obtained from team supply lists, operating budgets, athletic staff reports, and a tour of the athletic facilities.

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

It is the responsibility of coaches to forward team rosters to the Athletic Equipment Manager and make purchase requests for equipment. All uniforms and equipment are ordered by the Equipment Manager from major sport-related vendor(s), ensuring the same quality of equipment across men's and women's sport teams, while at the same time guaranteeing the suitability of the gear for each team. Equipment maintenance and replacement is an individual coach's responsibility, along with the decision of what non-protective gear to purchase for the team. Some team sports require protective gear (e.g., baseball and softball require helmets, lacrosse requires helmets with cages, field hockey requires shin guards) and those teams are provided with protective gear each season. Non-protective gear (warm-ups, shoes, shorts/kilts, shirts, bags) vary slightly between comparable men's and women's sports but do not differ significantly in terms of quality of gear.

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

Data obtained from the uniform and equipment budgets for the last three years suggest that men's teams have higher budget allocations than women's teams at each year and on average across years. Squad size and safety are contributing factors to the imbalance in equipment and supply budgets. For example, the difference can, in part, be accounted for in terms of the higher proportion of men who take part in athletics compared to women. Whereas the average budget for men's baseball was \$22,300 relative to the \$14,000 average budget for women's softball, there was one-half of the number of women participating on the softball team (14-15 per year) compared to the men's baseball team (30-31 per year). Similarly, there were 10 more men (average budget of \$16,896) than women (average budget of \$8,404) who played lacrosse.

While budgets begin at roughly the same amount per player, individual coaches and needs often result in uneven funding (eg. new uniforms, extra travel, etc.) For example, over the three year period, the average budget of \$9,141 for women's soccer (21-22 players per year) relative to the average budget of \$4,951 for men's soccer (26 players per year). There is a similar discrepancy with track/cross country and crew with women having fewer participants but a larger average budget. In other sports (tennis and basketball), the budgets for men are almost double those for the women's comparable sport with equivalent or higher numbers of participants for the women's team.

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

Future gender plans will address the need for gender equity in uniform/equipment funding while, at the same time, maintaining a high level of safety in sport participation.



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### 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,

Data used to assess gender equity in scheduling of games and practices included a review of the Policy and Procedures Manual of the Athletics Department, information on how practice schedules are determined (provided by the Associate Athletic Director for Facilities and Recreation), and game and practice schedules.

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

**Number of Games:** The number of games for each team is determined by five factors: the NCAA maximum number of games standard, availability of Saint Joseph's University facilities, budgetary considerations, and A-10 Division competitions and rivalries. Women's and men's teams are given equal priority when determining the number of games played per season, with the Associate Athletic Director/Varsity Sports approving all non-conference contests, and the Atlantic 10 (or MAAC for Men's Lacrosse) approving all conference contests.

**Length and time of practices:** The practice schedule guided by four principles: (a) in-season sports get priority, (b) practices are on a seven day cycle (the next seven days times can be different), (c) each team has one day off, and (d) the prime practice times are: 8:00 am — 10:00 am, 10:00 am — 12:00 pm.

Prior to the beginning of each season, the Associate Director of Athletics for Recreation and Facilities moderates a meeting for the in-season coaches to select their practice times. The practice schedule is set week by week and the first pick rotates for each week. Often, the academic schedules of team members and their availability impact times when teams can practice. Also, the outside employment of part-time coaches must be considered. There is no preference given based on gender of the team or a team's competitive record.

Access to practice facilities is carried out in a cooperative spirit among all coaches. Softball and baseball have separate off-campus facilities, and scheduling is arranged with the individual facility. Men's and women's rowing share equally in the use of the University Boathouse and equipment. Men's and women's track practice at the same time and share the same facility.

In scheduling the use of Finnesey Field, the Associate Athletics Director for Facilities and Recreation meets annually with the appropriate coaches and schedules field use. In early summer, the fall sports (M/W soccer and field hockey) meet with the Associate Director and schedule from August to November, while in December, the spring sports (M/W lacrosse) have a similar meeting. Practice times are rotated to avoid any one team's always practicing late or early.

Men's and women's basketball practice on the Alumni Memorial Fieldhouse court and, with consideration for academic schedules and scheduled games, coaches submit their practice requests to the Associate Athletic Director. The practice schedule is drawn up by the Associate Director and distributed to the teams. An occasional conflict is resolved by meeting with the appropriate coaches.

During winter season, the Multipurpose Room (MPR) is used by in-season (baseball, softball, and M/W lacrosse, tennis, and track) and out-of-season (M/W soccer, field hockey) teams with priority given to the in-season teams.

Each in-season coach requests a number of court-hours per week with their preferred times. The schedule is then coordinated by the Associate Athletics Director to best accommodate all requests. Once that schedule is solidified, the out-of-season sports make their requests to complete the practice grid.

**Time of day games:** When scheduling games, the policy is that games take priority over practices. This is consistent across both men's and women's teams. There is no gender preference for scheduling games. The only sport that has difficulty scheduling games is Tennis (Men's and Women's) because Saint Joseph's University has only four courts and there are six games in a match. Home tennis matches either take longer than normal to complete or the Athletics Department makes arrangements to use courts at nearby Episcopal Academy. However, there is no gender inequity in scheduling these games. (It should be noted that the University has just entered into an agreement to acquire the land and structures of



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Episcopal Academy which will become the Maguire Campus when the University takes possession of the property prior to 2010. This will provide the athletic teams with courts, practice fields/facilities, and playing fields for many teams, both male and female. This purchase should ease constraints that teams of both genders experience at present.)

Preseason and Postseason opportunities: The scheduling of preseason matches is based on availability of facilities, budgetary considerations, and rivalries/tradition. All teams are supported in postseason championship play.

With regard to gender equity, the only team that feels disadvantaged with regard to competition is Women's Tennis. In the Northeast corridor, Women's Tennis is a fall sport and Men's Tennis is a spring sport, however the national championships for Women's Tennis are in the spring, so their competition schedule is out of sync with the majority of the colleges in the country.

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

All teams, women's and men's, are given equal opportunity to schedule practice times during the course of the season, and the length of practices is the same for all teams. Constraints mentioned are sport specific, not gender specific. There is no gender disparity evident in terms of scheduling and practice time. Similarly, no inequity was determined for number of games, times of games, and preseason and postseason opportunities.

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

Future gender plans will address maintaining current equitable practices in scheduling practices as well as in scheduling of the number of games, times of games, and preseason and postseason opportunities.

## 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,

Data used to assess gender equity in travel and per diem allowance were taken from the Policy and Procedures manual for the Department of Athletics, travel and meal expenditure tables for a sample of men's and women's teams, an interview with the University Travel Coordinator, and the BAP gender equity report.

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

Modes of transportation: Teams can travel by van for local contests or practices, with van travel limited to trips that are made in less than two hours. In 2004, the University purchased a travel bus and hired a full-time driver to transport athletes to practices and competition. The bus has enabled the teams to use fewer vans and, therefore, to increase safety when traveling. When traveling for competition, six hours is the maximum distance for a bus trip (this geographical radius includes Boston, Richmond, and Buffalo). This is standard policy applying to both men's and women's teams. Air travel is available for all teams for long distance travel, and is arranged by the Assistant Athletic Director with the University Travel Coordinator.

Housing furnished during travel: Overnight accommodations are arranged by the University Travel Coordinator. There are no differences in housing furnished between women's and men's teams of revenue sports or of non-revenue sports. In most cases, teams are housed at Marriott hotels unless a coach specifically requests a downgrade for budgetary reasons. All men's and women's teams are housed two to a room (double occupancy). Accommodations can fluctuate and are determined by the geographic location and quality of hotel available when traveling. Supplemental funds are provided for housing when teams accrue higher costs as a result of more expensive hotels in major cities. But the supplemental funds and flexibility in accommodations apply equally to women's and men's teams.

Length of stay before and after competition: Length of stay before and after competition is determined by mode of transportation and limited by NCAA regulations which apply to both women's and men's sports teams. There is no gender inequity in length of stay.

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Dining arrangements: For on-campus events, all teams have the option to arrange for catered meals for the athletes, but many students make their own arrangements. There are no gender differences with respect to this option. The University provides for each meal during travel time based on current per diem.

Per Diem: The Director of Athletics determines allocations for meals when the annual budgets are drafted and approved. The standard per diem is \$20 for each athlete (\$5 breakfast, \$5 lunch, \$10 dinner). Many times the coach pools the money and arranges meals for the team while they are on the road. The Travel Coordinator arranges for generic meals for all teams when requested. There are no gender differences with respect to the standard per diem. Budgets can be, and have been supplemented when costs (primarily due to location) outstrip per diem. Supplements are provided, when necessary, independent of gender considerations.

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

There is no gender inequity in travel, travel accommodations, and per diem.

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

Future gender equity plans include the goal of maintaining gender equity in travel and per diem.

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

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

The data were obtained through the institution's Student-Athlete Handbook, the Policy/Procedure Manual, student-athlete interviews performed by the Title IX/Gender Equity committee in 2002-2003, and by the Office of Educational Support Services for Student-Athletes.

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

Availability: Procedures and criteria for obtaining tutoring assistance has remained consistent since the interim report of 2001. Information on the availability of tutoring is disseminated by the Office of Educational Support Services for Student-Athletes, support staff, and coaches, and is outlined in the student-athlete handbook. Information provided indicates that tutoring services are available to all student-athletes who are advised to seek tutoring assistance as early as possible in the semester once difficulty with course work has become apparent. (There is increased difficulty in arranging tutoring as the semester progresses.) There is no preference shown toward one gender in terms of information or advice given about tutoring services or in services provided. Tutoring is made available either through the Office of Educational Support Services for Student-Athletes or through the Learning Resource Center (LRC). The LRC provides peer tutors in each subject area. Graduate tutors and Reading Specialists are available through the Office of Educational Support Services for Student-Athletes. All students are provided with encouragement and the opportunity to obtain tutors, as needed. The responsibility for doing so lies with the student. The availability of tutors is equivalent between genders.

Assignment: Student/Peer tutors are 3.5 GPA students who have excelled in the specific course for which they are tutoring. Tutors are recommended by the faculty member who taught the subject they are tutoring. Graduate tutors and Reading Specialists either have a master's degree or they are currently pursuing one. These tutors are hired and trained by the Director of Educational Support Services for Student-Athletes. All tutors have been instructed on the policies set forth in NCAA bylaws 16.3.2 and 16.3.3.

Compensation: Peer tutors who meet with students for scheduled appointments receive \$7.00/hr. Tutors who staff the LRC during specified hours receive \$8.00/hr. Pay increases \$.50 per hour for each year of tutoring service. Graduate tutors and Reading Specialists receive between \$20 and \$30 per hour based on experience and length of service.

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

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Regardless of advice and instructions given to student-athletes on the availability of tutoring services or the need to obtain tutoring, the student-athletes are responsible for seeking assistance. There are no apparent gender inequities with respect to tutoring services provided. In addition, interviews with student-athletes have indicated their perception and belief that tutoring services are equitable between genders

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

Future plans include continued monitoring of gender equity in the information provided on the availability of tutoring services and access to tutoring services.

**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,

Data regarding the institution's coaching staff were provided through EADA reports, the institution's Policy/ Procedure manual, student-athlete interviews performed by the Title IX/Gender Equity committee in 2002-2003, salary sheets provided by the Assistant Vice President for Athletics Business Affairs, the SJU website listing coach credentials, and the Human Resource Department.

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

**Availability:** Since the first-cycle report in 1997, the institution has increased the number of full-time head coaches of women's teams from one to four. Both men's and women's basketball are at the NCAA limit for number of coaches. In other comparable sports between men's and women's teams, there is disparity in the availability of coaching staff. This is because of the inability to fill some assistant positions due to the lack of applicants. The full complement of NCAA permitted coaches is available to all teams (1 head coach and 2 assistant coaches), however not all positions have been filled on all teams for the last few years. For example, men's cross country/track has a part-time head coach and a part-time assistant coach, while women's cross country has only a part-time head coach available to the team. This is identical to the situation for men's and women's tennis teams. Women's soccer has one full-time head coach and two part-time assistant coaches, while men's soccer has a part-time head coach and a part-time assistant coach.

**Assignment:** The assignment and selection of coaches for each sport depends on availability at the time of the search, market value, and budget. The institution attempts to recruit head coaches who have previous collegiate coaching experience. When this is not possible, coaches are selected who have been successful at the high school level. Various men's and women's coaches' associations provide training so that coaches can remain current in their sport. These associations provide professional standing opportunities and educational programs for each sport. The majority of coaches attend their annual sport seminar and other professional workshops applicable to their sport. In addition, the Atlantic 10 Conference provides meetings in each sport that address the individual development needs of coaches.

**Compensation:** With the exception of men's and women's basketball coaches, employment agreements for coaches are issued in annual letters of appointment. (Coaches of the more visible sports, men's and women's basketball, are expected to be more available for media, University, and publicity purposes.) The reappointment letter includes the job title, duties, responsibilities and compensation for each coach. All coaches are responsible to the Director of Athletics, and in turn, oversee all assistant coaches, graduate assistants, and volunteers involved with their sport. Coaches are responsible for coordinating with appropriate department personnel for daily program operations and financial matters related to team expenses and fund-raising. Coaches are required to be in compliance with all University, NCAA, and conference policies, rules and regulations. They are responsible for informing squad members of eligibility requirements, obtaining signed eligibility forms from each student-athlete participant, advising athletes and personnel of NCAA provisions concerning gambling, providing appropriate standards of behavior and conduct to student-athletes, and informing student-athletes of disciplinary actions for non-compliance. All

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of the above contractual agreements apply equally to coaches of men's and women's teams. Rates of compensation for men's and women's sports vary per sport and depend on the timing of the search and market conditions. As indicated in Self-Study Item #2 (1), base salaries for coaches are equitable between men's and women's teams. With the exception of coaching salaries for basketball, with salaries for coaches of the men's team highly market driven, salaries are equivalent between coaches of women's and men's teams.

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

There is some disparity in the availability of part-time assistant coaching staff between men's and women's sports, sometimes benefiting men more than women (cross country/track and tennis), and sometimes benefiting women more than men (soccer). This is due to the inability to attract qualified part-time applicants who can be available at the required times.

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

Future plans include upgrading all head coaches to full-time status and continuing to do outreach to increase the pool of qualified female applicants when vacancies arise. In addition, plans address the need to fill vacant assistant coaching lines across teams so that all teams are at the full NCAA complement.

**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,**

Data used to address this program area include interviews with athletic administrators, relevant information from the Policy and Procedures Manual, and a tour of athletic facilities.

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

Quality, availability, and exclusivity of practice and competitive facilities: The quality of playing facilities and support facilities are critical to success of the athletics program. While many enhancements have been made over the last 15 years, the overall athletics facilities are not on par with our competitors. This was apparent from feedback provided by key members of the athletic staff. Despite the need for better fields and facilities, men's and women's teams for the same sport practice and play on the same fields or in the same facilities. The only exception is with women's softball and men's baseball. These teams use off-campus fields. Arrangements for practice and game times are coordinated with the Field Manager, the head coach, and the Assistant Vice President for Athletics Business Affairs.

Quality and availability of locker rooms: Only men's and women's basketball have dedicated locker rooms for year-round use. All other athletes are invited to use lockers in the general locker rooms for men and women (800 lockers in each). In the absence of dedicated locker rooms, most student-athletes come to practice having dressed in their rooms and return to their rooms to shower.

Interviews conducted by members of the BAP with men and women athletes during the 2002-2003 academic year suggested that women basketball players perceived an inequity between theirs and the men's locker rooms in terms of size and amenities. Since that time, and partly in response to this perception on the part of women basketball players, both locker rooms have been renovated. Renovations have been, however, and will continue to be constrained by space limitations.

Saint Joseph's University has two visiting locker rooms, one of which is more accommodating to visiting team needs due to its size. If needed, the general locker room can accommodate a visiting team — although no specific area of the general locker room is dedicated to visiting teams.

There is a locker room for officials.

The locker room situation for Saint Joseph's University teams and visiting teams is less than adequate and

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the Athletics staff is fully aware of the situation. Similar constraints are apparent, however, for both men's and women's teams.

Maintenance and preparation of practice and competitive facilities: Maintenance for on-campus, indoor athletics facilities is provided by an outside contractor under the supervision of the Associate Athletics Director for Facilities. The University Physical Plant Department (PPD) provides indoor repair. In addition, the PPD oversees outdoor facility maintenance and repair. Since teams of both genders share the practice and competitive facilities, there is no gender inequity in terms of maintenance and preparation of facilities for practice or games. Maintenance/inspection of fields is addressed more fully in the Student-Athlete Welfare report.

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

There is no gender inequity in practice and competitive facilities.

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

Future gender equity plans stress the importance of maintaining gender equity when additional fields and facilities become available.

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

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

The data used to assess gender equity in medical training facilities was provided by the Athletics Department staff and from the EADA reports of the past three years. In addition, personal interviews and the Report on Gender Equity of the BAP were utilized.

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

Availability of medical personnel. The Sports Medicine Department works closely with team physicians to provide the student-athletes with the best medical care possible. This department includes an orthopedic surgeon, physician, podiatrist, and nurses, who are available to all student-athletes regardless of gender. Weekly visits for orthopedics occur on Tuesday afternoons, sports medicine on Wednesday afternoons, and visits at student health services from 8 a.m. to 4 p.m. Monday through Friday. In addition to physician visits, a physical therapist provided through NovaCare Rehabilitation Services is available on Monday, Tuesday, and Thursday. A review of the medical personnel schedule suggests the high availability of medical personnel. Saint Joseph's University is also a clinical affiliated site for Neumann College, Temple University, Northeastern University and the Institute of Technology at Carlow (Ireland).

Availability and quality of weight training and conditioning facilities. Normal hours of operation for the Athletic Training Room are 10 a.m. to 6 p.m. Additional hours are available during practice and competition, as needed. The Athletic Training Staff has produced a Policy and Procedures Manual for Emergency Situations for all athletic staff members. This includes on-site and off-site instructions for both male and female students. The University does not have a strength and conditioning coach. Rather, the Athletic Department contracts with Summit Sports to provide these services to sports teams. This contract has been in effect since Spring, 2002. The weight room facility has priority scheduling for recreational use. Varsity athletic teams may schedule private time either prior to, or after regular operating hours of the facility. The weight room has been renovated recently to include all new equipment as well as free weights to accommodate the needs of both male and female athletes. (This refit has been done since the BAP report of interviews with female athletes that suggested that some equipment is difficult to modify for women.) Athletic teams may hire specific strength and conditioning personnel if they wish.

Availability and qualifications of athletics trainers. The Sports Medicine staff is comprised of five certified athletic trainers. The medical personnel on staff are well qualified to provide medical treatment to our student-athletes. Data available support the appropriate certification and qualifications of all sports trainers.

## Equity and Student-Athlete Welfare

Health, accident, and injury insurance. Student-athletes are covered by their primary care provider. However, for any student-athlete requiring medical treatment as a result of injury sustained while practicing for, participating in, or traveling to and from an athletic event, the University's insurance covers any expenses not provided by the student-athlete's primary insurance carrier. The Director of Compliance can provide a copy of the athletic department's insurance policy and coverage for student-athletes.

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

All programs and policies apply equally to both men and women athletes, and availability of facilities and equipment appropriate to each gender is apparent. There is no indication of deficiency with respect to gender equity in medical/training facilities and services.

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

Future plans are maintenance driven and address the need to monitor gender equity in medical/training facilities, equipment, and services.

**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,**

Data gathered to assess gender equity in housing was provided by the Office of Residence Life and the Athletics Department. In addition, data from the BAP report on gender equity were utilized.

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

Housing provided. Housing for all incoming students is given on a priority basis by the date of their financial deposit confirming their attendance at Saint Joseph's. The Residence Life Office makes every effort to pair students together should they request such an arrangement on their housing form. Typically, students will live in campus facilities for their freshman and sophomore years and then move from campus facilities for the remainder of their time at the University. Specifically, student-athletes participate in housing assignments in the same way as non-athletes (freshmen location is based on deposit date and roommate preference as indicated). No gender is given special treatment with respect to the availability of housing or housing type. In the student-athlete recruitment process, the Office of Residence Life holds eight rooms for incoming freshman athletes, four for men and four for women. Student-athletes sometimes are given access to the residence halls to accommodate summer and holiday practices.

Special Services as part of housing. There are no special services provided to athletes of either gender as part of housing. Student-athletes have access only to the same services provided to all other resident students, male and female alike.

Dining Arrangements. There are no designated cafeterias or eating arrangements for student-athletes. Occasionally when practices run late, Dining Services will make special arrangements to accommodate the athletes.

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

There are no gender issues with regard to the availability of housing, types of housing, or special services offered to student-athletes. Further, the same dining arrangements are available to both men and women athletes.

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

Future plans addressing gender equity in housing and dining facilities and services are maintenance in character. Plans will address monitoring and maintaining gender equity in this area.



## Equity and Student-Athlete Welfare

**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,

Information used to assess gender equity in publications was provided by the Office of Athletic Communication, the NCAA Manual, and the BAP internal report.

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

Availability and quality of sports information personnel. All institutional sports teams benefit from the services of the Office of Athletic Communications, which handles the media coverage of Hawk athletes, while overseeing publications, game-day operations, and maintenance of historical records and statistics for each of the teams. In addition, the Office of Athletic Communications is responsible for maintaining and updating the athletic web-site. Player biographies, statistics, schedules, and game results for the varsity and club teams can be found at [www.sjuhawks.com](http://www.sjuhawks.com). A review of the resumes of sports information personnel indicates that this office is comprised of competent and qualified staff with considerable experience before joining the office at SJU. The majority have had experience in similar offices at other universities prior to their employment at SJU. All are members of their professional organization (CoSIDA) and benefit from participation in that organization.

Access to other publicity resources. The Communications office has a prioritized list of outlets for publicity, on local, regional and national levels. The office sends releases (via fax and email) after every athletic competition. While a comprehensive list of media in the Philadelphia area is used for every sport, other sport specific outlets are added as needed. Although many outlets receive the releases, the Philadelphia market, in particular, is competitive given the numerous professional and college teams in the area.

Quality and quantity of publications and other promotional devices. Print brochures are created for each of our teams, male and female. These include, but are not limited to, information on the coaching staff, student-athletes, and competition schedules for the year. The Office of Athletic Communications also updates the athletic web pages throughout the year insuring the most up-to-date results are posted. In addition, media releases are created and distributed to the hometown newspapers of our student-athletes, when appropriate. All men's basketball games are broadcast on WPEN 950 radio and, last year, 16 men's games were aired on television. All men's and women's basketball games can be heard through web broadcast on the SJU web-site. The demand for publicity and broadcasts for non-revenue sports is lower than for revenue producing sports. With respect to the revenue producing sport, basketball, the difference in the number of women's games televised compared to men's is due to the popular demand for availability of the men's games at this time (based on fan and media interest). The institution is willing and able to broadcast more of the women's games should a similar demand be evident with television and radio audiences.

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

University publications to support athletic teams is consistent across male and female teams. Apparent differences in the amount of television and radio coverage is a function of public demand, but is not indicative of institutional practice or policy.

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

Future plans will address continual monitoring of gender equity in the quantity and quality of university sports team publications and in the availability of sports communication personnel.

**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,

Data used to assess gender equity issues related to support services were obtained from staff lists, athletic staff reports, and a tour of the athletic facilities.

## Equity and Student-Athlete Welfare

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

Administrative, secretarial, and clerical support. All sports teams are provided support, however, the distribution of support staff across coaches/teams varies. Men's and Women's Basketball each have a part-time director of basketball operations. Otherwise, four administrative assistants (AA) serve the entire athletics department providing support as follows:

AA#1: Men's Basketball

AA#2: Associate Director of Athletics  
Women's Basketball  
Women's and Men's Rowing  
Women's and Men's Lacrosse

AA#3: Athletics Director  
Women's and Men's Soccer  
Women's and Men's Tennis  
Field Hockey  
Golf  
Softball  
Baseball

AA#4: Associate Director of Athletic Facilities  
Intramural Sports  
Club Sports  
Recreation/Fitness

Office Space. Throughout current facilities, office space is constrained. There are dedicated spaces for head coaches and assistant coaches of the following teams:

Men's Basketball: Head Coach's office  
Assistant Coaches' office (2 FT)  
Assistant Coaches' office (1 FT, 1 PT)  
Women's Basketball: Head Coach's office  
Assistant Coaches' office (3 FT, 1 PT)  
Women's Soccer Coaches' office (1 FT, 2 PT)  
Field Hockey Coaches' office (1 FT, 2 PT)  
M/W Track Coaches' office (3 PT, one of whom is also FT Assoc.  
Athletic Director/Facilities).  
M/W Rowing Coaches' office (2 FT, 4 PT) in Robert M. Gillan Boathouse

All other coaches (8) and assistant coaches (12) share one large space with individual cubicles, one per head coach. With the exception of the head coach of the Baseball team, all are part-time.

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

Support services, including office space and administrative support, are reasonably equitable for all teams given space restrictions and resources available. The Athletics department is aware of significant secretarial/administrative assistant staffing needs, but current funding and space have limited hiring. The most obvious disparity, on visual inspection of the above table, is the support of only the Men's Basketball team to AA #1 relative to the multiple responsibilities of other AAs, including the AA supporting the Women's Basketball team. Justification for this apparent disparity comes from the scope and demands of the men's program relative to the women's program, with far greater external demands (local and national media relations, special appearances outside of the University, University related appearances) placed on the staff of the men's program. Both programs offer a youth camp in the summer, with the boy's camp more than twice the size of the girl's.

With respect to office space, the head coach of Baseball is the only full-time head coach without a dedicated office. Plans to increase the number of full-time coaches across teams suggest a need to consider availability of appropriate space for all full-time coaches when space becomes available through the planned acquisition of Episcopal Academy.

## Equity and Student-Athlete Welfare

Whereas the men's basketball team has two assistant coaches' offices to accommodate assistant coaches and a director of operations, the women's basketball team has one office for as many assistant coaches and a director of operations. The latter were offered two separate offices on an upper floor, providing similar space to the men's team, but chose to remain together in one office on the same floor as the head coach. Given the space constraints in the athletic facility, it is doubtful that much can be done to ease the congestion in the near future. However, equitable distribution of space should be a priority in future renovation or expansion to the Maguire Campus.

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

Future plans address the support staff needs across men's and women's teams. When additional space is available on the Maguire Campus, gender balance will be a determining factor in allocation.

**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,**

Data gathered to assess gender equity in recruiting were provided by the NCAA Manual, a list of sports teams, the log of official prospect visits made during the past three years, actual recruiting expenses, as well as an interview with the Assistant Vice President for Athletics Business Affairs.

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

Equal opportunities for professional personnel to recruit. The NCAA Manual governs the recruitment guidelines for each coach. Specific contact dates, evaluation periods, and dead periods are spelled out in the manual. Each coach is given a manual every year and must pass a test indicating knowledge of these specific rules for his or her respective sport.

Internally, a representative of the Admissions Office reviews the specific criteria for admission at a coaches' meeting in September. A prospective recruited student-athlete must present a copy of standardized test scores (SAT, ACT) as well as a copy of his or her high school transcripts from all high schools attended prior to visiting the University. Coaches are not permitted to speak on the admissibility of a recruited student-athlete.

If invited for an official visit, a prospect is provided transportation, housing and meals. The number of official visits is a function of budgeted funds. The University will sometimes pay the cost of housing and meals for the parent's of prospects. Guidelines that govern these visits are applied similarly across teams independent of gender considerations.

Availability of financial and other resources for recruitment. The Department of Athletics provides the funding to allow coaches to travel to recruit prospective student—athletes. Each head coach is asked to submit his or her expenses to the Assistant Vice President for Athletics Business Affairs. Recruiting expenses have risen over the past four years for the women's teams to bring them more in line with the expenditures of recruiting for the men's teams.

While there appears to be some gender differences in funds used for recruiting, it must be emphasized that each coach employs his or her own philosophy in recruiting student-athletes. Each sport and team may have different needs for programming from year to year. The Athletics Department is willing to financially support the recruiting efforts of each program equally. Recruiting budgets for each program are separate from operating budgets. The financial resources, while limited, are distributed equitably to teams as recruiting needs arise.

Equivalent benefits, opportunities, and treatment of prospective athletes. Department and NCAA regulations on benefits provided, opportunities and treatment of prospective athletes are adhered to by coaches of each sport team. There is no indication that either gender is benefited relative to the other during recruiting.

## Equity and Student-Athlete Welfare

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

There is no gender inequity in opportunities for recruiting, nor in financial support of recruiting.

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

Future gender equity plans address the need to continue to monitor gender equity with respect to recruitment of student-athletes.

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

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

See "Plan for Improvement."

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

The Equity and Student-Athlete Welfare subcommittee that developed and reviewed the gender equity plan for the future was comprised of administrators, faculty, staff, students and alumni. The subcommittee received considerable input from the Athletics Department during this process. Following approval by the subcommittee, the plan was presented to the Steering Committee, also a broad-based committee, for review. The plan became part of the institution's report that was disseminated to the community for comment before being given final institutional approval. Dissemination included all constituencies of the University and a presentation to the Board of Trustees, before it was given institutional approval.

**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**

## Equity and Student-Athlete Welfare

4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders? **Currently Yes**
5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**

## Equity and Student-Athlete Welfare

**Plan Date Range:** 2005-06 thru 2010-11

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Athletic Scholarships	No issue identified. Maintenance plan to monitor and provide aid proportionate to enrollment.	Maintain a level of aid for each gender that is proportionate to their institutional enrollment.	Actively monitor gender equity in scholarship awards on an annual basis, making adjustments as necessary	Vice President for Student Life, Director of Athletics, Board on Athletic Policy	Ongoing, '06-'11
Accommodation of Interests and Abilities	Participation rates are not proportional to enrollment for each gender.	Strive for participation rates proportional to enrollment for women athletes.	Increase publicity for female team tryouts.	Director of Athletics, Senior Women's Administrator, Director of Compliance	06-'07 and annually as needed
			Benchmark by monitoring A10 average squad size per sport.	Director of Athletics, Senior Women's Administrator, Director of Compliance	06-'07 and annually as needed
			Increase female team squad sizes, where possible.	Director of Athletics, Senior Women's Administrator, Director of Compliance, Board on Athletic Policy	06-'07 and annually as needed
Equipment and Supplies	Gender equity in uniform and equipment expenditures is not consistent with squad sizes for some comparable teams. Uniform and equipment expenditures are not always consistent for male and female teams.	Maintain funding for uniforms and equipment relative to squad size; meet equipment maintenance needs while maintaining high levels of safety.	Assess equipment and uniform needs annually and develop a replacement cycle to meet team needs.	Director of Athletics, Senior Women's Administrator, Assistant Vice President for Athletic Business Affairs and Athletic Equipment Manager	Ongoing, '06-'11
			Actively monitor equipment and uniform expenditures annually.	Director of Athletics, Senior Women's Administrator, Assistant Vice President for Athletic Business Affairs and Athletic Equipment Manager	Ongoing, '06-'11



## Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Assess student-athlete perceptions of equity of equipment and supplies annually.	Director of Athletics, Senior Women's Administrator and Director of Compliance.	Ongoing, '06-'11
Scheduling of Games and Practice Times	No issue identified. Plan to maintain gender equity.	Maintain equity in scheduling of practices and competitions.	Actively monitor practice and competition schedules annually.	Associate Athletic Director for Facilities and Recreation, Senior Women's Administrator, and Faculty Athletic Representative	Ongoing, '06-'11
			Develop a plan for scheduling existing and new fields when the Maguire facilities become available.	Associate Director of Athletics for Facilities and Recreation, Director of Athletics, and Director of Compliance	'07-'08
			Assess student-athlete perceptions of equity in scheduling annually.	Director of Athletics, Senior Women's Administrator and Director of Compliance.	Ongoing, '06-'11
Travel and Per Diem Allowance	No issue identified. Plan to maintain gender equity.	Maintain equity in travel and per diem allowance.	Actively monitor travel, housing and meal expenses annually.	Director of Athletics, Assistant Vice President for Athletic Business, and Senior Women's Administrator.	Ongoing, '06-'11
			Ensure that supplements to budgets are provided equally between men's and women's teams.	Assistant Vice President for Athletic Business Affairs	Ongoing, 2006-2011
Tutors	No issue identified. Plan to maintain gender equity.	Maintain gender equity in the information provided on availability of services and access to services.	Continue to provide identical information on the availability of tutoring services to all teams and monitor the distribution of this information.	Director of Athletics and Office of Educational Support Services for Student-Athletes	Ongoing, '06-'11

## Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Assess student-athlete perceptions of access to services on an annual basis.	Director of Athletics, and Director of Compliance.	Ongoing, '06-'11
Coaches	Availability: There are more full-time coaches of women's compared to men's teams.	Strive to obtain full-time status for head coaches of all sports teams.	Add a full-time head coach each year for the next five years.	Vice President for Student Life, Director of Athletics	2006-2010
Coaches		Recruit qualified female applicants for coaching positions as openings arise.	When vacancies occur, plan systematic outreach to potential qualified female head and assistant coaches for female teams.	Vice President for Student Life, Director of Athletics	Ongoing, '06-'11
Coaches	Availability: There are currently more assistant coaches lines filled for men's compared to women's teams.	Fill vacant assistant coach positions across all sports teams.	Increase compensation for assistant coaches.	Vice President for Student Life, Director of Athletics	'06-'07
			Provide greater flexibility in the coaching schedule when new facilities become available.	Director of Athletics, and Associate Director of Athletics for Facilities and Recreation.	'06-'07
Coaches	Compensation: No issue identified. Plan to maintain gender equity.	Maintain equity between salaries of men and women coaches.	Actively monitor salaries of male and female coaches.	Vice President for Student Life, Director of Athletics	Ongoing, '06-'11
Coaches	Compensation: No issue identified. Plan to maintain gender equity.	Maintain equity, within the constraint of market value, between coaches of men and women's teams.	Actively benchmark and assess salaries of coaches for men and women's teams on an annual basis.	Vice President for Student Life, Director of Athletics, Director of Human Resources	Ongoing, '06-'11
Locker Rooms, Practice and Competitive Facilities	No issue identified. Plan to maintain gender equity.	Maintain gender equity when additional facilities and fields become available.	Develop a plan to address existing and future space needs.	Vice President for Student Life, Director of Athletics and Maguire Campus Transition Team	2006-2010

## 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	Specific Timetable for Completing the Work
			When additional space becomes available, assign space (locker rooms, practice, and competitive facilities) equitably between male and female teams.	Director of Athletics	2008-2011
Medical and Training Facilities and Services	No issue identified. Plan to maintain gender equity.	Maintain gender equity in medical and training facilities and services.	Monitor facility use and services provided annually.	Director of Athletics and Head Athletic Trainer	Ongoing, '06-'11
			Actively assess student-athlete perceptions of equity in training facilities and services on an annual basis.	Director of Athletics, Faculty Athletic Representative and Director of Compliance.	Ongoing, '06-'11
Housing and Dining Facilities and Services	No issue identified. Plan to maintain gender equity.	Maintain gender equity in housing and dining facilities and services.	Actively assess student-athlete perceptions of equity in housing and dining facilities/services on an annual basis.	Director of Athletics, Faculty Athletic Representative and Director of Compliance.	Ongoing, '06-'11
			Monitor housing and dining services across teams on an annual basis.	Director of Athletics, Faculty Athletic Representative and Director of Compliance.	Ongoing, '06-'11
Publicity	No issue identified. Plan to maintain equity.	Maintain gender equity in the quality and quantity of sports team publications and in the availability of communication personnel to teams.	Actively assess student-athlete perceptions of equity in publicity on an annual basis.	Director of Athletics, Faculty Athletic Representative and Director of Compliance.	Ongoing, '06-'11
			Monitor press releases across teams on an annual basis.	Athletics Communications	Ongoing, '06-'11

## Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Support Services	The most pressing issue impacting support services is space. It prevents individual offices for FT coaches and more reasonable space for assistant coaches.	When available, distribute office space equitably between head and assistant coaches of men's and women's teams.	Establish a plan for utilizing existing space and space that will become available to Athletics when the Maguire campus comes online.	Vice President for Student Life, Director of Athletics, Maguire Campus Transition Team	'06-'11
			Implement plans for office space and support services.	Director of Athletics and Vice President for Student Life.	'10-'11
Support Services	The most pressing issue impacting support services is space. It prevents individual offices for FT coaches and more reasonable space for assistant coaches.	When space and funding allow, redistribute the workload of administrative assistants to ensure equitable support between men and women's teams.	Develop a plan for equitable support staff for all sports teams when office space becomes available.	Vice President for Student Life, Director of Athletics	2008-2011
Recruitment of Student-Athletes	No issue identified. Plan to maintain gender equity.	Maintain gender equity in recruiting resources and treatment of prospective student-athletes.	Actively monitor recruitment needs and expenses for all teams on an annual basis.	Assistant Vice President for Athletic Business Affairs and Director of Athletics	Ongoing, '06-'11
			Maintain records (recruiting activities) of prospective student-athletes across teams.	Director of Athletics and Director of Compliance.	Ongoing, '06-'11

## Equity and Student-Athlete Welfare

### Operating Principle

#### 3.2 Minority Issues

#### Self-Study Items

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

The 1997 NCAA Certification Committee did not impose any "corrective actions," "conditions for certification" or "strategies for improvement" on Saint Joseph's University. However, to more completely satisfy the NCAA Minority Issues operating principle, Saint Joseph's submitted to the NCAA a Minority Issues Plan on December 16, 1997. As a result, the institution was in full compliance with the operating principle.

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) action(s) not taken or not completed, and (e) explanation(s) for partial completion. [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 non-numeric hiring goals.]

Saint Joseph's University developed the following plan as a result of the first-cycle certification process.

1. Conduct an annual seminar for athletic staff to meet with prospective minority student-athletes to enhance awareness and methods for recruitment.

Actions: Minority persons on campus are contacted to assist in recruitment; however, there have been no specific seminars for Athletic staff to meet prospective minority student-athletes. Since 1997, there have been regular opportunities for all prospective student-athletes to meet with Athletic staff and University personnel. Additionally, the Director of Athletics addresses diversity needs and recruitment challenges of each team with their coaching staffs. Please refer to questions 8-9 for updated plans.

2. Develop a network of minority faculty and staff to meet with prospective minority student-athletes to enhance retention rates by developing stronger support base.

Actions: Some SJU coaches, mainly men's basketball, have taken advantage of an informal network of minority faculty and staff on campus in the recruiting process. During both official and unofficial visits prospective minority student-athletes meet with minority faculty (in areas of academic interest) and minority staff (mainly Residence Life). Like all prospective students, prospective minority student-athletes have the opportunity to meet with other offices such as Admissions and Financial Assistance. Typically, the Office of Multicultural Life has not been a part of the network to recruit minority student-athletes, however they participate in general student recruitment programs. The Admissions Office has an Assistant Director of Admissions for Mission and Diversity as well as an Admissions Counselor who specializes in multicultural recruitment.

3. Maintain retention service efforts for minority student-athletes to insure inclusion in overall process and widen base of support for minority student athletes.

## Equity and Student-Athlete Welfare

Actions: Retention of all student-athletes is a major focus. Minority student-athletes are eligible for services and programs offered to all students and student-athletes. SJU does not have any separate retention services specifically for minority student-athletes. The Office of Educational Support Services for Student-Athletes provides services to support and retain all student-athletes. The services include academic advising, personal counseling, tutoring, life skills, and study hall. These services are used by all student-athletes with no special emphasis given to minority student-athletes, but rather to those student-athletes considered academically at-risk. Residence Life works with the Office of Multicultural Life to offer Living Learning programs on diversity for students and faculty. The St. Perpetua Scholarship program, administered through the Office of Multicultural Life, provides approximately \$80,000 per year in funds in the hopes of attracting and retaining disadvantaged students by offering room and board scholarships for the first two years of enrollment.

4. Complete exit interview process for minority student-athletes which includes minority faculty and staff members to develop a more inclusive process and develop career networking opportunities for the student-athletes.

Actions: Upon further review, it was determined that the exit interviews would be held only by the Faculty Athletics Representative (FAR) and that faculty and staff members would not participate. Primarily this was because the FAR compiles the survey data and career networking opportunities are built into the services during all four years.

There is no separate exit interview specifically for minority student-athletes. Student-athletes complete a questionnaire that asks them about their athletic and academic experience. Student-athletes are also given the option of meeting individually with the FAR and/or the Athletic Director. Once the interviews are complete, the FAR reports the findings to the President, Vice President for Student Life, the Director of Athletics and the Board on Athletic Policy. The Office of Multicultural Life conducts exit interviews for all students who have used their services or attended their programs.

5. Use NCAA Vita Bank to increase base of potential candidates for position openings.

Actions: The Athletics Director regularly reviews the NCAA Vita Bank for potential candidates during the search processes. However, the use of the Vita Bank has not often resulted in additional applicants.

6. Hold an annual meeting of minority staff members to identify ways to increase pool of minority staff members to increase base of potential candidates for position openings.

Actions: Saint Joseph's University is an Equal Opportunity Employer. Position openings for the University are posted in minority-based and owned media outlets to attract minority applicants, as is also the practice in Athletics. Job openings are also listed on the University's website. The Athletics Department does not hold a separate annual meeting of minority staff members to identify ways to increase the pool of minority staff members. However, there have been meetings, which have been both formal and informal in nature, where issues regarding staff diversity have been addressed.

7. Increase minority student presence in non-traditional sports to increase base of minority student-athletes.

Actions: Since the 1997/98 academic year, the number of minority student-athletes on the 20 varsity sponsored sports has increased but the proportion has remained at 8%. The Men's and Women's Track and Basketball programs have been successful in attracting minority student-athletes. Increasing minority representation in other sports has been a more difficult challenge. Currently, the Athletics Department holds several sport clinics in non-traditional sports for pre-high school students from the local community, which is predominantly African-American. Athletics also relies on the efforts of the Office of Admissions to recruit and attract minority students. In addition to awarding scholarship funds, annual recruitment initiatives include but are not limited to: high school visits, college fairs, group visits and tours for multicultural groups and non-profit organizations promoting educational opportunities for underrepresented students, Open House with the opportunity to meet with the Office of Multicultural Life, students and professional staff phone calling prospective minority students, and a Spring Multicultural Overnight. When a minority student-athlete expresses interest in an SJU team, increased individual attention and information is provided to the athlete and his/her family.

### Summary

The subcommittee concludes that Saint Joseph's, as a university, continues to make strides towards becoming a more diverse and inclusive campus. This is evident in the 1.7 million dollars in financial assistance awarded to minority students each year and the creation of the new position of Director of Institutional Diversity. It seems that the Athletics Department could more fully utilize the Office of Multicultural Life to help with attracting and retaining minority student-athletes. It is the subcommittee's recommendation that the Athletics Department should partner with the Office of Institutional Diversity and the Office of Multicultural Life for recruitment and retention. In regard to the hiring of minority coaches and administrators, the Athletics Department should continue to be proactive in



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identifying qualified minority candidates and work with senior University personnel to further nurture their development and retention.

### 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.

Since the 1997 Self-Study, Saint Joseph's has developed several initiatives/plans to increase diversity on its campus. Below are some of the outcomes of those initiatives:

- The St. Perpetua Scholarship program for disadvantaged students is administered through the Office of Multicultural Life. The program provides approximately \$80,000 per year in funds for room and board scholarships.
- Beginning with the 2001/02 Academic Year, 20 full-tuition scholarships are offered to minority students.
- The Admissions Office has an Assistant Director of Admissions for Mission and Diversity as well as an Admissions Counselor who specializes in multicultural recruitment.
- As of 2005, over 1.7 million dollars in financial assistance has been awarded to minority students each year.
- The University has created the position of Director of Institutional Diversity, beginning in 2005-2006.

### 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.

Saint Joseph's University is committed to equal opportunity and diversity in its student body and staff. The University and Athletic Department Mission statements both reflect this:

University: "...We foster a lived awareness of the challenging and mutually enriching interaction between Christian faith and diverse contemporary culture; we seek to engage the full participation of the entire community in the University's intellectual, cultural, and spiritual life..."

Athletics: "...To provide equitable opportunities for all students and staff, including women and minorities..."

Saint Joseph's University has long-standing policies prohibiting discrimination and harassment. The organization of the University's diversity efforts have historically been assisted through the programming of the Commission on Diversity which is chaired by a senior faculty member. However, in a move to further its commitment to Diversity, the University has created the position of Director of Institutional Diversity. The individual who assumes the role of Director of Institutional Diversity in the fall of 2005 will be responsible for the coordination of all institutional diversity initiatives.

In Athletics, the Director conducts monthly meetings with the Student-Athlete Advisory Committee and the athletic department staff to develop ways to enhance the student-athlete experience. While these meetings do not exclusively focus on fair and equitable treatment of minorities, it provides an opportunity for "respect and fair treatment" for all to be addressed across the board. End of the year staff evaluations and student-athlete exit interviews are also vehicles to gather and address issues of fair and equitable treatment of staff and student-athletes. Additionally, the Athletics Director meets informally with minority student-athletes, as with others, to discuss their adjustment to the University in matters related to acceptance and respect. Historically, there have been no patterns of concern registered by staff or student-athletes about fair and equitable treatment related to diversity.

Finally, the University is giving more emphasis to minority student-recruitment. Greater focus and partnerships are being developed with local schools to recruit qualified students of color. Head coaches are asked by the Athletics Director to identify minority students in the recruiting process and the Director in turn passes the information on to the admissions liaison for athletics.

## Equity and Student-Athlete Welfare

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). [Note: Use the supplied chart to compile the data requested in this self-study item.]

See chart.

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 to compile the data requested in this self-study item.]

See chart.

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 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 to compile the data requested in this self-study item.]

See chart.

8. Using the program areas for minority issues please:

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

In 1997 during the University's first Self-Study, the President of the University submitted a "Follow Up to NCAA Self-Study Minority Issues" report. This report outlined seven plans with goals, intended results, individuals responsible for implementation and timetables. In the institution's interim report (2001) each of the seven areas were reviewed and reported on. After reviewing the 1997 study and subsequent 2001 updates, the Minority Issues subcommittee interviewed various University personnel including athletics administrators, coaches, Human Resources personnel, members of the Office of Educational Support Services for Student-Athletes as well as the Director of the Office of Multicultural Life.

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

## Equity and Student-Athlete Welfare

It is clear that the University and the Athletics Department have maintained a commitment to diversity through written statements and plans. There is evidence of this found in the review of the University and Athletics Department Mission Statements, the University's Affirmative Action Plan, in the Athletic Department Policy and Procedure Manual, Student-Athlete and Coaches Handbooks, the SJU Student Handbook and interviews with Multicultural Life staff.

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

There are no deficiencies in this area, but continuing to promote diversity is a University and Athletic Department goal. More specific 2006 plans and accountability will be stressed.

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

Saint Joseph's will maintain the current written Mission Statement, will set goals and evaluate progress annually. The new Director of Institutional Diversity will partner with departments to work on diversity initiatives.

**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,**

The Minority Issues subcommittee met with senior athletics department administrators, coaches, student-athletes and the Faculty Athletics Representative. The subcommittee inspected a sample of the student-athlete exit interviews and also reviewed the Faculty Athletics Representative's annual report and summary of these evaluations and interviews.

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

Student representatives from each team meet monthly with Senior Athletics Administrators to discuss issues and concerns. Monthly meetings with all coaches are also held. In addition to the year-end exit interviews and evaluations, weekly departmental staff meetings are held where student concerns and issues are reviewed and assigned to the appropriate administrator for action. The reviews of three years of exit interview data indicated that any student minority issues that have arisen are limited as there were only two reported instances where a student-athlete was made to feel "uncomfortable" based on race.

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

No areas of deficiencies were identified. The trend is to continue to assess annually the progress on minority issues by surveying underclassmen as well as seniors.

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

In order to obtain feedback on the minority student-athlete experience at SJU, the subcommittee suggests expanding and enhancing questions for the student-athlete exit interview. Questions pertaining to the minority student-athlete's overall experience and their race/ethnicity should be developed and included. The subcommittee also recommends developing and implementing an undergraduate student-athlete survey to be administered on a three-year cycle.

**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,**

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The sub-committee interviewed athletics staff and coaches, University Human Resource personnel, members of the Office of Educational Support Services for Student-Athletes, as well as the Director of the Office of Multicultural Life.

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

Saint Joseph's provides policies, activities and channels for communication that enhance diversity. There is evidence of this found in the review of the Athletics Department Policy and Procedure Manual, Student-Athlete and Coaches Handbooks, the SJU Student Handbook and interviews with Multicultural Life staff. The Athletics Department and the University's Mission Statements were reviewed. Additionally, the University is an Equal Opportunity Employer. The mission statement of the Athletics Department reflects the Ignatian Mission of the University that strives to "create an environment for personal growth through openness, respect and concern for others."

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

No areas of deficiencies were identified.

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

The plan will maintain and update as necessary the policies, structures, and activities of the Athletics Department through the regular five-year planning cycle.

**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 Minority Issues subcommittee met with admissions personnel, the Director of Financial Assistance, Senior Athletics Department Administrators and obtained data from the Registrar. The University and the Department of Athletics continue to strive to increase the number of minority students and student-athletes. The University has created the position of Director of Institutional Diversity to assist in this effort.

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

The Athletics Department 2001 Minority Issues Plans puts great emphasis on educating existing staff on minority issues as well as formalizing a network of minority faculty and staff to meet prospective minority student-athletes. The University as a whole strives to become a more diverse and inclusive campus as evident in the 1.7 million dollars in financial assistance awarded to minority students each year, and the creation of the new position of Director for Institutional Diversity.

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

No areas of deficiencies were identified. The trend has been stable with the percentage of minority student-athletes at 8%.

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

The Minority Issues subcommittee recommends holding an annual seminar for coaches and athletics staff that would include information pertaining to admissions, financial aid, and campus resources related to minority issues. The committee also recommends continuing the practice of holding free camps/clinics for the local community to increase and provide exposure to non-traditional sports. These efforts are intended to enhance awareness of campus resources for minority students, improve methods for recruiting prospective minority student-athletes and to continue to build relationships with local community groups. In addition, a separate financial aid fund specifically for minority student-athletes has been requested through the University budget process.

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

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

The Minority Issues subcommittee gathered data on student-athlete participation from the athletics squad lists. The subcommittee also met with the head athletics trainer, the athletics equipment manager and the Director of Athletics NCAA Compliance Services and reviewed their respective records and files.

A complete sport by sport review was completed related to minority issues. Operating budgets, financial aid summaries and squad lists were reviewed. The minority numbers have increased, however, the participation rate has not changed - remaining at approximately 8%. There was no evidence of discrimination in the recruiting process.

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

Sports sponsorship reports are completed annually and were reviewed by the subcommittee. Athletics works with the Office of Admissions to attract minority student-athletes to campus and with the Office of Educational Support Services for Student-Athletes to retain them. In addition, minority student-athletes, like all students, have access to the services of the Office of Multicultural Life. The minority student-athlete participation rate has remained at 8%.

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

No areas of deficiencies were identified.

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

The organization and structure could be enhanced to improve recruitment of minority student-athletes. The subcommittee recommends formalizing the network of minority faculty and staff to meet with prospective minority student-athletes and establishing a stronger working relationship with the Office of Multicultural Life.

**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,

Members of the subcommittee interviewed Athletics Department staff members, coaches, the Director of Compliance, members of the Office of Educational Support Services for Student-Athletes, and selected faculty members.

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

Two representatives from each team comprise the Student-Athlete Advisory Committee (SAAC), which meets monthly with Athletics Department and University personnel, including the Athletics Director. This is the primary opportunity for students to have input into the decisions of the department. Data used included list of SAAC representatives and lists of student-athletes nominated for campus and conference activities and awards.

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

## Equity and Student-Athlete Welfare

More balanced racial/ethnic membership on the Board on Athletics Policy is needed, and the institution should continue to encourage minority student-athletes to participate in the Student-Athlete Advisory Committee (SAAC).

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

The subcommittee plan calls for adding minority faculty and staff to the Board on Athletic Policy (BAP).

**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 subcommittee interviewed senior athletics staff and employees of the Office of Human Resources.

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

The institution uses the NCAA Vita bank as well as local and national minority advertising for all openings.

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

Upon reviewing affirmative action data of Athletics Department personnel and coaching staffs, it was clear that the percentages for minority staff and coaches are low. Historically, to attract minority applicants jobs were posted locally and regionally in minority based and owned media outlets.

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

The overall University Affirmative Action plan calls for additional focus on recruiting minority staff members across the University. In order to increase the base of minority candidates for position openings, the subcommittee suggests increasing awareness of openings throughout minority communities on the national, regional and local levels.

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

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

The Minority Issues subcommittee met with and/or interviewed athletics department administrators, coaches, student athletes, members of the Office of Educational Support Services for Student-Athletes, the Director of the Office of Multicultural Life and the Faculty Athletics Representative. The President of Saint Joseph's University has identified diversity issues as one of the institutions major initiatives in the University's strategic plan - "Plan 2010: The Path To Preeminence."

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

Diversity in enrollment, staffing and course offerings is one of the primary goals of "Plan 2010." This Plan calls for the "election of trustees who enhance the diversity of the board, continually strengthening the emphasis on mission and diversity throughout the campus community, expanding international study options for students and faculty to provide access to multicultural environments, the creation of an administrative position to coordinate and strengthen the diversity efforts on campus, allocate resources to fund the Diversity Plan goals."

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



## Equity and Student-Athlete Welfare

No issues were identified. Since 1997 an increase of programs and activities have occurred through the Athletics, Multicultural Life, and Residence Life departments. However, more cooperative programming among all University departments would be beneficial.

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

To improve retention of minority student-athletes, the subcommittee suggests partnering with the Office of Multicultural Life and the Office of Retention to identify new program needs.

- 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 this 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.

We believe the 2006 SJU Minority Issues Plan for Improvement is a comprehensive document that realistically addresses the needs and challenges of diversity in today's world of intercollegiate athletics. SJU's 2006 plan is comprised of eight strategies for improving diversity throughout the Athletics Department, addressing issues relating to students, staff, and the local community. Each strategy will have at least two people/offices responsible for its implementation and a realistic timeline to be put into action. Please note some strategies involve a process and may not be implemented as quickly as others, while other strategies are situational and can only be implemented when the situation occurs, i.e. recruiting for coaching vacancies when position openings occur.

- 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 committee charged with looking at minority equity was made up of representatives of the Admissions Office, Athletic Office and the Office of Student Educational Support Services as well as a student-athlete. This committee reported back to the Equity and Student-Athlete Welfare subcommittee composed of a broad based selection of University faculty, students and administrators. In addition, the minority equity subcommittee members interviewed representatives from Human Resources, Multicultural Life, Athletics, Admissions, and Academic Deans to receive further feedback and input on the plan.

Saint Joseph's University has formally adopted a written plan for the future of intercollegiate athletics program that insures the institution maintains a program that expands opportunities and support for minority student-athletes and athletics personnel. The plan was developed with input from students, faculty, and administrators from various University divisions. The plan includes measurable goals, steps to achieve those goals, those responsible for implementation, and timetables for completing the work. The Minority subcommittee feels that this is a structured and well thought out plan that will continue to improve upon the already concerted efforts of the Athletics Department.

It is the committee's recommendation that the proposed plan become part of the Athletics planning documents and therefore part of the Institutional planning process.

### Evaluation

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

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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:** 2005-06 thru 2010-11

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Institutional and Athletics Department Commitment	None identified.	Enhance awareness of campus resources for minority students and improve methods for recruiting prospective minority student-athletes.	Hold an annual seminar for coaches and athletic staff, which would include minority issues (admissions, financial aid, and campus resources for minority students).	Director of Athletics, Associate Athletics Director for Facilities, Director of Institutional Diversity	The first seminar is being planned for 2005-2006 and annually thereafter.
Institutional and Athletic Department Commitment	None identified.	Continue to build relationships with local community groups.	Continue to provide exposure in non-traditional sports through free pre-high school camps/clinics for the local community.	Director of Athletics, Head Coaches and Director of Institutional Diversity	Ongoing and will be reviewed annually
Evaluation	None identified.	Obtain feedback on the minority student-athlete experience at SJU.	Expand questions on the student-athlete exit interview that provide feedback from minority student-athletes on their athletic experience at SJU and if/how it was affected by their race/ethnicity.	Director of Athletics, Faculty Athletics Rep, Assistant Director of Educational Support Services for Student-Athletes, Director of Compliance	Beginning with the 2005-2006 academic year and annually thereafter.
			Establish an undergraduate student-athlete survey process every three years.	Faculty Athletics Representative, Director of Compliance	Beginning fall 2006 on a three year cycle.
Organization and Structure	None identified.	Improve recruitment of minority student-athletes.	Formalize network of minority faculty and staff to meet with prospective minority student-athletes.	Director of Athletics, Athletics Liaison in Admissions, Director of Institutional Diversity	Fall 2005 - Spring 2006; To be updated annually
Enrollment	None identified.	Increase base of minority student-athletes in non-revenue sports.	Explore the possibility of increasing athletic financial aid for minority student-athletes in non-revenue sports.	Director of Athletics, Vice President for Enrollment Management, Director of Financial Assistance and Head Coaches	Budget requested for 2006-07
			Utilize assessment data to improve retention	Faculty Athletics Representative, Director of Compliance	

## Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Comparison of Populations	None identified.	Expand and enhance the exit interview questionnaire so that students identify their race/ethnicity.	Add question to exit interview and assessment tool requesting race, gender and sport.	Director of Compliance, Director of Athletics	Three year cycle beginning spring 2006
Participation in Governance and Decision-Making	More balanced racial/ethnic composition of the Board on Athletic Policy is needed.	Add minority faculty and staff to the Board on Athletic Policy.	Review the ethnic/racial make-up of the Board on Athletic Policy (BAP)	President, Director of Athletics, Director of Institutional Diversity	Fall 2006; To be monitored annually
Employment Opportunities	Improve racial/ethnic composition of the Athletic Department.	Increase base of minority candidates for position openings.	Increase awareness of SJU Athletic Department job openings in minority communities, particularly on the national level.	Director of Athletics, Head Coaches, Director of Human Resources	When positions become available
Programs and Activities	None identified.	Improve retention of minority student-athletes.	Partner with the Office of Multicultural Life to provide better services to minority student-athletes.	Director of Athletics, Director of Multicultural Life, Director of Institutional Diversity	Fall 2006; To be monitored annually

## 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.

In its first-cycle evaluation, Saint Joseph's University was found to be in substantial conformity with NCAA operating principle 3.3. Thus, no "corrective actions," "conditions for certification" or "strategies for improvement" were imposed. As it was stated in the Peer-Review Team Report (December 4, 1997), "there has been evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated, and addressed on a continuing basis."

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) 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.

None required.

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.

In its first-cycle evaluation, Saint Joseph's University was found to be in substantial conformity with NCAA operating principle 3.3. But while no "corrective actions," "conditions for certification" or "strategies for improvement" were imposed by the NCAA, SJU has developed its programs, structures, and procedures for promoting student-athlete welfare. As our athletic programs grew and as increasing numbers of students become involved in athletics on campus, we have expanded our efforts at making SJU a community that promotes the health and welfare—physical, psychological, and spiritual—of all students, including student-athletes. These initiatives include:

Plan 2000: Shaping the Future (1999-2004): In the fall of 1999, the Institutional Planning Committee of Saint Joseph's released a five year strategic plan designed to foster the growth and development in the University. This was a broad based, cross institutional plan for development in the areas of Mission and Identity, Academic Integrity, Communication and Trust, Student Life, Diversity, and Size, Growth and Resources. A number of goals in the area of Student Life impacted the development of programs covered by Operating Principle 3.3. These items from the report include:

1. Provide a full range of leadership opportunities for our students with service and social organizations to complement their academic work. We will enhance the leadership development and training programs for student leaders, particularly those occupying leadership positions in Student Government, Student Union Board, Student Budget Advisory Committee, Greek Council, Orientation, Athletics and various clubs and organizations.

## Equity and Student-Athlete Welfare

2. Provide housing options, recreational, athletic and cultural programs that give students a balanced living environment. We will: a) increase the facilities and space for varsity, recreational, intramural activities.

3. Make available academic, social, emotional and physical assistance to students with special needs. We will: a) foster academic success by assisting students in balancing the competing demands of academic achievement and varsity athletic participation, and b) eliminate scheduling conflicts between major courses and varsity athletic practice schedule.

4. Provide life-long educational and career management skills, developed in collaboration with faculty, alumni, employers and educational communities. We will: a) increase the presence of Saint Joseph's graduates in the local, regional and international educational, professional and business communities, and b) increase the number of students from all divisions utilizing career services.

These goals have been central in charting the development and growth of programs throughout the University, including those that provide services that provide for student-athlete welfare. The impact of these goals can be seen throughout this report, especially in Self-Study Items 4 and 5. It can also be seen in the development of the Life Skills Program and the Student-Athlete Advisory Committee (SAAC), noted below.

Five-Year Strategic Plan (2002-2006): In response to SJU's Plan 2000, in November, 2000, the Athletics Department's five-year strategic plan was written focusing the efforts of SJU and the Athletic Department to respond to the challenges brought on by the planned and rapid growth of athletic programs during the decade of the 1990's. This plan did include recommendations for developments in areas supporting student health and welfare. Chief among these, the report called for expansion of fitness centers and weight rooms in the fieldhouse as well as student dormitories and other locations on campus. It also called for increased maintenance and upgrades to these facilities. While it was not in the years covered by this report, following these recommendations, funds for fitness centers in several residence halls were allocated during the 2004-2005 academic years.

Life Skills Program: The Life Skills Program is under the direction of the Assistant Director of Educational Support Services for Student-Athletes. The program offers 10-15 programs per year, split between the fall and spring semesters. The Office of Educational Support Services for Student-Athletes works in conjunction with the Learning Resource Center, Career Development Center, and Counseling and Personal Development Center to provide educational workshops in order to develop well balanced lifestyles for student-athletes. The program is designed to provide student-athletes with education and experiences to assist them in bridging the gap from college life to professional life and also to make meaningful contributions to their communities.

The original purpose of the program was to provide specific topics on traditional as well as non-traditional areas of need for a college athletic department. Five key points of focus have been: Academic Excellence, Athletic Excellence, Personal Development, Community Service, and Career Development

Topics for workshops have included time-management, nutrition and the female athlete, date rape, communication with family, stress management, and gambling.

Student-Athlete Advisory Committee (SAAC): The Student-Athlete Advisory Committee was instituted to provide all student-athletes a voice within the Athletic Department. Developed out of the "team captains" committee, the SAAC was formally recognized by SJU as a University student organization during the 2003-2004 academic year. The specific purposes of the committee are to:

1. Provide student-athletes with an opportunity to communicate effectively with athletic administrators
2. Provide student-athletes with an opportunity to evaluate and make recommendations regarding the management, operation, and policies that govern the Athletic Department and teams
3. Provide a formal structure for communication of information to student-athletes from the Director of Athletics (or a designee) in order that these items might be communicated to other student-athletes and teams
4. Develop programs that will encourage social responsibility and involvement in campus and community projects and service
5. Create unity and camaraderie between students and among all student-athletes

Diversity with Regard to Sexual Orientation: Since the first-cycle certification process, Saint Joseph's University has taken important new steps toward ensuring the provision of a safe environment for all students with diverse sexual orientations, including student-athletes. In 2000, "sexual orientation" was added to the list of protected categories in the University's "Statement Prohibiting Discrimination." In 2003, sexual orientation was also added to SJU's "Policy Prohibiting Harassment." These two changes constitute a major change in the level of protection provided for gay, lesbian, bisexual and trans-gendered (GLBT) students at SJU.



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Since the first cycle certification process, SJU has also developed significant new educational and support programs in the area of sexual orientation. In February 2001 SJU held its first "Unity Week," (formerly Rainbow Week), a week of educational programming to raise awareness of and education about diversity issues for sexual minorities. Since then, Unity Week has become a yearly event. In November 2001, the University began its "Safe Zone" training program for faculty, staff, administrators, and student Resident Assistants. This program increases participants' awareness of specific issues and challenges faced by sexual minorities, creates support networks for the participants, and facilitates development of participants' ability to create a supportive environment on campus. These programs have been important for creating a safer, more supportive environment for students with diverse sexual orientations.

In 2004, the student organization STOP (Students for Openness, Tolerance, and Pride) was recognized by the University Student Senate and by the University.

#### 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.

Through the Self-Study process, it has become clear to this committee that the administration, staff, coaches, students, and faculty are doing well with regard to providing for the health and welfare of student-athletes at Saint Joseph's University. Throughout the University, staff, faculty, administration, and students are working hard to ensure student-athlete welfare. This committee finds that Saint Joseph's University to be in substantial conformity with Operating Principle 3.3.

More specifically:

- Adequate structures are in place for the promotion and protection of student-athlete welfare.
- There is effective ongoing program development in the area of student-athlete welfare.
- Substantial educational enhancement programs are being offered from a variety of locations within the University.
- The University seems to be adequately addressing the health and safety needs of student-athletes. There are substantial programs for promoting and protecting the health and safety of students, from physical health and emergency care to emotional well-being and communication of grievances. These programs are regularly evaluated and adjusted.
- There are adequate outlets for student contribution to the athletics programs to efforts in the area of student-athlete welfare. The important formal structures for input (e.g., exit interviews, grievance procedures) exist within a broader culture at SJU that promotes collegiality, contribution, and communication. The informal and friendly culture of SJU that serves as the backdrop for relations within the institution serves this need well.

Saint Joseph's University approaches student-athlete welfare from the perspective of the Jesuit educational vision of "concern for the individual student," or "cura personalis." The "cura personalis" leads to a comprehensive understanding of education, in which goals of effective and rigorous learning go hand in hand with imaginative thinking, aesthetic appreciation, precise communication. In this vision, education means attending to the affective, ethical, spiritual, and physical development, not solely to intellectual achievement. This approach to the "education of the whole person" influences the organizational structure through which the University promotes student-athlete welfare.

Directed by this broad understanding of what constitutes welfare for students, SJU has attempted, whenever possible, to promote student-athlete welfare (in general ways, as well as those manners specifically noted under Operating Principle 3.3) through programs that engage student-athletes and non-student athletes together. SJU has found that interaction among athletes and non-athletes in educational programs fosters a sense of community among students that benefits student-athletes and non-student-athletes alike.

As a result, the University does not have a separate office charged with promoting the welfare of student-athletes. These responsibilities are shared throughout the University. In terms of departmental mission, there are three kinds of departments that attend to the welfare of student-athletes: those that provide programs open to student-athletes, those that solely provide programs open to all students (but which may include topics noted in Operating Principle 3.3), and those that provide both programs for all students and programs for student-athletes. Perhaps predictably, given Saint Joseph's concern for the "cura personalis", the category of "departments that attend to the welfare of all students"—athletes and non-athletes alike—is the largest of these three categories. Examples of these departments include Campus Ministry, which attends to the spiritual welfare of students, Residence Life, which

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promotes the personal development of students, and the Office of Multicultural Life, which promotes the education and development of students around issues of racial and ethnic diversity. Student-athletes participate in and utilize the services of these departments with great frequency.

In large measure, however, the aspects of student-athlete welfare promoted by these departments either falls outside of or on the boundaries of the kinds of things described as student-athlete welfare in Operating Principle 3.3 (e.g. education regarding career guidance counseling, personal counseling, health and safety, alcohol and other drug guidelines, non-academic components of the life skills programs). With regard to the information covered specifically in Operating Principle 3.3, there are five offices, all within administrative purview of the Office of Student Life, and two University committees that share the primary responsibilities for promoting student-athlete welfare.

Administrative Organization: Five departments within the Office of Student Life, under the leadership of the Vice President for Student Life, share the primary responsibilities for promoting student-athlete welfare as understood in Operating Principle 3.3. The Department of Athletics and Recreation, the Office of Educational Support Services for Student-Athletes (within the Office of Student Educational Support Services), the Student Health Center, the Career Development Center, and the Counseling and Personal Development Center work together to provide services to protect and enhance student-athlete welfare. Table 1 below indicates whether the department provides services to all students or to student-athletes in particular.

The following lists the departments within the Office of Student Life responsible for Student-Athlete Welfare (SAW) as described in Operating Principle 3.3:

Department of Athletics and Recreation  
- provides SAW programs for student-athletes

Office of Student Educational Support Services  
- provides Academic Programs for all students (covering Operating Principle 2.2)

Within the Office of Student Educational Support Services is The Office of Educational Support Services for Student-Athletes  
- provides Academic programs for student-athletes (covering Operating Principle 2.2)  
-provides SAW programs for student-athletes

Counseling and Personal Development Center  
- provides Programs for all students  
- contributes to SAW programs for student-athletes run by other offices

Career Development Center  
- provides Programs for all students  
- provides SAW programs for student-athletes

Student Health Center  
- provides Services for all students  
- provides SAW services for student-athletes

The Department of Athletics and Recreation — The Department of Athletics and Recreation, under the leadership of the Associate Vice President/Director of Athletics, plays a central role in the promotion of student-athlete welfare at SJU. The Associate Vice President/Director of Athletics reports both to the Vice President for Student Life and the President of the University.

Within the Department of Athletics and Recreation, the Sports Medicine Department plays a primary role in protecting and promoting student-athlete welfare. The Sports Medicine Staff follows the Policies and Procedures Manual for Emergency Situations, which is updated yearly and circulated throughout the department to coaches and administrators. Trainers are assigned to sports teams for practice and competition.

Matters related to student athlete health are monitored by the Sports Medicine Staff, they are evaluated in staff meetings, and they are addressed throughout the academic year as issues arise. At the end of each semester, any issues that develop are discussed and documented so that subsequent changes in policies can be put into place. Similarly, the Emergency Policies and Procedures Manual is updated every summer in accordance with changes in the NCAA Sports Medicine Handbook and additional changes are made as needed throughout the academic year (e.g., changes in use of eye protection in women's lacrosse).

In order to ensure that student-athletes are aware of the many programs designed to promote their health and well-being, the Athletics Director and the Director of Compliance (members of the Department of Athletics and

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Recreation), along with a member of the Office of Educational Support Services for Student-Athletes, meet with each sport team at the beginning of the academic year. The purpose of the meeting is to: welcome student-athletes and make them aware of the Athletics Department's commitment to provide students with positive experiences in all areas of academic and athletic life, alert student-athletes to campus services (Career Development, Counseling Services, Academic Advising, Tutors, and Life Skills workshops), review NCAA Legislation/Sign NCAA Student-Athlete Statement, Drug Consent Form, and review SJU Policies and Procedures. In addition, in 2005 a new student-athlete orientation was initiated to provide information and education on services.

Throughout the year, the administrators, staff, and coaches of the Department of Athletics and Recreation work diligently to promote the many programs offered by other offices of the University to promote student-athlete welfare.

### The Office of Educational Support Services for Student-Athletes

Within the Office of Student Educational Support Services, which is charged with the mission of providing support for the academic endeavors of all students, is the Office of Educational Support Services for Student-Athletes. Mindful of the challenges that today's student-athletes face, both on and off the playing field, the Office of Educational Support Services for Student-Athletes, under the direction of Director of Educational Support Services for Student-Athletes, provides a variety of services to support the educational endeavors of student-athletes. In addition to providing academic services of the type that fall under Operating Principle 2.2 (i.e., study halls, tutoring, individualized progress reports, etc.), the office organizes and facilitates the "Life Skills Program" to prepare student-athletes for the challenges of life beyond the playing field. The program is designed to provide student-athletes with education and experiences to assist them in bridging the gap from college life to professional life and also to make meaningful contributions to their communities. The Director of Athletics and the Assistant Director of Educational Support Services for Student-Athletes promote these workshops and/or guest speakers through email, team meetings, and postings on team bulletin boards. In addition to the Life Skills programs, regular meetings are conducted between the Office of Educational Support Services for Student-Athletes, the Faculty Athletics Representatives, and student-athletes both to gain input for programs as well as evaluate the initiatives being undertaken.

Counseling and Personal Development Center — The Counseling and Personal Development Center, under the leadership of the Director of Counseling and Personal Development, promotes student-athlete welfare by providing educational programs and counseling services to all students, including student-athletes. The counseling center conducts workshops during the academic year focusing on health and sexuality issues, among other topics, that are of particular importance for the welfare of student-athletes. Topics addressed in these programs include rape education and prevention, respect and diversity, alcohol awareness and education, and gender issues. Additionally, because of importance of drug and alcohol education on today's campuses, Saint Joseph's added a new position for a staff psychologist, the Coordinator of Substance Abuse and Prevention, beginning in fall 2005.

Because the Counseling Center's programs on health and sexuality are of particular importance to the promotion of student-athlete welfare (as described in Operating Principle 3.3), these programs are promoted within by the Department of Athletics and Recreation and student-athletes are encouraged to attend. In order to ensure that students are aware of the programs and services offered by the Counseling and Personal Development Center, the Director and staff take part in the new student orientation each year.

The Student Health Center — The Student Health Center, under the leadership of the Director of Student Health, promotes student-athlete welfare by providing health care as well as health promotion that facilitates the development of the whole person. The Student Health Center assists all students in the pursuit of their academic goals and personal development by identifying and addressing health situations which impede student learning.

The Student Health Center provides health-related programs (e.g., smoking cessation, alcohol and drug abuse education) and services (e.g., preventative health care, women's and men's health care, and routine illness care) for all students, including student-athletes, at SJU. Additionally, the Center acts as a referral destination for athletes who need particular health support related to athletics (i.e., muscle injury medication, follow-up on concussions and clearance to return to competition, sports clearance physicals for students who did not obtain them from their family physician, and meningitis vaccinations, if not obtained from the family physician). The SHC also works with other offices (Athletics, Counseling, Residence Life and Dining Services) to provide educational programs and follow-up treatment on issues such as eating disorders, nutrition guidance, and body fat analysis, which are particular concerns among student-athletes.

Career Development Center — The Career Development Center, under the leadership of the Director of the Career Development Center, provides assistance for students with finding internships, part-time, and full-time employment. The center seeks to teach students and alumni to be self-directed in connecting the academic and work worlds by providing career related experiences, information, and counseling. This effort, undertaken collaboratively with

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faculty, administrators, alumni, and employers, encourages career self-management throughout life. The Center is available to all students at the University, and also has special programs for student-athletes.

University Committees: In addition to the official administrative offices of the University, there are two committees that are essential to the promotion of student-athlete welfare at SJU.

**Student-Athlete Advisory Committee** — The Student-Athlete Advisory Committee (SAAC) conducts monthly meetings with team leaders to provide insight into institutional events and team issues. The primary purpose of the committee is to give feedback to the Director of Athletics on issues pertinent to student athletes, to give input into the planning process of the Athletics Department, and receive updates from the Director of Athletics (or a designee) in order that these items might be communicated to other student athletes and teams. The Athletics Director or designee, the Director of Compliance, an Academic Advisor and, on occasion, the Faculty Athletics Representative attend the monthly meetings to update team leaders on campus activities, Life Skills workshops, and timely compliance issues. Team leaders inform the group of current team activities. The Director of Athletics also provides regular opportunities for feedback at these meetings to discover campus or team issues.

While it had been in place previously, during the 2003-2004 academic year, the SAAC was formally recognized by SJU as a student organization of the University. A constitution was written and adopted and students were nominated and elected to the positions of President, Vice-President, Secretary and Treasurer during the 2004-2005 Academic Year. SAAC now is governed by the adopted Constitution.

**Board on Athletic Policy** — The Board on Athletic Policy monitors and evaluates the welfare of athletes. The BAP is a Presidential Committee consisting of faculty, administrators, staff, and students. It is charged with overseeing athletic policy across the University. Thus, it has a key role to play in overseeing the efforts of the Department of Athletics and Recreation, the Office of Educational Support Services for Student-Athletes, the Career Development Center, and the Counseling and Personal Development Center to ensure student-athlete welfare. The BAP also reviews exit interviews of senior athletes conducted to evaluate student athletes' satisfaction of both their athletic and academic experiences during their four years at Saint Joseph's University and makes recommendations based on these.

**Student Life Committee of the Board of Trustees** — This subcommittee of the Board of Trustees meets quarterly and is provided information regularly on all matters involving student-athlete welfare.

**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-E]; 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.**

Saint Joseph's University offers a variety of non-credit bearing educational enhancement programs aimed at promoting, preserving, and protecting the well-being of our students who have chosen to participate in athletics. Many of these programs, which cover aspects of student-athlete welfare identified in Operating Principle 3.3, are available to all students, whether a participant of athletics or not. Some, however, are tailored to the particular needs of student-athletes and are available to them alone. Together, these programs offer a comprehensive approach to enhancing the education of student-athletes in the area of welfare.

**Programs:**

**Life Skills Program** — The Life Skills Program is one of the centerpieces of SJU's educational enhancement programs aimed at promoting student-athlete welfare. The Life Skills Program is designed to provide student-athletes with educational experiences that will assist them in bridging the gap from high school to college and from college to professional life, as well as to help them learn to make meaningful contributions to their communities. The Life Skills Program focuses on the whole individual—academically, athletically, and emotionally—and on the changing needs and skills of that individual in the years during and after college. Through the Life Skills Program, the Office of Educational Support Services for Student-Athletes works to fulfill its mission to promote learning and development in student-athletes by encouraging experiences which lead to intellectual growth, ability to communicate effectively, realistic self-appraisal, enhanced self-esteem, clarification of values, appropriate career choices, leadership development, meaningful interpersonal relations, ability to work independently and collaboratively, social responsibility, satisfying and productive lifestyles, appreciation of cultural diversity, and achievement in personal goals.

The Life Skills Program was implemented under the direction of the Assistant Director for Educational Support Services for Student-Athletes. The program offers 10-15 programs per year, split between the fall and spring

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semesters. The Office of Educational Support Services for Student-Athletes works in conjunction with the Learning Resource Center, the Career Development Center, and the Counseling and Personal Development Center to provide educational workshops in order to develop well-balanced lifestyles for student-athletes.

Life Skills sessions are designed to reach each student-athlete based on his or her individual needs. The 2004-2005 programs are typical of the content since the program's inception. During fall 2004, the sessions were directed primarily toward student-athletes in their first year at Saint Joseph's University. Attendance at the four sessions was a total of 220. These sessions included: time management, communicating on campus, study skills, and stress management. The sessions in the spring 2005 were directed toward the entire student-athlete population with the exception of the Career Development session, which was directed at sophomores, juniors and seniors. These sessions included: gambling, sexual awareness, career development, healthy eating, and a charity dinner and dance. Topics for workshops in previous years have included time-management, nutrition and the female athlete, date rape communication with family, stress management, and gambling.

During summer 2005, the Office of Educational Support Services for Student-Athletes applied for and was granted membership to the NCAA's CHAMPS/Life Skills Program. The CHAMPS/ Life Skills Program was created to support the student development initiatives of its member institutions and to enhance the quality of the student-athlete experience with the University setting. Membership in the program, along with the materials, resources, program models and annual conferences developed and made available by the NCAA for administrators and student-athletes, will help SJU improve the already effective educational enhancement programs currently being offered. SJU plans to send a representative to the CHAMPS/Life Skills Orientation Program to exchange ideas, network and begin to develop new plans to implement the program on their campus. Likewise, SJU plans to send a representative to the annual Continuing Education Conference. Finally, SJU plans to send student representatives to the annual NCAA Leadership Conference for student-athletes in the spring. The conference is a great tool to help sharpen the skills of student-athlete leaders and increase their involvement in campus programs.

Rape Education and Prevention Program (REPP) — Each year, the Counseling and Personal Development Center provides a variety of programs to educate students and raise awareness about various aspects of sexuality, especially sexual assault. REPP initiatives include:

- "Equalogy" — Acquaintance rape awareness play, presented in fall 2001, 2002, and 2003. (regular attendance of approx. 250)
- Drunk Sex or Date Rape: Can You Tell the Difference? — educational program on date rape with a target audience of athletes and fraternities/sororities. (attendance approx. 100) Sponsored in fall 2003.
- Spring Break Survival Series — lectures on preventing sexual assault on spring break, discussing date rape drugs, tips for preventing sexual assault, and information on what to do and resources if an assault occurs. Presented annually a week or two before spring break. (attendance approx. 25)
- Take Back the Night — Annual program to raise awareness of sexual assault issues. Session includes guest speakers (e.g. representatives from Women Organized Against Rape, Women's Anti-Violence Education, and Victim Services Unit of Montgomery County), faculty and staff speakers, and an open-mic "Speak Out" session. Well attended (approx. 300), with student-athlete participation every year.
- Safe On Campus Peer Education Program — education program on high risk drinking and sexual assault for high school students run by SJU's REPP students and Health Peers (see below)
- Articles in "The Hawk", SJU's student newspaper, on various topics, including date rape drugs.
- Programs in student residence halls (approx. 10) throughout the year.
- Training of student Resident Assistants (approx. 75) twice a year in how to help students who have been sexually assaulted.
- Training of students (approx. 20) as peer sexual assault counselors by the Victim Services Unit of Montgomery County.

These programs are open to all students. Special effort goes into getting men involved in these programs. Such efforts seem to be successful, with attendance at these events roughly split evenly between men and women. The Department of Athletics and Recreation makes student-athletes aware of these programs. Student-athletes are strongly encouraged to attend these programs by teams and coaches.

While it does not fall within the years covered by this report, per se, during the 2004-2005, the Counseling and Personal Development Center received an NCAA Health and Safety Speakers Grant for hosting the "Respect" program on gender violence in the fall of 2004



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Health Education Peers — Each year, the Counseling and Personal Development Center train students to act as health peer educators. These peer educators act as resource-people in the dorms and among the student body. Additionally, these peer educators facilitate a wide variety of health education programs on campus each year. The Health Education Peers programs include:

- Great American Smokeout
- Colleges Against Cancer (Breast Cancer awareness)
- Risk-a-palooza (risk management awareness)
- Alcohol Education Classes and Alcohol Poisoning educational programs
- Acute Alcohol Intoxication Training (for all student dorm Resident Assistants)
- Depression Screening
- Eat Right, Think Right, Be Right Week (programming around healthy eating and exercise, including a presentation by an eating disorders expert, peer group presentations on healthy eating, and screenings of the films SuperSize Me and Killing Me Softly with panel discussions)
- Nutrition and Stress seminars prior to exam weeks

Of particular note is an exercise program designed by two students—one a student-athlete—and successfully run with small groups of students, including student-athletes.

Overall, these events are well-attended. During the 2004-2005 school year, more than 1000 students attended the events over the course of the year, including many student-athletes. Again, these programs are open to all students. The Department of Athletics and Recreation makes student-athletes aware of these programs. Student-athletes are strongly encouraged to attend these programs by teams and coaches.

Student-Athlete Community Service Projects — Forming students in the practice of service to society is a central educational goal at SJU. As stated in the University's Mission Statement, "Saint Joseph's espouses the educational priorities of the Society of Jesus which include . . . the promotion of justice, and effective compassion for the poor and those in need." In order to promote this educational goal among student-athletes, the Student-Athlete Advisory Committee encourages and enables athletes to increase their social responsibility and involvement. Some of these programs, such as the "Adopt a Family" Christmas assistance program, Youth Basketball Clinics, and volunteering as classroom aids and supervisors for after-school programs at the local public elementary school are projects developed by the Athletic community at SJU. Other programs, such as Project Mexico and the Native American Experience service/immersion trips, are University projects that student-athletes have taken part in. Through the programs of the SAAC, the Office of Student Life, and Campus Ministry, the SJU community provides important programs that enable students-athletes to enhance their education in ways that are central to the mission of the University.

Career Development — The Career Development Center is a information and education center that focuses on assisting all students of SJU attain internships, part-time or full-time employment. Student-athletes are encouraged to take advantage of the programs and career related resources the Career Center offers.

Among its many programs, the Career Development Center:

- assists students with resume writing, interview technique, and in arranging for on or off campus job interviews.
- offers career and internship fairs, mock interview sessions, networking nights, and etiquette training sessions during each academic year to assist students in their preparations for the job search.
- provides industry-specific support sessions (e.g. finance and banking, health professions, sciences, teaching, and graduate school). One such program of interest to many student-athletes is the Sports and Communication Networking Night for those students interested in working in sports and media.
- subscribes to and maintains on-line job search databases.
- facilitates connections with networking organizations outside SJU (e.g. PACNet Career Management Series events with the Philadelphia Alumni Career Network).

In addition programs and resources available for all students, the Center provides a unique service for student-athletes: the Student-Athlete Resume Book. Each year, the Career Center produces a book of Senior Resumes in order to raise the profile of graduate senior student-athletes in the community.

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### Practices and Procedures Regarding Access:

Those involved in promoting the welfare of student-athletes at SJU are in the regular practice of promoting educational enhancement programs—especially the Life Skills program—heavily among student-athletes. These practices are broad in scope. Life Skills workshops are promoted simultaneously by the Office of Educational Support Services for Student-Athletes, the Learning Resource Center, and the Department of Athletics and Recreation. Students are made aware of the workshops through e-mail and flyers posted on team billboards. Programs available to all students, such as the health education programs, are marketed through the Department of Athletics and Recreation, but are also marketed to students throughout campus. As a way of both showing support and encouraging attendance, the Department of Athletics and Recreation also co-sponsors many educational enhancement programs available to all students. Through the broad based dissemination about these programs, the various departments responsible with promoting student-athlete welfare work to encourage students to take advantage of educational enhancement programs that are available.

In addition to the practices regarding promotion of access to educational enhancement programs in the area of student-athlete welfare, several specific procedures are in place.

Freshmen/Transfer Student-Athlete Orientation - Beginning in fall 2005, Saint Joseph's University offered a formal orientation for freshman student-athletes and transfer student-athletes. All scholarship student-athletes are required to attend. Student-athletes are informed of the orientation through letters sent home before school starts and through communication with the coaching staff. The program addresses all services, policies, and procedures relating to student-athletes. For example, this includes discussions of the rules and procedures applying to student-athletes as defined in the Saint Joseph's University Student-Athlete Handbook and on matters such as, academic integrity, the value of communicating with faculty/instructors, time management, etc.

New Student Orientation — Each year, the Counseling and Personal Development Center plays a large part in the Orientation for all new students including student-athletes. The University sees this orientation as an important opportunity to help students and parents become aware of the important issues that students will face in their college careers, as well as orient them to the programs and services available to them at SJU. Center staff members give presentations to all incoming students, with separate meetings held for parents, transfer students, and international students where the particular topics can be tailored to the need of each group. Indeed, the Counseling and Personal Development begin their educational enhancement programs for students at orientation, addressing alcohol and its connection to sexual violence in several sessions. This orientation serves to help introduce students into SJU's culture of promoting student welfare.

Team Orientation Meeting — At the beginning of each academic year, the Director of Athletics, the Director of Compliance, and a staff member from the Office of Educational Support Services for Student-Athletes meets with each sport team. Information on compliance, academics, relevant University and Athletics Department policies and procedures is given to the team members. At these meetings, Athletics staff welcome student-athletes and make them aware of the Athletics Department's commitment to provide students with positive experiences in all areas of academic and athletic life, alert student-athletes to campus services (Career Development, Counseling Services, Academic Advising, Tutors, and Life Skills workshops), review NCAA Legislation/Sign NCAA Student Athlete Statement, Drug Consent Form, and review SJU Policies and Procedures. Through these meetings, the Department of Athletics and Recreation promote the continued awareness of the importance of and support for their welfare as student-athletes.

Student-Athlete Advisory Committee — The Student-Athlete Advisory Committee (SAAC) conducts monthly meetings with team leaders to provide insight into institutional events and team issues. One of this committee's central roles is to provide a way of communicating information about important campus programs to team leaders. The Director of Athletics or designee, the Director of Compliance, an Academic Advisor and, on occasion, the Faculty Athletics Representative attend the monthly meetings to update team leaders on campus activities, Life Skills workshops, and timely compliance issues. Team leaders then disseminate this information to their teams.

### 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.

Student-Athlete Exit Interviews: The student-athlete exit interview provides an essential means for gaining information from students about their experiences with athletics at Saint Joseph's University. The process for conducting exit interview is as follows:

The Faculty Athletics Representative (FAR) writes the instrument used for the exit interview. This questionnaire is designed to generate responses on the experiences encountered as an SJU student-athlete and as a team



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member. This will include perceptions of their athletic and academic experiences, their player-coach relationship, their input on how the experience could be improved, and their input into how they could be better supported by the Department.

Approximately one month prior to the end of the fall and the spring seasons, the Director of Compliance schedules and conducts meetings with all student-athletes whose eligibility will be exhausted. The meetings serve two key purposes. First, the meetings inform the student-athletes about exit interview process, helping students understand that the exit interview is a written instrument designed to access the student-athlete's academic, social and athletic experience as a student-athlete at Saint Joseph's University. Second, the meetings provide an opportunity to invite each individual student-athlete to complete the questionnaire. In these meetings, the Director of Compliance additionally explains to each student-athlete that the FAR and Director of Athletics are available for individual interviews, if the student-athlete desires one.

All completed exit interviews are submitted to the FAR. The FAR analyzes the completed exit interviews and develops a report. The report is sent to the President of the University, the Vice President for Student Life, the Director of Athletics and the members of the Board on Athletic Policy. The FAR meets with the President to discuss the report and its findings. He also meets with the Director of Athletics and discusses the report with the members of the Board on Athletic Policy. These discussions have led to significant changes and improvements in the athletics program, including changes in equipment and resources, scheduling, performance evaluations, and travel practices.

Other feedback mechanisms: In addition to the formal exit interview process, other avenues for student-athletes to provide input include:

- The Director of Athletics and the Faculty Athletics Representative make themselves available for meetings with individual student-athletes or for team meetings.
- At the student-athlete orientation meeting, the Director of Athletics notifies student-athletes of his office location, as well as the office of the Faculty Athletics Representative, as well as their availability to meet with student athletes, when desired.
- Student-Athlete Advisory Committee meetings provide a regular monthly forum for team leaders to voice concerns or provide insight into campus or athletic situations that need to be addressed. At the conclusion of each SAAC meeting, the Director of Athletics surveys student-athletes to discover campus or team issues.

These important formal structures for input exist within a broader culture at SJU that promotes collegiality, contribution, and communication. Many members of the Athletics Department staff and coaches make themselves available on an impromptu and informal basis for conversation. Exit interviews have regularly found that a high percentage of student-athletes indicate that "athletic administrators are accessible." The informal and friendly culture of SJU serves as the backdrop for effective communications within the institution serves to help student-athletes contribute to the processes of promoting student-athlete welfare.

**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.**

Grievance and appeals procedures for areas mandated by the NCAA (viz. financial aid and transfers) are comprised of step-by-step procedure to guide the student-athlete when a problem arises on a sports team, whether the problem concerns a teammate or coach. The procedures allow the student-athlete to remedy the problem by speaking to a peer or administrator. These procedures follow the NCAA guidelines. Grievance and appeals procedures for areas not mandated by the NCAA (viz., alcohol abuse, sexual harassment) are outlined in the Student Handbook. The procedures are also a step-by-step process of what the student-athlete should do in the event a student feels violated. The procedure lists offices that will assist students and alerts them to the fact that they should seek assistance.

The Director of Athletics oversees administration of the grievance procedures in areas mandated by the NCAA, receiving assistance from the Faculty Athletics Representative. The Director of Financial Assistance oversees appeals of reduction or non-renewal of financial aid. The Assistant to the Vice President for Student Life and Senior Community Standards Officer oversees administration of the grievance procedures in areas not mandated by the NCAA.

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The grievance and/or appeals procedures are communicated to student-athletes at their initial team meetings. The Director of Compliance and the Director of Educational Support Services for Student-Athletes attend the meeting and verbally review the procedures. The procedures are clearly described in the Student-Athlete Handbook and the Department of Athletics Policies and Procedures Manual. All student-athletes receive copies of the Student-Athlete Handbook. Additionally, student-athletes have an ongoing reference to the procedures on the SJU website, which has links for digital copies of the Student Handbook and the Student-Athlete Handbook.

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

The issue of educational and support programs in the area of sexual orientation is one that sparks a great deal of interest and concern on campuses throughout the country. SJU attempts to create a safe environment for all people, regardless of sexual orientation.

**Policies:** Two primary policies of SJU are directed toward ensuing provision of a safe environment for all students with diverse sexual orientations, including student-athletes. First, sexual orientation is included in SJU's "Statement Prohibiting Discrimination" (approved February 24, 2000). Inclusion of sexual orientation in the non-discrimination policy ensures, through legal means, the equal educational and employment opportunities at the University regardless of sexual orientation as well as protecting students and staff against abusive and discriminatory practices. Second, sexual orientation is also included in SJU's "Policy Prohibiting Harassment" (approved May 15, 2003). Inclusion of sexual orientation in the Harassment Policy ensures that students of diverse sexual orientation are able to live and work in a safe environment at SJU, free from intimidation, verbal and physical abuse, creation of a hostile environment, etc. Students who violate this policy are subject to disciplinary action under the Student Code, where harassment is listed as a "Major Violation." Students who violate the harassment policy can expect to receive sanctions ranging from probation, removal from the residence halls, to dismissal from the University.

**Structures:** There are several structures at SJU education and support around areas of sexual orientations. First and foremost among these structures is The Alliance. Formed in the early 1990's, The Alliance is a volunteer committee comprised of faculty, administration, staff members, and students who work to address issues connected with sexual orientation at the University. The Alliance attempts to make SJU a welcoming community for members of sexual minority groups. It goes about this primarily through educational programming, but also through policy advocacy, program support, and community organizing.

A second structure for education and support is the new student group Students for Tolerance, Openness and Pride (STOP). STOP (formerly the Gay-Straight Alliance) is a peer organization that attempts to provide a safe place for students of all sexual orientations and gender identities for support, education, accompaniment, and awareness-raising. During the period covered by this report (2001-2004), SJU did not have an officially recognized student group for advocacy, support, or education in the area of sexual orientation. STOP was formed in the 2003-2004 school year and was formally recognized by the Office of Student Life in Fall 2004. Among the benefits of official approval is the ability to draw upon student activity funds for programs and events.

A third structure for education and support is the Counseling and Personal Development Center. Counseling services are available to students for individual and group counseling regarding a wide variety of issues, including those relating to sexual orientation.

**Programs:** SJU offers a variety of educational and support programs in the area of sexual orientation that are designed to increase understanding of issues pertaining to sexuality and foster a safe environment for students of all sexual orientations. In addition to individual events (e.g. "Gay and Catholic: What are the Choices" panel, fall 2001, display of the "AIDS Quilt" in March 2004), SJU has offered a number of important ongoing programs in the years covered in this report. These include:

**Unity Week** — Annual week of educational programming to raise awareness of and education about diversity issues for sexual minorities started in February 2001. Programming includes lectures, arts performances, panel discussions, religious services, and opportunities for students to engage in dialogue. Several hundred students participate in activities throughout the week. Rainbow week is co-sponsored by a large coalition of organizations on campus, including the Department of Athletics, the Alliance, and College of Arts and Sciences, and the Haub School of Business.

**Safe Zone Training** — Training program for faculty, staff, administrators, and student "Resident Assistants" who wish to declare that they are "safe" people and their offices are "safe zones" for gay, lesbian, bisexual and transgendered (GLBT) people. Using professionally trained facilitators, the program is designed to increase participants'

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awareness of specific issues and challenges faced by sexual minorities, create support networks for the participants, and facilitate development of participants' ability to create a supportive environment at SJU.

GLBT Support Group — During the years covered by this report, the Counseling and Personal Development Center offered a support group for GLBT students. This group, however, was not well utilized by students during these years. In the 2004-2005 school year, the support group was constituted with attendance of 10-15 students for its weekly meetings, some of whom were student-athletes. This support group will be offered regularly by the Counseling and Personal Development Center.

**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 (including 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-A as a guide in responding to this self-study item.]**

**Mechanisms and Oversight:**

The Director of Athletics oversees all efforts related to the health and safety of student-athletes and relies on various staffs to plan, conduct, monitor and evaluate the many practices and programs in place to promote student-athlete welfare. The Head Athletic Trainer is the individual responsible for Sports Medicine. The Sports Medicine staff is responsible for preventing and treating student-athlete injuries and illnesses.

In compliance with Guideline 1-A of the NCAA's Sports Medicine Handbook, the SJU has put in place the following mechanisms and individuals ensure the health and safety of SJU student-athletes:

**Medical Exams** — Prior to each sport season a pre-participation medical exam is performed by licensed medical personnel (MD, PA or RNP) for each student-athlete. The Sports Medicine Staff provides coaches with a list of student-athletes who completed or did not complete a physical. (Neither practice nor competition is permitted until a physical is completed.)

**Pre-Season Conditioning Programs** — Coaching staff members, in consultation with Summit Sports Training or the Sports Medicine Staff, prepare student-athletes for practice and competition through pre-season strength and conditioning programs. Pre-season programs that take place during the academic year are supervised or coordinated by the Summit Sports Training Staff or a coaching staff member. Teams that return prior to the academic year are given recommended pre-season conditioning programs to prepare the student-athlete for the rigors of their sport.

The Sports Medicine Staff monitors weight, fitness and dietary needs of student-athletes throughout the sport season. Injury prevention, rehabilitation and exams are continually performed for student-athletes.

**Student Health Center** — The nurses and doctor of the Student Health Center work with the Sports Medicine Staff to ensure the ongoing health and welfare of all students, including student-athletes, throughout the year. The Center assists the trainers for athletes who have particular health support needs (i.e., muscle injury medication, follow-up on concussions and clearance to return to competition, sports clearance physicals for students who did not obtain them from their family physician, and meningitis vaccinations, if not obtained from the family physician). The SHC also works with other offices (Athletics, Counseling, Residence Life and Dining Services) to provide educational programs and follow-up treatment on issues such as eating disorders, nutrition guidance, and body fat analysis, which are particular concerns among student-athletes.

**Health Insurance** — Saint Joseph's University provides health insurance to all student-athletes for injuries obtained while participating in sports activities as a secondary policy unless there is no other coverage then becomes primary. The Sports Medicine staff requires each student-athlete to complete a Medical Insurance Information form prior to each academic year.

The SJU insurance policy is reviewed and renewed each year by the Assistant Vice President for Athletic Business Affairs. Insurance claims are processed by the Sports Medicine staff.

**Team Travel** — Travel plans for each sport team are planned in advance of a sport season and always made with the health and safety of the student-athletes as the main priority. Other considerations include distance, costs, supervision and SJU and NCAA guidelines.

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The Assistant Vice President for Athletic Business Affairs and the Associate Athletic Director for Varsity Programs review each sport schedule to outline tentative travel plans for each sport. The head coach reviews the tentative travel plan with the Assistant Vice President for Athletic Business Affairs and the Associate Athletic Director for Varsity Programs. Agreed upon mode of travel, hotel and date of departure and return are put into writing and forwarded to the SJU Travel Manager. The travel manager coordinates plans and issues requests with transportation companies and hotels. Once these plans are confirmed a team travel itinerary is forwarded to the Assistant Vice President for Athletic Business Affairs, the Associate Athletic Director for Varsity Programs, and the Head Coach. Hotel arrangements are planned well in advance of travel. Hotels are carefully chosen for safety. A contract is sent by the SJU Travel Manager listing requests of the hotel when a team is staying there. Adult supervision by a coaching staff member or an Athletic Administrator is required for all team travel. Travel plans, although confirmed, are subject to review and change throughout the season.

Vans have been a major part of team travel for practice, primarily for the baseball, softball and rowing teams. Vans are used to transport teams who practice off campus within a two hour drive of the University. Vans are driven by certified van drivers. Team members and coaches who attend the van certification training session are permitted to drive the vans. In order to obtain certification, van drivers (adults and students) attend a mandatory Van Training session and are approved by SJU security after a driver's license check is performed. Vans are inspected and maintained by SJU following the University's Vehicle Management Guide. In addition to the use of vans, SJU contracts with a bus company for travel when needed. Throughout the year several trips are also made by airplane.

Inspection of Playing Fields/Courts — The Associate Athletic Director for Facilities and SJU Facilities Management work together to ensure safe playing surfaces for all sport teams. Playing fields and courts are maintained by SJU facilities management daily throughout the season and periodically during the off season. Facilities Management and contractors inspect, repair and report on conditions of all playing surfaces (and adjacent areas) prior to competition and practice. Reports are given to the Associate Athletic Director for Facilities. Updates are provided at weekly staff meetings. Damaged or unsuitable playing surfaces are repaired or renovated as needed.

Life Skills Workshops — The Assistant Director of Educational Support Services for Student-Athletes in conjunction with the Learning Resource Center outlines a Life Skills Program for each academic year. These workshops address issues that affect student-athletes throughout the year. As noted in item 5 above, these programs fall into the general category of non-credit bearing educational enhancement. Many of the workshops, however, address topics of health and safety. Such topics include alcohol, sexual responsibility, stress management, nutrition and the female athlete, and date rape. All workshops are promoted and advertised through postings on sport team billboards, individual e-mails and Student-Athlete Advisory Committee meetings.

Student Athlete Meeting — All sport teams meet with the Director or Assistant Director of Educational Support Services for Student-Athletes, the Director of Compliance, and the Director of Athletics (or a designee) at the beginning of each academic year. The purpose of the meeting is to inform the student-athletes of the SJU and NCAA policies, procedures and rules they need to be aware of throughout the year and to introduce the Director of Athletics, the Assistant Director of Educational Support Services for Student-Athletes, and the Director of Compliance. Each of the administrators informs the group of their office location on campus, their dedication to make this "a successful year" and their willingness to be available to the student-athletes.

Risk Management Meetings — Minimizing potential legal liability is of great concern for the Athletics Department due to the number of events held on athletic facilities and the number of individuals using those facilities. The University's Risk Manager meets periodically and as needed with the Associate Athletics Director and the Associate Vice President/Athletic Business Affairs to assess and address liability issues. Athletic and Facility Policies are reviewed and updated to minimize legal liability. The Sports Medicine staff meets bi-yearly (and as needed) with the University's risk manager for evaluation and recommendations.

Equipment Room Issuance — The Athletic Department Equipment Manager oversees equipment; purchase and repair. Sport teams requiring protective equipment are fitted at the beginning of the sport season by the equipment manager. The Sports Medicine staff, in consultation with the coaching staff and equipment manager, provides input on recommended and required protective equipment. Coaches and/or the Sports Medicine staff educate team members on the use of the protective equipment.

Disposal of Blood Borne Pathogens — As recommended by OSHA guidelines, blood borne pathogens are properly disposed. The Sports Medicine staff hires a licensed company who comes once a month to dispose of biomedical waste.

Licensed Sports Medicine Staff — The Sports Medicine staff is certified nationally and licensed in the state to practice Athletic Training. Each is trained in first aid and CPR and is certified by the American Red Cross. A local ambulance company is hired to cover "high risk sports" (i.e. lacrosse and basketball). The sports medicine staff also

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uses the services of local hospitals, physicians, imaging centers, and rehabilitation units to assist in injury prevention, assessment and rehabilitation.

Counseling and Personal Development Center — The counseling center conducts many workshops during the academic year. These programs focus on two areas: sexuality education (i.e., REPP rape education program, "Respect" program on sexual respect and healthy relationships) and health education (i.e., Colleges Against Cancer breast cancer awareness program, depression screening, alcohol education, and exercise programs) Each freshman is required to complete the online Alcohol EDU course offered each fall. Additionally, staff psychologists are available to support the mental health needs of student athletes.

Sport Psychologist — A sport psychologist is available for individual student athletes or teams seeking assistance in the "mental" aspect of sport.

Dissemination of Policies and Guidelines:

The policies and guidelines are in the following manner:

Weekly Staff Meetings — During staff meetings each area of the athletic department gives a brief area update to athletic department personnel. Included in area reports are playing field conditions/repairs/upgrades, events scheduled for the upcoming week and game "coverage" by athletic department personnel, team travel, risk management issues and injury prevention/injury reports.

Athletic Department Policy and Procedure Manual — Policies and procedures related to Athletic Department issues are contained in the manual. The manual is available to athletic department personnel, the Office of Educational Support Services for Student-Athletes and coaching staff members.

Student-Athlete Handbook — All student athletes are given a Student-Athlete Handbook at the first team meeting of the academic year. Parts of the handbook are reviewed and student-athletes are told of the availability of the handbook online and in the Office of Educational Support Services for Student-Athletes.

Student-Athlete Advisory Committee Meetings — During each SAAC meeting, the Director of Athletics or a designee gives the students Athletic Department updates. Included in the updates are compliance, academic, athletic and University issues. The Director of Athletics invites feedback from the group on any issue that needs to be addressed.

Emergency Policy and Procedure Manual — The manual is given to each head coach and Athletics Department Employee at the beginning of the academic year. The Athletics Trainer reviews emergency protocol with coaching staff members.

Life Skills Workshops — Workshops are promoted by the Office of Educational Support Services for Student-Athletes, the Learning Resource Center and the Athletics Department. Students are made aware of the workshops through e-mail and flyers posted on team billboards.

Team Orientation Meeting — At the beginning of each academic year, the Director of Athletics, the Director of Compliance, and the Office of Educational Support Services for Student-Athletes meets with each sport team. Information on compliance, academics, the University and Athletics Department policies and procedures is given to the team members.

At the beginning of each season a member of the Sports Medicine staff reviews Athletic Training Room procedures and policies with each sport team. The inherent risks of participation in sport and recommended/mandatory safety equipment for each sport are discussed to insure the health and welfare of the student-athletes. More specifically, all student-athletes are made aware of risks and potential injuries specific to their sport (including heat illness, etc.), and are given an explanation of protocol once an injury occurs; this includes procedures to follow in notifying a member of the Sports Medicine staff, availability of on-campus physician visit and athletic insurance policies and procedures.

Web Site — The Athletics Department and the Office of Educational Support Services for Student-Athletes posts information on the University website.

Mechanisms for Evaluation of Policies and Guidelines:

The policies and guidelines are evaluated in the following manner:

Sports Medicine — The Sports Medicine staff evaluates the incidence of all athletic related injuries and illnesses using data compiled using the computer-based software program Injury Tracker. From these reports, pre-season conditioning programs are adjusted to directly address these injuries and to decrease the incidence or occurrence of said injuries. The Policies and Procedures Manual for Emergency Situations is evaluated at the end of every



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academic year and adjustments are made accordingly. This manual follows closely the NCAA Sports Medicine Handbook.

The Sports Medicine staff in periodic staff meetings will address injuries or situations that place student athletes at risk. The staff will recommend ways to prevent these injuries or situations from occurring. For example, due to increased suspicions of athletes dehydrating to make weight and with the unfortunate sudden death of an athlete from another institution during a rowing event, the Sports Medicine Department has purchased an electronic scale, that through bioimpedance, weighs an individual and calculates body fat and hydration levels.

**Athletic Department Travel Policy** — As a result of critical feedback received during recent evaluation processes (both internal and external), Saint Joseph's Athletic Department Travel Policy travel policy is currently undergoing significant evaluation and revision.

Perhaps the most significant issue in the area of travel focuses on the use of vans for transportation of student-athletes. As noted above, vans have been a major part of team travel for practice, primarily for the baseball, softball and rowing teams. Vans are used to transport teams who compete within a two hour drive of the University. But while vans play an important part in transportation of student-athletes to and from practices and competitions, their role is shrinking. While it did not occur in the years covered by this report, during the 2004-05 Academic year, SJU made the important decision to reduce van travel by purchasing a bus designated for local travel of sport teams. A professional driver was hired to drive the bus. Purchase of the bus has reduced van usage (3 vans have been eliminated). Van policy will continue to be monitored and evaluated in the coming year.

Following the 2004-2005 academic year, the Assistant Vice President for Athletic Business Affairs, the Associate Athletic Director for Varsity Programs and the Director of Athletics held two meetings to discuss the Travel Policy. In these meetings, staff sought to evaluate current travel policy (especially modes of travel and student accommodations), develop plans to address deficiencies in the policy, and examine broader University Travel Policy.

One central outcome of this process was the realization that only a portion of the travel policy had been formalized in the written Travel Policy. Much of the travel policy is an "unwritten policy." Importantly, it was found that this unwritten policy has been in place and consistent for many years. The unwritten policy that had been in place for the Athletic Department was put in writing. This policy is in place in the Athletic Department Policy and Procedure Manual and has been approved by the Board on Athletic Policy during the 2005-06 Academic Year.

**Health Insurance and Risk Management** — The SJU insurance policy is reviewed and renewed each year by the Assistant Vice President for Athletic Business Affairs. The University's Risk Manager, Associate Athletics Director, and Assistant Vice President for Athletic Business Affairs meet on an ongoing basis throughout the year to assess and address liability issues. Athletic and Facility Policies are reviewed and updated as needed to minimize legal liability. The Sports Medicine staff meets bi-yearly (and as needed) with the University's Risk Manager for evaluation and recommendations.

**Life Skills Workshops** — Each year, the Office of Educational Support Services for Student-Athletes in conjunction with the Learning Resource Center evaluates the Life Skills Program direction and offerings. Student feedback is solicited for this process. Using this assessment, the Director of Educational Support Services for Student-Athletes plans offerings for the following year.

**Counseling and Personal Development Center** — The staff and Director of the Counseling and Personal Development Center evaluate the Center's direction and offerings. Throughout the year, student feedback is solicited using a Counseling Center Satisfaction Survey. Each year, the Director puts together an Annual Report that includes data on utilization rates, client satisfaction, assessment of client progress data, and some information on programming. This information is used as a basis for this evaluation process. Policies, procedures, offerings, and staffing are adjusted as needed.

**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-A as a guide in responding to this self-study item.]**

Saint Joseph's University (SJU) medical emergency plan for practices and games is outlined in the SJU Sports Medicine Policies and Procedures Manual for Emergency Situations. The plan is an inclusive plan in that it shows protocols for emergency situations at each of the University's competition and practice sites, for each sport and for in-season and out of season participants. The plan also outlines transportation procedures in emergency situations, lists phone numbers of SJU security and Sports Medicine staff. The manual is given to each head coach and Athletics Department employee at the beginning of the academic year. The Athletics Trainer reviews emergency

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protocol with coaching staff members. The manual is available for all student-athletes to view in the Athletics Training Room.

The Saint Joseph's University (SJU) Policy and Procedure Manual for Emergency Situations was compiled using various resources, including but not limited to: 1) NCAA Sports Medicine Handbook, 2) SJU Student-Athlete Handbook, and 3) Information relevant to SJU Sports Medicine Department (i.e. ortho clinic, doctor availability, procedures to follow on the treatment of athletic injury).

Primary coverage of athletic practices and home/away contests for in season varsity athletics are provided by members of the Sports Medicine staff. Members of the athletics training staff include certified athletic trainers, athletic training students and athletic training interns. Team physicians are on call during practices and present at necessary home events. Each home field/court is identified on an individual basis for emergency protocols. These guidelines are in effect for year round practice and competition. Individual skills sessions are supervised by a coaching staff member and conducted on campus.

Evaluation and Oversight: The Director of Athletics oversees all efforts related to the health and safety of student-athletes and relies on various staffs to plan, conduct, monitor and evaluate the many practices and programs in place to promote student-athlete welfare. The Head Athletics Trainer is the individual responsible for Sports Medicine. The Sports Medicine staff is responsible for preventing and treating student-athlete injuries and illnesses. Using data from injuries and emergencies from the previous years, the Policies and Procedures Manual for Emergency Situations is evaluated at the end of every academic year and adjustments are made accordingly.

- 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-A as a guide in responding to this self-study item.]**

Policy: Saint Joseph's University (SJU) medical emergency plan for practices and games is outlined in the SJU Sports Medicine Policies and Procedures Manual for Emergency Situations. The plan is an inclusive plan in that it shows protocols for emergency situations at each of the University's competition and practice sites, for each sport and for in-season and out of season participants. The plan also outlines transportation procedures in emergency situations, lists phone numbers of SJU security and Sports Medicine staff. The manual is given to each head coach and Athletics Department Employee at the beginning of the academic year. The Athletic Trainer reviews emergency protocol with coaching staff members. The manual is available for all student-athletes to view in the Athletic Training Room.

Every attempt is made to provide medical coverage for those athletes participating in varsity athletics in the non-traditional season. While many factors are taken into consideration, in the case of a conflict between in-season and out of season coverage, the in-season event will take priority. Arrangements for coverage of events for out-of-season sports teams are made prior to practices/events by the coaching and Sports Medicine staff.

Each home field/court is identified on an individual basis for emergency protocols. These guidelines are in effect for year round practice and competition. Individual skills sessions are supervised by a coaching staff member and conducted on campus. Out of season workouts and strength and conditioning sessions for men and women's basketball and men's lacrosse team out of season conditioning are supervised by a member of the Sports Medicine Staff. If needed, a Sports Medicine Staff member is available for workout or strength and conditioning sessions of other sport teams.

Evaluation and Oversight: The Director of Athletics oversees all efforts related to the health and safety of student athletes and relies on various staffs to plan, conduct, monitor and evaluate the many practices and programs in place to promote student-athlete welfare. The Head Athletic Trainer is the individual responsible for Sports Medicine. The Sports Medicine staff is responsible for preventing and treating student-athlete injuries and illnesses. Using data from injuries and emergencies from the previous years, the Policies and Procedures Manual for Emergency Situations is evaluated at the end of every academic year and adjustments are made accordingly.

- 12. Using the 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



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- 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.

**Office of Student Life**

Annually, each area within Athletics and Recreation reviews the year's activities and compares them with the plans articulated in the Athletics 5 Year Plan (2000-2005) and prepares an annual report for the Vice President for Student Life.

The University's Budget Advisory Committee is composed of faculty, students and administrators, none of whom are in the Athletics Department. Budget requests from Athletics are reviewed by the Budget Advisory Committee in light of the Athletics 5 Year Plan and student welfare. High priority is given to requests impacting on student welfare. For example, within the last three years the BAC approved Athletics requests for funding for a bus to replace the passenger vans, funded an additional trainer, funded a Fitness Center Coordinator and funded new equipment for the Fitness Center.

Every spring, the Associate Vice President/Director of Athletics is formally evaluated by the Vice President for Student Life. The health and safety of student-athletes is a major component of this evaluation. In turn, the Vice President is evaluated by the President and the health and safety of all students, including student-athletes, is a part of the evaluation.

**Office of Educational Support Services for Student-Athletes: Life Skills Program**

Each spring the Director of Educational Support Services for Student-Athletes meets with the Athletics Director and the Assistant Vice President for Student Educational Support Services to evaluate policies and programs that are currently in place. Meeting the needs of student-athletes on campus is the primary concern of the office throughout the evaluation process. The office reviews its effectiveness in disseminating information to administration and varsity coaches and providing services that are in line with student needs on campus. Facilities and technology will be evaluated, maintained and/or updated as needed.

The Office of Educational Support Services for Student-Athletes meets prior to each academic year to review Life Skills sessions conducted during the previous academic year to determine what programs should remain for the following year and what programs should be dropped. This evaluation process includes student input. Recommendations as to what sessions will be beneficial to student-athletes in the upcoming academic year are discussed with the Director of Athletics.

**Department of Athletics and Recreation: Health and Safety/Training Room**

The Sports Medicine staff via a computer based software program (Injury Tracker), evaluates the incidence of all athletic related injuries and illnesses. From these reports, pre-season conditioning programs are adjusted to directly address these injuries to decrease the incidence or occurrence of said injuries.

The Policies and Procedures Manual for Emergency Situations is evaluated at the end of every academic year and adjustments are made accordingly. This manual follows closely the NCAA Sports Medicine Handbook.

The Sports Medicine staff in periodic staff meetings will address injuries or situations that place student-athletes at risk. The staff will recommend ways to prevent these injuries or situations from occurring. (Addressing topics: Due to increased suspicions of athletes dehydrating to make weight and with the unfortunate sudden death of an athlete from another institution during a rowing event, the Sports Medicine

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Department has purchased an electronic scale, that through bioimpedence, weighs an individual and calculates body fat and hydration levels.)

At the beginning of each season a member of the Sports Medicine staff reviews Athletics Training Room procedures and policies with each sport team. The inherent risks of participation in sport and recommended/mandatory safety equipment for each sport are discussed to insure the health and welfare of the student-athletes. More specifically, all student-athletes are made aware of risks and potential injuries specific to their sport (including heat illness, etc.), and are given an explanation of protocol once an injury occurs; this includes procedures to follow in notifying a member of the Sports Medicine staff, availability of on-campus physician visit and athletic insurance policies and procedures.

Using NCAA Sports Medicine Guidelines, the Sports Medicine staff will update guidelines and educate student-athletes on conditioning, injury prevention, nutrition and inherent risks in sport. Staff members will stay current with NCAA legislation, SJU policies and procedures, and Sports Medical Guidelines in an effort to provide a safe and healthy environment for student-athletes.

Department of Athletics and Recreation: Facilities

The Associate Athletic Director for Facilities and SJU Facilities Management continually evaluate playing surfaces, fields and surroundings to ensure safe playing conditions. In addition a Safety Committee comprised of Athletics Department personnel meet bi-monthly. A committee member is assigned an area. Prior to each meeting the committee member inspects the area and reports on damaged or unsafe conditions. A work order is placed to Facilities Management to repair the area.

Given the importance of the information communicated to student-athletes about welfare issues, the subcommittee recommends the assessment of actual student knowledge of rules, programs, and procedures in place and revision of communication strategies in light of information gained in such study.

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

Assessment Initiative — As part of the newly drafted University-Wide Assessment Plan, SJU has embarked upon a multi-year evaluation of all programs. Issues regarding student-athlete welfare are addressed within the division of Student Life. The Vice President of Student Life, Dr. Linda Lelii, developed a division-wide, multi-year review of assessment procedures. The goals of this process were to create an assessment infrastructure designed to improve the effectiveness of programs and services within the division with a focus on learning outcomes, and to ensure division-wide preparedness for on-going accreditation processes.

This process began with education and training for staff members in assessment practices. These individuals formed the nucleus of a division-wide assessment team with representation from all departments within the division. The team was charged with the task of creating and implementing assessment initiatives focused on student development related learning outcomes. Each department within the division then identified its intended student learning outcomes. The assessment team then created new assessment instruments and reviewed existing assessment instruments with learning outcomes in mind. The assessment team serves as a work group for reviewing assessment instruments, coordinating survey administration, and report creation and distribution.

Following revision of assessment procedures and administration of new assessment protocols, departments within Student Life worked on modifying programs and services based on the assessment data. Some instruments were further refined, and assessments were administered again in order to analyze the effectiveness of changes made to programs and services. This cycle has been repeated several times. As a result of this focus on assessment and program evaluation, the Office of Student Life has improved its assessment procedures and its programs and practices.

**c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.**

Reflecting concerns of the entire University community, the Office of Student Life will continue to work on improving the quality of assessment done. Following the introductory years of assessment evaluation noted in the previous section, the Office will embark upon a review of the division's mission statement,

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related objectives and goals with particular focus on collaborative partnerships with Academic Affairs as it relates to student developmental learning outcomes. The assessment team will reconvene, with a new charge from the Vice President for Student Life. Learning outcomes themes will be addressed and assessed in cyclical bases with emphasis on division wide themes rather than departmental specific themes. A four year cycle will be developed and implemented to continue the process of refinement of programs and services offered by the division.

### 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.

##### Office of Educational Support Services for Student-Athletes: Life Skills Program

The Office of Educational Support Services for Student-Athletes is responsible for monitoring the academic progress of student-athletes at Saint Joseph's University. The Office of Educational Support Services for Student-Athletes conducts a Life Skills Program for student-athletes. Ten or more workshops are conducted throughout the year and focus on issues student-athletes confront throughout the academic year. Examples of workshops include Time Management, Stress Management, Resume Writing, Career Opportunities, Sexual Awareness and Alcohol Consumption.

The office is in direct contact with the Director of Compliance on campus to ensure that NCAA rules and regulations are followed. Specifically, the Office of Educational Support Services for Student-Athletes sends progress reports to professors, communicates through phone and email with professors about student-athlete progress, serves as secondary advisors to assigned faculty advisors, and develops life skills programming based on the needs of students. The Office of Educational Support Services for Student-Athletes also works directly with the Learning Resource Center and Supplemental Instruction to provide additional support for student-athletes with academic concerns.

##### Department of Athletics: Travel

Policies of the Athletics Department are clearly outlined in the Student-Athlete handbook.

When student-athletes travel outside the area, safe travel arrangements are made by a University travel agent, students are provided daily meal allowances and hotels are chosen which include breakfast. For local travel to competitions or practices, students are transported in vehicles driven by drivers who have received mandatory driver training, which is provided by the Department of Public Safety. Two full-time athletic trainers ensure that a trainer is available for all athletic competitions.

##### Department of Athletics and Recreation: Health and Safety/Training Room

The Director of Athletics oversees all efforts related to the health and safety of student-athletes and relies on various staffs to plan, conduct, monitor and evaluate the many practices and programs in place to promote student athlete welfare.

The Head Athletic Trainer is the individual responsible for Sports Medicine. The Sports Medicine staff is responsible for preventing and treating student-athlete injuries and illnesses. With the assistance of her staff the Emergency Policies and Procedures Manual is updated every summer in accordance with changes in the NCAA Sports Medicine Handbook and changes are also made based on experience throughout the year. The handbook is distributed to Athletic Administrators and Coaches.

The Associate Athletic Director for Facilities and SJU Facilities Management work together to ensure safe playing surfaces for all sport teams. Playing surfaces are maintained daily throughout the season and periodically during the off season. Damaged or unsuitable playing surfaces are repaired or renovated as needed.

##### Department of Athletics and Recreation: Compliance

The Director of Compliance monitors hours practiced per week per team. At each Student-Athlete Advisory Committee (SAAC) meeting, Life Skills Workshops, hours practiced/days off, team issues, and other issues are discussed with Team Leaders. The Director of Athletics updates the group on campus events and also surveys the group on social, team or academic issues relevant to that time of year. SAAC meetings are organized with an agenda and monitored with minutes.

## Equity and Student-Athlete Welfare

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

Plan 2000: Shaping the Future (1999-2004) — In the fall of 1999, the Institutional Planning Committee of Saint Joseph's released a five-year strategic plan designed to foster the growth and development of the University. This was a broad-based, institutional plan for development in the areas of Mission and Identity, Academic Integrity, Communication and Trust, Student Life, Diversity, and Size, Growth and Resources. A number of goals in the area of Student Life impacted the development of programs covered by Operating Principle 3.3. These items from the report include:

1. Provide a full range of leadership opportunities for our students with service and social organizations to complement their academic work. We will enhance the leadership development and training programs for student leaders, particularly those occupying leadership positions in Student Government, Student Union Board, Student Budget Advisory Committee, Greek Council, Orientation, Athletics and various clubs and organizations.
2. Provide housing options, recreational, athletic and cultural programs that give students a balanced living environment. We will: a) increase the facilities and space for varsity, recreational, intramural activities.
3. Make available academic, social, emotional and physical assistance to students with special needs. We will: a) foster academic success by assisting students in balancing the competing demands of academic achievement and varsity athletic participation, and b) eliminate scheduling conflicts between major courses and varsity athletic practice schedule.
4. Provide life-long educational and career management skills, developed in collaboration with faculty, alumni, employers and educational communities. We will: a) increase the presence of Saint Joseph's graduates in the local, regional and international educational, professional and business communities, and b) increase the number of students from all divisions utilizing career services.

These goals have been central in charting the development and growth of programs throughout the University, including those that provide services that provide for student-athlete welfare. The impact of these goals can be seen throughout this report, especially Self-Study Items 4 and 5. It can also be seen in the development of the Life Skills Program and the Student-Athlete Advisory Committee (SAAC), noted below.

Athletics Department Five-Year Strategic Plan (2002-2006) — In response to SJU's Plan 2000, in November 2000 the Athletics Department created a five-year strategic plan focusing the efforts of SJU and the Athletics Department to respond to the challenges brought on by the planned and rapid growth of athletic programs during the decade of the 1990's. While most of these plans for improvement lie within other Operating Principles (viz. financial and facility Principles), this plan did include recommendations for developments in areas supporting student health and welfare. Chief among these, the report called for expansion fitness centers and weight rooms in the Fieldhouse as well as student residence halls and other locations on campus. It also called for increased maintenance and repair of these facilities. While it was not in the years covered by this report, following these recommendations, funds for fitness centers in several of the residence halls were allocated during the 2004-2005 academic years. Annually, each area within Athletics and Recreation reviews the year's activities and compares them with the plans articulated in the Athletics 5 Year Plan (2000-2005).

Initiatives such as these, as well as, increased staffing in the divisions that work to support student-athlete welfare (e.g., new Coordinator of Substance Abuse and Prevention for the 2005-2006 academic year), demonstrate the institution's ongoing commitment toward programs, structures, and procedures that promote student-athlete welfare.

**c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.**

The primary way of continuing to address issues relating to student-athlete welfare is to utilize existing structures of the University that have been created to protect student-athlete welfare. These structures, which were created in order to promote the welfare of all students, including student-athletes, include institutional organizational units as well as particular policies and procedures. Through ongoing evaluation, staff and administration will assess these structures and policies, reviewing and updating them when

## Equity and Student-Athlete Welfare

necessary. The Board on Athletic Policy and the Student-Athlete Advisory Committee play essential roles in this process.

### 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.

##### Office of Athletics

Team captains meet monthly with the Director of Athletics, the Assistant Directors, and the Director of Compliance in order to receive information and to provide suggestions. This group was re-named the Student-Athlete Advisory Committee and is the formal mechanism through which students participate in the decision-making process within Athletics. Student suggestions have resulted in the improvement of fields (particularly the baseball field in Norristown), in the installation of nets on Finnessey Field to protect track and community members from Field Hockey and lacrosse balls and in the booking of hotels which serve complementary breakfasts.

##### Department of Athletics and Recreation: Compliance

3) Participation in Governance and Decision Making: The Student-Athlete Advisory Committee provides the Director of Athletics with feedback on issues that affect sport teams. If an issue needs to be discussed the Director of Athletics will speak with the Office of Educational Support Services for Student-Athletes to see if a Life Skills session can be held on the particular issue or in some situations the Director of Athletics will contact the Counseling Center. While it was not during the years covered in this report, during the 2004-2005 academic year, there was a higher than usual incidence of alcohol poisoning reported on campus. In response, a Life Skills session was arranged to speak on the topic of Alcohol Poisoning.

Student-athletes are encouraged to take part in leadership opportunities open to all SJU students. Student-athletes are involved in the Student Senate, in community service programs, orientation activities and in the Atlantic 10 Student-Athlete Advisory Committee.

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

Student-Athlete Advisory Committee (SAAC) — The Student-Athlete Advisory Committee was instituted to provide all student-athletes a voice within the Athletics Department. Developed out of the informal "team captains" committee, the SAAC was formally recognized by SJU as a University student organization during the 2003-2004 academic year. The Student-Athlete Advisory Committee (SAAC) conducts monthly meetings with team leaders to provide insight into institutional events and team issues. The SAAC gives feedback to the Director of Athletics on issues pertinent to student-athletes and gives input into the planning process of the Athletics Department. The Director of Athletics or designee, the Director of Compliance, an Academic Advisor and, on occasion, the Faculty Athletics Representative attend the monthly meetings to update team leaders on campus activities, Life Skills workshops, and timely compliance issues. Team leaders inform the group of current team activities. The Director of Athletics also conducts surveys at these meetings to discover campus or team issues.

While it had been in place previously, during the 2003-2004 academic year, the SAAC was formally recognized by SJU as a student organization of the University. A constitution was written and adopted and students were nominated and elected to the positions of President, Vice-President, Secretary and Treasurer during the 2004-2005 Academic Year. SAAC now is governed by the adopted Constitution. This granting of formal status within the University demonstrates the importance of this committee to the life of the athletics programs here at SJU.

#### c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

## Equity and Student-Athlete Welfare

Saint Joseph's University has made great strides in developing avenues for student-athlete participation in governance and decision-making. Central in this was the recognition the Student-Athlete Advisory Committee (SAAC) as a formal student group. With SAAC formalized in this manner, student-athletes are assured of a seat at the table in the administration of athletic programs and the creation of athletic policies.

Additionally, the Department of Athletics and Recreation is committed to maintaining the environment of collegiality and collaboration between students, coaches and staff that exists already at SJU. Exit interviews have regularly found that a high percentage of student-athletes indicate that "athletic administrators are accessible." The informal and friendly culture of SJU serves as the backdrop for effective communications within the institution and serves to help student-athletes contribute to the processes of promoting student-athlete welfare.

#### **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.

###### Office of Student Life

Programs on Alcohol and Drug Abuse, Gambling, Sexual Assault, and Eating Disorders are offered on a regular basis, in collaboration with the Counseling Center. Programs on career preparation for student-athletes are offered by the Career Development Center. Study halls, workshops on time management, and individual and group tutoring are provided by the Office of Student Educational Support Services. Individual counseling is provided by a part-time sports psychologist, who specializes in helping student-athletes maintain their focus, as well as the psychologists at the Counseling Center, two of whom have served as assistant coaches.

###### Office of Educational Support Services for Student-Athletes: Life Skills Program

4) Programs and Activities: The Life Skills Sessions and workshops conducted and/or sponsored by Student Life, the Learning Resource Center or the Counseling Center are open to all students. Student-athletes are encouraged to attend all workshops, specifically those workshops that address issues relevant to student welfare. Programs and workshops aimed toward student-athlete welfare are scheduled by the Office of Educational Support Services for Student-Athletes. Facilities will be evaluated, maintained and/or updated as needed.

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

The clearest evidence demonstrating SJU's commitment to student-athlete welfare are the comprehensive programs and activities available to student-athletes that are designed to promote and preserve their welfare. Importantly, virtually all of the programs and activities detailed previously (especially in Self-Study Items 4 and 9) are institutionalized programs that are funded directly by various departments within the University. SJU has committed significant resources to provide for and promote student-athlete welfare. Additionally, as noted in Self-Study Item 4, many important programs, policies, and procedures that are available to student-athletes for the promotion of their welfare are designed for and available to all students, whether student-athlete or not (viz., Student Health Center, Counseling and Career Development Center, Rape Education and Prevention Program, Health Education Peers, Unity Week, Safe Zone Training) Such programs serve as key elements of promoting welfare not only for student-athletes, but for all students. These programs have strong institutional support, both moral and structural (funding and staffing).

##### **c.** Explain how the institution will address these topics in the future for the welfare of all student-athletes.

Using the information garnered through formal departmental assessment procedures, student-athlete exit interviews, informal conversation with student-athletes, and formal external review processes (e.g., Middle States, A10, and NCAA reviews), SJU has created an institutional culture and structure that supports continued development of its programs and activities in ways that will expand the protection and development of student-athlete welfare. SJU's ongoing commitment to improving programs and activities that promote student-athlete welfare is demonstrated by the ongoing improvements that have been made



## Equity and Student-Athlete Welfare

since the first-cycle report. Such improvements continue to this day. During Summer 2005, the Office of Educational Support Services for Student-Athletes applied for and was granted membership to the NCAA's CHAMPS/Life Skills Program. Membership in the program, along with the materials, resources, program models and annual conferences developed and made available by the NCAA for administrators and student-athletes, will help SJU improve the already effective educational enhancement programs currently being offered. During the 2005-2006 academic year, SJU has added a new position for a staff psychologist, the Coordinator of Substance Abuse and Prevention to address these issues on campus. With the current emphasis on improving assessment procedures at SJU, we can expect continued improvement in programs and activities. Saint Joseph's University will continue to keep student-athlete welfare and safety as a top priority. The Office of Student Life will oversee efforts by the various offices charged with the responsibility for promoting, protecting, and preserving student-athlete welfare as they strive to ensure that their policies, practices, and procedures meet the ever-changing needs of student-athletes.

### 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
Need for additional assessment.	Assign responsibilities for assessment to a full time administrator within the Athletics Department.	Develop set of duties and identify staff member.	Vice President of Student Life, Director of Athletics	Fall 2006
Need for additional assessment.	Establish assessment tool to monitor, evaluate/assess, plan for enhancements to student-athlete welfare.	Establish assessment cycle, design and implement assessment instruments, and review results with the Student Life Assessment Committee and Board on Athletic Policy.	Director of Athletics, Director of Compliance and Planning and Assessment Office	Research and development of instrument 2006-2007; Initial implementation 2006-2007; Review of results 2006-07 and ongoing
Need to assess student-athlete knowledge of rules, policies, and procedures.	Assess student-athlete awareness and the effectiveness of communication strategies.	Include assessment of student-athlete knowledge of rules and communication thereof as part of the overall assessment cycle.	Director of Athletics, Director of Compliance	Spring 2006 and Spring 2009
Need to assess student-athlete knowledge of rules, policies, and procedures.	Update communication strategies to improve awareness of policies.	Develop communications plans for important information (NCAA mandated and non-mandated).	Vice President of Student Life, Director of Athletics	Fall 2006
Overuse of students to drive vans.	Reduce use of vans for team travel.	Lease/purchase one additional bus Hire part-time adult drivers.	Director of Athletics, Assistant Vice President for Athletics Business Affairs	Lease bus by 2007-08; Hire drivers for 2007-2008

## Equity and Student-Athlete Welfare

### RACIAL OR ETHNIC COMPOSITION ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

	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
Senior Administrative Athletics Dept. Staff	F	0	0	0	0	0	0	0	0	0	0	0	0	5	7	7	0	0	0
Other Professional Athletics Dept. Staff	F	0	0	0	0	0	0	0	1	2	0	0	0	15	14	13	0	0	0
	P	0	0	0	0	0	0	4	4	1	0	0	0	0	0	0	1	0	0
Head Coaches	F	0	0	0	0	0	0	0	0	0	0	0	0	5	5	6	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	10	10	9	0	0	0
Assistant Coaches	F	0	0	0	0	0	0	2	2	2	0	0	0	4	4	4	0	0	0
	P	0	0	0	0	0	0	1	1	1	1	2	2	26	22	24	0	0	0
Totals (for Athletics Dept. Personnel)	F	0	0	0	0	0	0	2	3	4	0	0	0	29	30	30	0	0	0
	P	0	0	0	0	0	0	5	5	2	1	2	2	36	32	33	1	0	0
Faculty-Based Athletics Board or Committee Members		0	0	0	0	0	0	0	0	0	0	0	0	14	14	12	0	0	0
Other Advisory or Policy-Making Group Members																			

Name of person completing this chart: Christopher Bagley

Title: Asst.Dir., Ed. Support Services Student-Athletes

## Equity and Student-Athlete Welfare

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

	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	1	1	2	84	100	109	79	82	91	79	83	91	3200	3288	3342	195	202	194
Student-Athletes	1	1	0	0	1	1	17	20	20	3	2	1	194	201	208	4	5	9

Name of person completing this chart: Christopher Bagley

Title: Asst.Dir., Ed. Support Services Student-Athletes

## 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		0	0	0	0	0	0	0	0	0	0	0	1	14	14	13	0	0	0
Men's Basketball		0	0	0	0	0	0	9	8	8	0	0	0	3	4	3	1	1	2
Football																			0
Men's Track / Cross Country		0	0	0	0	0	0	2	1	2	0	0	0	19	15	15	0	0	0
Men's Other Sports and Mixed Sports		0	0	0	0	0	0	1	4	4	3	2	0	56	64	67	1	1	1
Women's Basketball		0	0	0	0	0	0	2	2	2	0	0	0	7	8	8	2	2	3
Women's Track / Cross Country		0	0	0	0	1	1	1	2	2	0	0	0	19	18	22	0	1	1
Women's Other Sports		1	1	0	0	0	0	2	3	2	0	0	0	76	78	80	0	0	2
Total		1	1	0	0	1	1	17	20	20	3	2	1	194	201	208	4	5	9

Name of person completing this chart: Christopher Bagley

Title: Asst.Dir., Ed. Support Services Student-Athletes