

**AMERICAN UNIVERSITY  
EQUITY, WELFARE and SPORTSMANSHIP  
Self-Study Items**

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**NCAA Required Response from First Self-Study – Minority Opportunities Plan.**

**The Committee on Athletics Certification has the expectation that the university will revise its minority opportunities plan for its intercollegiate athletics program, based upon the university's plan for addressing diversity throughout the campus, once this latter plan is finalized. (Refer to Required Response Section, item #5).**

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**Institutional Response from First Self-Study – Gender Equity, Institutional Plan.**

**An equity plan was designed and approved by the President's Cabinet. Implementation was begun, with concurrent financial commitments reviewed for phase-in. Part of the commitment was to reduce the budget inequities for both men's and women's teams and to increase the proportion of women athletes receiving aid and to be commensurate with the proportion of women undergraduates. (Refer to Institutional Response Section, Equity, item #1).**

**Institutional Response from First Self-Study – Minorities. Diversity in the pool of potential student athletes should continue to be sought. (Refer to Institutional Response Section, Equity, item #2).**

**Institutional Response from First Self-Study – Staff and Coaches.**  
**Additional female and minority staff and coaches should be employed, as employment opportunities and qualified applicants become available. (Refer to Institutional Response Section, Equity, item #3).**

**Institutional Response from First Self-Study – Minority Opportunities. The department of athletics should be encouraged to maintain and extend its commitment towards equitable opportunities for women and minorities. (Refer to Institutional Response Section, Equity, item #4).**

**Institutional Response from First Self-Study – Student Athlete Welfare/Data.** Data should be gathered based on the perception of some students that they had to modify their academic program because of athletics commitments. (Refer to Institutional Response Section, Equity, item #5).

**Institutional Response from First Self-Study – Student Athlete Welfare/Student Health Center. The role of the Student Health Center should be expanded to provide support services to athletes and a stronger working rapport established to address the needs of athletes. (Refer to Institutional Response Section, Equity, item #6).**

**Institutional Response from First Self-Study – Student Athlete Welfare/Course Content Tutoring. Course content tutoring should be available for athletes. (Refer to Institutional Response Section, Equity, item #7).**

**Institutional Response from First Self-Study – Sports Promotion Plan. Support efforts should be invested to improve support for athletics throughout the university; a sports promotion plan for each team should be designed so that all teams are afforded access to sports information staff and promotion efforts. (Refer to Institutional Response Section, Equity item #8).**

**Institutional Response from First Self-Study – Training Staff. Assess how the training staff is deployed, and seek to hire a graduate assistant trainer to improve availability of training staff to all teams during practices and games. (Refer to Institutional Response Section, Equity item #9).**

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#### **Self-Study Item 4.1.1 – Gender issues for staff and students**

**Explain how the institution is organized to further its efforts related to the gender issues operating principle above for both staff and students and provide evidence that matters concerning gender equity are monitored, evaluated and addressed on a continuing basis.**

American University provides equal opportunity for all qualified persons in its educational programs and activities. It also seeks to be a community in which freedom of expression and vigorous debate are valued and provided to all its members free of all forms of discrimination or harassment, including but not limited to exploitation, coercion, and intimidation. To achieve these goals, the university has adopted a policy prohibiting discrimination and discriminatory harassment on the basis of race, color, religion, national origin, sex\*, age, sexual orientation, gender identity and expression, disability, and any other bases under federal or local laws ("Protected Bases"). The policy of non-discrimination and equal opportunity applies to every aspect of the operations and activities of the university, including admissions and employment. This policy is also consistent with the Equal Opportunity, Affirmative Action, and Non-Discrimination policy approved by the university Board of Trustees.

Non-discrimination and equal opportunity is not only a matter of university policy but it is also a matter of law. Discrimination and discriminatory harassment based on any of the Protected Bases above is a violation of federal and/or local law. Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin in educational institutions. Title IX of the Education Amendments of 1972\* prohibits sex discrimination in education institutions. Title VII of the Civil Rights Act of 1964\* and the D.C. Human Rights Act prohibit discrimination in employment and in general.

Consistent with Title IX of the Education Amendments of 1972 and the DC Human Rights Act of 1977, this policy prohibits sex discrimination in the American University community. Such discrimination includes:

- any sex discrimination in the areas of admissions, financial aid, employment, conduct of classes, and other university-related activities
- visible disparities in the funding and treatment of student-related activities
- sexual harassment between members of the same or opposite sex.

Students should address concerns regarding Title IX to the dean of students, the university's Title IX officer for students.

### **Commitment to Prevention and Education**

American University is committed to providing an atmosphere free of sexual harassment in which students and staff may work and study. As such, American University has established a sexual harassment prevention team comprised of students, staff, and faculty. This team is charged with increasing campus awareness of sexual harassment as an issue and educating the community about the university policy on sexual harassment. This has led to several educational initiatives for both students and staff. Brochures on the topic were developed and widely distributed. Posters explaining the sexual harassment policy and complaint procedures were designed and posted in university residence halls. A staff training program has also been established in which staff and managers learn not only the sexual harassment policy and grievance procedures, but also their responsibilities as staff to confront behavior that is inappropriate and to report any incidents of harassing behavior which they discover or witness. Training sessions for staff are held several times each year. More than 98% of all current university employees have participated in training on the sexual harassment policy.

The athletics department has voluntarily and proactively entered into the university's "Safe Space" program sponsored by the Office of Gay, Lesbian and Bisexual and Transgender Affairs. Most of the department's senior administrators, coaches and other staff that interact with student-athletes will undergo sensitivity training leading to the designation of their offices as safe spaces.

## **Complaint Procedures for Sexual Harassment**

The university will respond to all reports of sexual harassment. Three options are available:

### 1. Information and Referral

Students are encouraged to contact the dean of students' office for information on responding to unwelcome behavior or to initiate a complaint of sexual harassment. University employees are encouraged to contact human resources for tips on confronting unwelcome behavior or information on initiating a complaint of sexual harassment.

### 2. Informal Complaint Procedures

American University is committed to the voluntary, expeditious, and informal resolution of sexual harassment complaints through discussion. Therefore, anyone who believes that he or she has been sexually harassed is encouraged to use the informal procedures established by American University for the resolution of such grievances. These procedures may include addressing the alleged harasser directly, either in person or in writing, or in a facilitated meeting with an appropriate university official.

In any case, students should contact the dean of students' office, and staff should contact human resources for information about how to report and respond to incidents of sexual harassment and to receive assistance in resolving such incidents. Where appropriate, the individual making the complaint may be referred to judicial affairs and mediation services for situations involving harassing behavior by a student, to the executive director of human resources in situations involving a staff member or contractor, or to the dean of academic affairs in situations involving a faculty member.

Assistance provided by designated individuals in the above offices may include, when appropriate, mediation between the parties and referral to other offices for complaint resolution. Informal complaints should be written and may result in any outcome to which the parties agree, so long as it is not in violation of university policy, or federal or local law.

### 3. Formal Complaint Procedures

If informal measures are unsuccessful in resolving the matter, or if the complainant prefers to pursue a formal procedure, he or she may file a formal written complaint with the appropriate office. Complaints of harassing behavior by students should be filed with the dean of students. Matters regarding behavior by staff should be addressed with the executive director of human resources. The university retains the right to move directly to formal procedures if the circumstances are so serious that the informal procedures are inappropriate. All formal complaints must be in writing and filed in a timely manner.

#### Retaliation

Filing an informal or formal complaint of sexual harassment is a protected activity under the law. Retaliation against anyone who files a complaint, who supports or assists an individual in pursuing a complaint, or who participates in the resolution of a complaint is prohibited. Any retaliatory action may be the basis of another complaint under the discrimination and discriminatory harassment policy.

Information regarding Discrimination and Sexual Harassment can be found in the American University Student Handbook in the Discrimination and Discriminatory Harassment Policy and Sexual Discrimination & Harassment Policy sections located in Response Section *Appendix 17*.

#### **Self-Study Item 4.1.2 – Equity in Athletics Disclosure Act**

**For the three most recent academic years for which the information is available, attach a copy of the institution’s completed Equity in Athletics Disclosure Act (EADA) form and worksheets. Analyze, explain and address discrepancies in the data between male and female student-athletes. Comment on any trends or significant changes.**

Please refer to *Appendix 1*, the Equity in Athletics Disclosure Act.

### **Self-Study Item 4.1.3 – Gender Issues**

**Using the program area checklist for gender issues, provided as Attachment No. 2, please (a) describe how the institution has ensured a complete study of each of these areas, (b) provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas, and (c) explain how the institution's future plan for gender issues addresses each of the areas.**

Decisions relating to this topic are based on men's programs and women's programs being treated equally in pairs (although not necessarily in the same sports). For example, men's basketball currently is treated similarly to volleyball; men's soccer is treated similarly to women's basketball; and wrestling is treated similarly to women's soccer. The remaining 13 programs are treated similarly.

Athletic Scholarships & Accommodation of Interests -- All information relating to athletic scholarships or accommodation of interests can be pulled from the EADA report in a previous part of the report.

Equipment & Supplies -- All student-athletes receive general issue equipment as well as sport-specific issued equipment. Every student-athlete receives a t-shirt, pair of shorts, socks, a towel, sweatpants, and a sweatshirt. In addition, individual programs provide practice gear suited for their needs. Laundry service and equipment repair are offered to all programs under the supervision of the equipment manager. Laundry service is done every day that teams practice throughout the school year as well as during the summer for voluntary workouts.

Scheduling of Games & Practice Time -- All scheduling of games and practice times is done through the assistant athletics director for facilities and operations. Scheduling is done on a priority basis, based upon the following criteria: in-season competition; in-season practice; out-of-season competition; out-of-season practice. The assistant athletics director for facilities and operations works with the coaches of each program to structure a schedule that fits with the student-athletes' class schedule and the abilities and limitations of the facilities. Practice schedules have been provided for the past two years as data. Coaches can play up to the maximum number of games and as many home games in the facility as they choose and arrange. Afternoon home games begin between 1-4 p.m. during the week and on weekends and evening home games begin between 5:30-8 p.m. during the week and on weekends. The athletics department will apply to host any and all postseason tournament, either Patriot League or NCAA, where applicable. The university does not have the ability to host competitions in certain sports (golf, cross-country, track and field hockey) so it cannot apply to host postseason championships. During AY 01-02, the university hosted

postseason competition in volleyball, men's basketball, and men's and women's tennis. During AY 00-01, the university was banned from participating in any conference tournaments by the Colonial Athletic Association, precluding any hosting of tournaments. The CAA ban was based on AU's decision to join the Patriot League; the CAA banned AU in the year prior to our entry into the Patriot League.

Tutors -- Access to tutors is available to all student-athletes and to all other students on the same basis. Please also see Academic Integrity section 2.2.2.

Travel & Per Diem Allowance -- The athletics department provides the same amount of money *per diem* for all student-athletes and coaches. Coaches may choose when traveling to eat as a team and use that money to pay for it rather than give the student-athletes the cash. For travel, individual programs travel in rented commercial coach buses, rented vans or vans provided by the university. During AY 01-02, men's and women's basketball traveled exclusively on buses and all other teams traveled based on length of trip. If a trip is more than four hours driving distance, the team will travel on a commercial bus. If the trip is under four hours, the team may take vans or a bus in the event of inclement weather. For all van trips, university vans are assigned on a priority basis based on the following criteria: in-season competition; in-season practice; in-season team function; out-of-season competition; out-of-season practice; out-of-season team function; department administrative use. Teams with longer travel distance and time will take rental vans and those with shorter trips will take university vans.

Coaches -- Selection of coaches is determined through two primary considerations:

- Best available candidate for the development and advancement of the program;
- Equity considerations.

In a general gender equity sense, AU actively seeks head coaches of the same gender as the sport they are coaching. All of the "short lists" for prospective new women's sports coaches have actively sought female candidates. The gender and racial breakdown of the staffs are provided in the selfstudy report, but an analysis of the current head coaching staff is worthwhile. The current line-up of head coaches includes:

Men's Basketball – Jeff Jones (White Male)  
 Women's Basketball – Shann Hart (African-American Female)  
 Men's Soccer – Todd West (White Male)  
 Women's Soccer – Michael Brady (International White Male)  
 Men's Tennis – Martin Blackman (African-American Male)

Women's Tennis – Carol Daniels (White Female)  
 Men's Golf – Josh Cupp (White Male)  
 Women's Lacrosse – Maureen Dupcak (White Female)  
 Wrestling – Mark Cody (White Male)  
 Field Hockey – Steve Jennings (White Male)  
 Volleyball – Barry Goldberg (White Male)  
 Men's and Women's Swimming and Diving – Mark Davin (White Male)  
 Men's and Women's Cross Country/Track – Matt Centrowitz (White Male)

The following elaboration will help clarify these appointments:

- The women sports coaches with the longest tenure are Barry Goldberg and Mark Davin, both white males who were on staff at the time of the first self-study.
- The coach of the cross-country and “track” program is Coach Centrowitz, a two-time Olympian at 1500m and a long-time coach of middle-distance runners at the international level. He coaches both the men's and women's programs. When AU decided to revive its track and cross-country programs, securing Coach Centrowitz was a major achievement as the best candidate.
- Michael Brady replaced a white female as our women's soccer coach. Brady, as the National Player of the Year on AU's 1985 National Finals soccer team, is an athletic icon on the AU campus. After an exhaustive search, Brady's experience was deemed much higher than the female candidates.
- Steve Jennings, a former AU assistant, replaced a white female as the women's field hockey coach. Steve is an assistant on the women's national team. As a local resident, and with his experience, he was the clear choice.
- Shann Hart, an African-American female, replaced a white male.
- Maureen Dupcak, a former national team player, collegiate All-American, and national championship winner during her collegiate lacrosse career, was tabbed to start the women's lacrosse program.

Since the last self-study, five head coaching openings for women's sports occurred:

- One African-American female replaced a white male.
- One white male was picked for both a men's and women's combined program.
- Two extremely qualified white males replaced white females.
- One white female was named to start a program.

Locker Rooms, Practice & Competitive Facilities -- The department has 10 locker rooms for student-athletes. The following teams have their own locker rooms (the square footage is noted): women's basketball (865); men's basketball (997); women's soccer (482); men's soccer (482); volleyball (464); men's swimming (464) and women's swimming (464). The men's tennis, wrestling and cross country/track teams all share a locker room (922). The women's lacrosse, field hockey, women's tennis and cross-country/track teams share a locker room (944). Volleyball, men's basketball and women's basketball practice and compete in Bender Arena. Men's soccer, women's soccer, and women's lacrosse practice on the Massachusetts Avenue field as well as practice and compete on Reeves Field. Men's and women's tennis practice and compete on the university tennis courts. Wrestling has its own room to practice and compete in Bender Arena. Field hockey practices off-site due to the lack of synthetic turf on campus.

Medical & Training Facilities & Services -- All student-athletes have access to the same sports medicine, athletics training, and strength and conditioning facilities and staff. The department employs four full-time athletics trainers as well as one full-time strength and conditioning coach and a part-time strength and conditioning assistant coach. The department has one orthopedic doctor on retainer and one general practitioner as well. Student-athletes have the option of living in on-campus housing accommodations.

Housing and Dining Services and Facilities -- There are no specialty services or facilities provided for student-athletes in housing or dining, with the exception of game-related meals, student-athletes are not treated differently than the rest of the student body. In addition, women's teams and men's teams are treated alike.

Publicity -- Please see Response Section pages 49-50.

Support Services -- All administrative secretarial and clerical support is offered through a pool under direct supervision of the AD. There are two secretarial personnel and one financial clerk servicing the entire department. Most of this work is handled by assistant coaches or personally by the staff.

Office Space -- The 19 varsity intercollegiate programs in the department of athletics have 10 programs with their own office space and nine programs with shared office space. The 10 women's programs in the department total 1239 square feet of office space, which includes four programs (cross-country, indoor track, outdoor track, and swimming and diving), which share the same office as the men's program. The women's basketball team has the largest office space of any women's program, totaling 351 square feet. Four of the nine men's programs have their own office space, with the men's basketball program occupying the largest office space with 641 square feet. Four of the men's programs (cross-country, indoor track, outdoor track, and swimming and

diving) share office space with the women's program and one sport, men's golf, does not have an office but shares a common space with academic support and assistant coaches from volleyball, women's soccer, and men's soccer.

The senior staff in the department of athletics occupies 888 square feet of office space, broken down in the following way:

Director of Athletics		204
Assoc. AD/ SWA	144	
Assoc. AD/Business		148
Asst. AD/Compliance	141	
Assoc. AD/Facilities		161
Asst. AD/Communications		90

<b>Room</b>	<b>Office Number</b>	<b>Current Sq. Ft.</b>
<b>OFFICES</b>		
AD	236	204
Asst.	234	154
SWA	226	141
Asst. AD/Business	232	148
Business Manager		
Asst. AD/Marketing	228	144
Receptionist	230	275
Asst. AD/Sports		
Info	224A	90
Commun. Office	224	258
Development		
Academics	221	92
Asst. AD/Facilities	G02	161.5625
Facility Manager	G02	161.5625
Asst. Facility Mgrs.	G02A	181.04
Rec Sports Coordin.	G03	
MBB Head	218A	201
MBB Main	218	204
MBB asst.	214	236
MBB Total	214-218A	641
WBB Head	222A	117
WBB Main		
WBB Asst.	222	234
WBB Total		351
VB	217	107
FH	205	223
LAX	205	223
X-C	223	92
MTEN	212	128
WTEN	215	110

Recruitment of Student-Athletes -- Recruitment of student-athletes is determined by each program. They devise the most efficient way to utilize their budgets. Resources, benefits and opportunities are available equally to each program. This includes equal access to senior personnel such as the athletics director.

**Self-Study Item 4.1.4 – Gender Equity**

**Please provide a written, stand-alone institutional plan for addressing gender equity for the future in the intercollegiate athletics program. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible, timetables and means for funding implementation of the plan.**

Tables follow.

### **Self-Study Item 4.2.1 – Minority Issues**

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

American University has one of the most diverse student populations in the country, and a faculty body committed to excellence in teaching and scholarship. Conscious of its responsibility to provide leadership and service in a local, national, and international context, the university has adapted itself well to many new challenges. Furthermore, American University has developed a systemic approach to implement its policy of equal opportunity in employment, admissions, and services.

American University is committed to ensuring equal opportunity in all of its operations in ways that are consistent with the following university policy on affirmative action adopted by the Board of Trustees.

American University is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations. More importantly, however, such compliance stems from the history and tradition of the University, which embrace and express the deepest values of the human community – equality, openness, and the dignity of every individual.

The fact that the University does not discriminate on the basis of color, religion, national origin, gender, sexual orientation, age or disability is, in fact, consistent with and a reflection of its special tradition of social justice. Extending that tradition into the present, equal opportunity, affirmative action, and non-discrimination apply to every aspect of the University's operations and activities, including admissions, employment, and access to university programs and services.

To maintain this commitment, we have created an equal opportunity program to guarantee equal access for all persons and an affirmative action program to monitor our progress and identify problem areas. It is the policy of American University, in accordance with all applicable laws, to recruit, admit, hire, train and promote all staff and students without regard to race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, sexual expression and identity, family responsibility, political affiliation, source of income, place or residence or business, covered veteran status, disability, or any other status protected by law. All employment and admissions decisions shall be consistent with the principles of equal

opportunity. All personnel and admissions decisions are administered without regard to the protected classifications stated above.

## **Commitment to Prevention and Education**

American University is committed to providing an atmosphere free of discrimination or discriminatory harassment in which students and staff may live, study and work. As such, the university has put in place several measures to increase awareness of minority issues throughout the community. The administration of American University issues periodic notifications and statements to the university community reaffirming the university's commitment to non-discrimination, and all university publications and advertisements include the most current versions of the Equal Opportunity statement. Additionally, each year the administration prints and distributes copies of the student handbook, which contains American University's policy prohibiting discrimination and discriminatory harassment. This policy is also found in the staff personnel policy manual. Both the student handbook and staff personnel policy manual are available to the university community on-line and in hard copy.

American University has established several offices within the Office of Campus Life that make increasing awareness of minority student issues a priority. A few of these offices are: multicultural affairs; Kay Spiritual Life Center; Gay, Lesbian, Bi-sexual, Transgender, and Ally Resource Center, and disability support services. In addition to providing leadership for minority programming, these offices provide a variety of services geared to assist minority students in achieving success as thriving members of the University community. Services provided by these offices include: mentoring, counseling, academic and financial aid advice and other support services aimed at assisting minority students to succeed as members of the university community.

American University has charged human resources with the leadership role on minority issues as they pertain to hiring and employment practices. Human resources has established several different programs to fulfill this responsibility. First, Human resources provides assistance to departments as they recruit candidates for vacant positions and ensures that positions are widely advertised and applications from minorities are encouraged. Additionally, human resources conducts affirmative action briefings for search committees on an on-going basis. These briefings remind committee members of university non-discrimination policies as they impact the recruitment and hiring process. Human resources also provides information on non-discrimination policies during new employee orientation and administrator's training.

Further, in 2001, American University implemented five “baseline requirements” for employment with the university. One of the baseline requirements identified was diversity. In this program, American University defines diversity as “demonstrating respect for all differences (e.g. race, gender, ethnic background, disabilities, sexual orientation, age, career levels, style and opinions).” Behaviors that demonstrate consistency with this baseline requirement include refraining from behavior or language that is exclusionary or offensive in nature; soliciting opinions from diverse perspectives; considering different ideas when making business decisions; and adhering to university policy on harassment.

In 1997, the AU Board of Trustees approved the university’s strategic plan, which outlined six strategic priorities. Among them was the “quality, diversity, and inclusiveness of the university community.” This strategic priority included 14 objectives, and from these objectives the athletic program’s diversity plan was created. To assist with institutional oversight on these matters, a diversity committee was created which included students, staff, and faculty. The committee was charged with responsibility for assisting the university community “to find new and more effective ways to encourage the appreciation of differences within a context of respect that leads to understanding” and to ensure that the “practice of diversity – especially by increasing the presence and support of U.S. minorities among our students, faculty, and staff – will be integrated into every area and goal expressed in [the university’s strategic plan].” The diversity committee reported directly to the president and provided background and recommendations for monitoring institutional plans to increase the recruitment, appointment, and retention of students, staff, and faculty of color throughout the university; to recommend curriculum enhancements and faculty development strategies to create more successful learning experiences for all our students; and to improve the university’s connections with our culturally and ethnically diverse alumni.

## **Grievance Procedures**

American University takes all complaints of discrimination or discriminatory harassment very seriously. Individuals or groups who engage in discrimination or discriminatory harassment, as defined by university policy, will be subject to disciplinary action up to and including termination from employment or dismissal from the university. Whether or not a specific act violates the policy will be determined with proper regard for all of the circumstances.

### Informal Grievance Procedures/Mediation and Consultation

American University is committed to the voluntary, expeditious, and informal settlement of discrimination disputes through discussion. Therefore, community members who believe they are a victim of discrimination or

discriminatory harassment are encouraged to use established informal procedures, which may include addressing the alleged harasser directly, whether in person, in writing, or in a facilitated meeting with an appropriate university official listed below. Reports of any potentially harassing behavior engaged in by students should be reported to the dean of student's office. Likewise, any reports of potentially harassing behavior by staff should be reported to human resources. Also, if any community member is told of an incident involving discrimination or discriminatory harassment, he or she should notify the appropriate office.

Assistance provided by the appropriate offices may include, when appropriate, mediation between the parties and referral to other offices for complaint resolution. Informal complaints should be written and may result in any outcome to which the parties agree. Informal procedures should be carried out expeditiously and should not exceed 30 days from the initial consultation.

### Formal Grievance Procedures

If informal measures are not successful or if individuals prefer a formal procedure from the outset, they may file a written formal complaint with the appropriate university official or office designated below. The university retains the right to move directly to formal procedures if the circumstances are so serious that informal procedures are inappropriate. All formal complaints must be in writing and must be filed within one year of discovery of the alleged harassment. Complaints against students should be filed with the dean of student's office. Complaints against staff should be filed with human resources. Formal complaints in which a student or student group has been accused of discrimination or discriminatory harassment will be adjudicated by the Office of Judicial Affairs and Mediation Services using the procedures listed in the student handbook.

### Retaliation

Filing an informal or formal complaint of discrimination or discriminatory harassment is a protected activity under the law. Retaliation against anyone who files a complaint, who supports or assists an individual in pursuing a complaint, or who participates in the resolution of a complaint is prohibited. Any retaliatory action may be the basis of another complaint under the discrimination and discriminatory harassment policy.

### False or Frivolous Charges

The discrimination and discriminatory harassment policy shall not be used to bring false or frivolous charges against students, faculty members, or

other employees. Those bringing such charges may be subject to disciplinary action.

**Self-Study Item 4.2.2 – Racial or Ethnic Composition for Athletics Department**

**For the three most recent academic years, provide the racial or ethnic composition for full-time senior administrative athletics department staff members; other full-and part-time professional athletics department staff members; full and part-time head coaches; full-and part-time assistant coaches; faculty-based athletics board or committee members, and other advisory or policy-making group members.**

Please see *Appendix 2, Racial or Ethnic Composition Part A: Athletics and Selected Institution Personnel.*

For those committees outside of the athletics department but that still relate to athletics, no diversity records have been kept. However, the following are breakdowns of recent or current committees:

Senate Subcommittee on Athletics 2001 – 02

- 8 Caucasians
- 3 Females
- 1 Domestic Minority

AU Patriot League Policy Committee: Current

- 3 Caucasians
- 1 Female
- 2 Domestic Minorities

Eagles Club Council: Current

- 7 Caucasians
- 2 Females
- 2 Domestic Minorities

### **Self-Study Item 4.23 – Composition of Students**

**For the three most recent academic years, provide the racial or ethnic composition for student athletes who received athletics aid and for students generally.**

Please see *Appendix 3*, Part B: Students Generally & Student-Athletes on Athletics Aid.

### **Self-Study Item 4.24 – Racial or Ethnic Composition of Student Athletes who Received Athletics Aid**

**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.**

Please see *Appendix 4*, Racial or Ethnic Composition Part C: Men's and Women's Sports Teams.

### **Self-Study Item 4.25**

**Using the program area checklist for minority issues, provided as Attachment No. 3, 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, and (c) explain how the institution's future plan for minority issues addresses each of the areas.**

Institutional & Athletics Department Commitment – In a letter to David Knopp of the NCAA on March 28, 1997 (included as part of this report), the university outlined its broad institutional commitment and its parallel commitment of the athletics department. Based on the university's strategic plan, approved by the Board of Trustees, this formed the basis of the minority plan for the last self-study, which was

approved by the NCAA. Specific items from the university-wide plan were adapted for use and implemented by the athletics department. As a “required response” from the last self-study, comment and follow up is provided for each item that formed the basis of that plan (and is included as item #5 of the required responses). This plan is in addition to other university programs, indications of commitment, and achievements regarding diversity and minority opportunities, many of which have been described in this self-study.

Evaluation – In addition to oversight provided by the vice president of development, (to whom athletics reports), and prior to that to the university president, (to whom athletics used to report), the athletics department is subjected to other formal and informal means of review. A university-wide diversity committee structure was created and members appointed as a monitoring mechanism for institutional intentions, obligations, and commitments on minority affairs topics. The first committee operated from 1997 to 1999, and the second committee operated from 2000 to 2002. Former athletics director Lee McElroy was a member of the first committee, and athletics department officials made presentations before both committees to provide data for a public review of the department’s record in this area. Future means of assessment and public information could include the new University Council and/or other new university governance mechanisms.

Organization & Structure – The athletics director is responsible for monitoring and implementing the department’s diversity objectives, with oversight from the vice president of development and assistance from other university units (such as human resources or admissions). This includes the department’s policy for minority hiring is listed as part of this assessment (under employment opportunities), and the stated graduation objective for minority student recruits is that of the entire student body – 100%.

Enrollment – In the recruitment of student athletes, the athletics department is committed to the same goals of ethnic diversity as those of the university. In the three years reported, the number of minority athletes has continued to increase. In the final year reported, the number of domestic minorities in the student-athlete population was a full 25% higher than the general student body. The diversity of AU’s student body is a recruiting advantage and is emphasized in the athletics recruiting effort; the diversity of both the student body and the athletics program places AU as a leader (if not *the* leader) among peer institutions in the Patriot League.

Comparison of Populations – The data listed under self study item 4.2.4 (the preceding section) indicates the strong diversity among student athletes, which parallels (and actually exceeds) that of the university as a whole, which has a deserved reputation as a diverse and strongly multi-cultural institution. More than one-third of the student athletes are from minority populations.

Graduation Rates – The graduation objective (100%) is the same for minority student-athletes and all students who matriculate for their entire four years at AU. The same steps to facilitate achievement for minority populations are available to the general student-athlete population. The specific rates are published annually and made publicly available, and reveal that AU student athletes tend to graduate in higher percentages than do non-athletes, and minority student athletes tend to graduate at the same or at a higher percentage than do minority non-athletes.

Participation in Decision Making – The Student-Athlete Advisory Board (SAAB) is the primary student-athlete governance vehicle within the athletics department. The composition for the past two years has been for 2001-2002 – eight males and nine females, including two minority males and one minority female; for 2002-2003 -- eight males and nine females, including two minority males and one minority female.

Employment Opportunities – The athletics department policy mandates that for every hire in the department, minority applicants are actively recruited. As a goal, the department seeks at least one minority candidate in every applicant pool. In 2002, four new positions were created – an additional coach for women’s basketball; two marketing positions; and a ticket manager. Two of these positions were initially filled with minority/African American employees. Recruitment also occurred for two replacement positions on the senior administrative staff. For these positions, at least one African American was interviewed. For the assistant athletics director for compliance, the minority applicant pool was expanded through active telephone solicitation of the NCAA, the Minority Leadership Institute, and the historically black colleges and universities. The applicant pool included five minority applicants. Although a white female was ultimately hired through an internal promotion, two of the candidates from the minority applicant pool have been recommended for the now vacant academic coordinator position. All internal shortlists for potential head coaches must include qualified minority applicants. The athletic department works with the university’s human resources office in fulfilling its objectives for minority hiring and recruitment.

Programs & Activities – The university has an active outreach and support system for meeting the diverse needs of AU’s multi-cultural populations, and the athletics department and its athletes are active participants. A sampling of programs includes: the Summer Transition Enrichment Program (STEP); the multi-cultural mentoring program; Black History, Hispanic Heritage, and Asian-Pacific American Heritage celebrations; and an active program of various multi-cultural clubs. The campus life office has a designated multicultural affairs office to assist all minority students in adjusting to college and to encourage full participation in campus life.



**Self-Study Item 4.2.6 – Institutional Plan for Addressing Minority Opportunities**

**Provide a written, stand-alone institutional plan for addressing minority opportunities for the future in the intercollegiate athletics program. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible, timetables, and means for funding implementation of the plan.**

Table follows.

### **Self-Study Item 4.3.1 – How the Institution is Organized to Further its Efforts Related to the Student-Athlete**

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

A number of programs, activities, and support mechanisms are available to AU student athletes to assist with their academics, welfare, potential grievances, and health and safety. Many of these programs involve coordination between athletics and the office of campus life (which are supervised by different vice presidents) and coordination with the various academic units (supervised by the provost). This structure facilitates the integration of student athletes in to the mainstream of life on campus. Specific examples follow.

#### **Academics**

A variety of programs are described in the pages of this self study that outline academic support for student athletes. The athletics department and department of learning services (under campus life) have established an academic support center. The graduation rate for student athletes now exceeds the graduation rate for the student body as a whole. (This program is described extensively under self study items 2.2.1 and 2.2.2). The support services offered include academic advising; tutoring; success skills; study hall; freshman/transfer orientation; academic progress monitoring and reporting; assistance for special academic needs; learning assessments; mentoring; and assistance for at-risk students.

In addition to these programs described previously, Academic Support Program (ASP) progress reports are hand-delivered to professors for feedback on the academic performance of every student-athlete twice a semester -- prior to the midterm period (weeks 3-5) and prior to final exams (weeks 11-13). Professors are asked to comment on the students' academic progress in the course, the number of days absent from class, and the grade to date. Space is provided on the form for additional comments (Progress Report attached). When progress reports are returned to the ASP, copies are given to the designated coaches. In response to professor feedback, the ASP staff hold individual meetings with any student-athlete receiving a grade of C- or below on any progress report. At that meeting, an academic plan of action is established. This plan may involve tutoring, guided study (weekly meetings with an ASP counselor), or referrals to other campus resources.

Approximately 60% of the progress reports sent to professors are returned to the ASP. The ASP contacts any professor who has not returned a

progress report; progress information for almost all student-athletes is successfully obtained through progress reports or phone calls. In addition, student-athletes receiving university early warning notices are required to meet weekly with an ASP counselor for guided study. This information is shared with designated coaches, as well. In fall 01, seven early warning notices were issued for student-athletes. The ASP is currently designing an online progress report to replace the paper version presently used. Online reports are expected to be in place by fall 02.

### Welfare

In addition to the variety of opportunities available through campus life and which are available to all students, the TALONS (**T**hinking **A**nd **L**earning **O**pportunities for **N**ew **S**tudent-Athletes) workshop series is targeted for student athletes. Offered by the ASP, TALONS serves as the freshman and transfer orientation program for student-athletes and provides an introduction to university resources. The interactive TALONS Workshop Series is facilitated by both academic and life skills counselors striving to help first-year and transfer student-athletes understand and cope with the academic, social, athletics, and personal pressures during the transition to college. Videos, guest speakers, and other supporting materials enhance the workshop offerings. The goal of the series is to provide new student-athletes with information and practical strategies for: adjusting to the increased demands and pressures of intercollegiate academics; adapting to the requirements of competitive NCAA Division I athletics; developing a supportive network of peers and advisors; becoming involved in university life; choosing a major and exploring career interests. All first-year and transfer student-athletes are required to attend a total of eight TALONS workshops provided during the fall and spring semesters. Attendance is mandatory. Coaches are responsible for handling violations of the attendance policy.

In addition to the TALONS program, the men's basketball team participates in a separate life skills program designed to focus on enhancing communication skills, learning to interview properly with the media, and developing the characteristics of an effective leader. This life skills program consists of 6 sessions with a consultant and is tailored to meet the specific needs of a high profile intercollegiate athletics team.

In the spring semester 2003, the athletics department seeks to hire or have assigned a life skills counselor to work with the growing population of international student-athletes at American University.

### Governance/Student Athlete Advisory Board

The Student Athlete Advisory Board is designed to link the athletes with the departmental administration. The board has at least one or two representatives from each sport, and is coordinated by an elected executive council of five members. As a liaison between teams and the administration, the SAAB mentors first year student athletes; informs team members of their rights and responsibilities; provides a listening ear to the concerns of team members with regards to academics, policies, activities, and such; meets regularly with the FAR, the athletics department representatives, and other university officials regarding issues of concern or interest for student athlete welfare.

### Other

Exit interviews and grievance procedures are described below, and provide additional means for athletes to voice issues and concerns.

### **Self-Study Item 4.3.2 – Educational Enhancement Programs**

**Describe the institution's educational enhancement programs available to student-athletes. Describe practices/procedures in place to encourage and assure student-athletes' access to these programs.**

Information on educational enhancement programs is disseminated by two administrators: the director of academic support (academic advisor for athletics), the associate athletics director/SWA. These resources function in addition to the academic advisors who are available to the entire student body. To encourage and assure student-athletes' access to these programs, coaches are notified via email and flyers. Coaches are instructed to remind student-athletes of educational enhancement programs and asked to provide student-athletes the flexibility necessary to attend programs. Programs are usually scheduled in the evening, when student-athletes are most likely to be available to attend.

The director of academics support provides the following opportunities and services for student-athletes:

- Schedules and organizes study hall for student-athletes with a GPA under 2.8
- Schedules and organizes bi-semester meetings with student-athletes to evaluate the student-athletes' academic standing and to set academic goals.
- Ensures that student-athletes have information on, and access to tutoring\*, writing labs, math labs and other academic resources.
- Provides official, written excusal letters for student-athletes at the beginning of each semester to inform professors of the exact dates and times of absence that will arise due to athletics competition.

- Work on an on-going basis throughout the semester with coaches, giving them progress reports, study hall attendance sheets and general feedback on student-athletes. The director of academic support also gives coaches handouts on the resources and services available to student-athletes.

\*in fulfillment of previous 5-year plan, course-content tutoring is available to all student-athletes

**The Associate Athletic Director provides the following opportunities and services for student-athletes:** (Please see *Appendix 5*)

- Organizes workshops and schedules speakers to address areas of student-health and wellness as well as career opportunities. The subjects of these workshops and talks include behavioral and psychological/cultural issues. Behavioral issues addressed include drinking, dating, gambling and nutrition. Psychological/cultural issues include sexual orientation, minority issues, eating disorders and spiritual growth.
- Disseminates information on awards, grants and postgraduate scholarship opportunities. This information is disseminated through coaches and flyers.
- Provides information on career counseling, workshops and job fairs. This information is disseminated through coaches.
- Provides disciplinary guidelines for academic misconduct and/or non-compliance.

**Self-Study Item 4.3.3 – Exit Interviews**

**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 are conducted by the university’s athletic director. During the self-study period, AU has had three separate directors. Under Lee McElroy (AD from 1996-2000), each senior athlete received a questionnaire to complete (*Appendix 6*). Student responses to these questionnaires were sporadic and few documented records exist. Mr. McElroy’s primary method of obtaining athletic related information was to hold in-person interviews. Typically these interviews were with athletes whose programs were under performing.

AU’s next AD, Dan Radakovich (2000-2001) used the same form as Lee McElroy. Because of Mr. Radakovich’s short tenure, only two completed exit questionnaire’s are on file in the athletics department. It should be noted that Mr. Radakovich’s departure was unexpected and therefore the university had no AD in position at the time in which senior departure interviews were taking place.

The current AD, Tom George, offered all graduating seniors a 30 minute interview during the month of May 2002. The athletes were informed of this interview by their coaches and were encouraged to attend.

The form (as seen in *Appendix 6*) was abandoned in favor of a contact information sheet (*Appendix 7*). The change in the interview format has allowed a more fluid pursuit of issues or concerns that the student-athlete may have experienced. As an example, this new process allows us to uncover broad misperceptions that we might not have been made aware of before. As well, it allows the AD and the student an opportunity to communicate on a personal level. The free flow of ideas and suggestions allows our athletics department staff to learn more about the student's experience with regard to what we are doing right and what we can build upon for the future.

At the conclusion of the exit interviews, the AD compiles the data and meets with his senior staff and applicable head coaches. The purpose of this meeting is to identify the positives and negatives the student-athletes expressed in their interview, to receive feedback from the staff, and to discuss improvements for the future.

The department also uses this process as a beginning of connecting with these seniors as new alumni. A complementary Eagles Club (Alumni Booster Club) membership is offered to them (*Appendix 8*).

Student-athletes are able to provide input to the athletics department staff through the Student-Athlete Advisory Board (SAAB). This board represents the second procedure in place to evaluate the student-athlete experience (the first being exit interviews). The SAAB is comprised of at least one representative of each of the 19 varsity programs, as well as selected administrators in the department. The SAAB's governance structure consists of an executive council, comprised of five elected members. These five student-athletes are chosen by the student-athletes in SAAB based upon their leadership roles both on and off the competition field, as well as based on their competitive season. The board meets once every three weeks and discusses various issues pertaining to student-athlete welfare such as: (a) team progress updates; (b) community service activities; (c) facility issues; (d) sports medicine issues; (e) housing and academic life.

The third avenue student-athletes have available to them is through the TALONS program. This program is specific to addressing student-athlete concerns. It is mandatory for all freshmen and first-year transfer students, and is designed to aid student-athletes by addressing relevant topics in a workshop format. This workshop series is facilitated by both academic and personal development counselors who present information and conduct group discussions on a wide variety of topics including sexual harassment, drugs, alcohol, sex education, study skills, life skills, and various other topics relevant in today's society. These workshops are designed to help the first year and transfer student-athletes understand and cope with the academic, social, athletic and personal pressures related to either the transition from high school to

college or from one college to another. The goal of the series is to provide new student-athletes with information and practical strategies to adjust to the increased demands and pressures of college academics, adapt to competitive NCAA Division I athletics, and develop life-long learning and personal development skills.

### **Self-Study Item 4.3.4 – AU’s Grievance or Appeals Procedures**

#### **Describe and attach a copy of the institution’s grievance or appeals procedures.**

All student-athletes fall under the University’s standards and principles as espoused in Self Study Item 4.1.1., which outlines policies to provide equal opportunity for all persons and be a community in which freedom of expression and vigorous debate are valued and provided to all of its members. That section (4.1.1) described mechanisms to file a grievance or appeal for harassment and discrimination concerns. In addition, the Office of Campus Life offers mediation services and judicial procedures for students with issues, concerns, complaints, or misconduct proceedings. An extensive listing of relevant university policies and guidelines is outlined in the Student Handbook, included as an attachment.

In cases of misconduct, all cases on non-academic misconduct go through the Judicial Affairs and Mediation Services (JAMS) under campus life. The process begins with a student, faculty or staff member referring the case to the director of JAMS, with the director determining whether the offense could result in a penalty such as suspension or dismissal. If not, the student will have a disciplinary conference, which consists of one hearing officer, or in complex cases, a conference panel consisting of a hearing officer and two members of the Conduct Council.

The respondent in the process receives five business days notice of the hearing date and the individual may waive the hearing to accept the director’s punishment or elect to have a hearing or conference. Anyone not appearing and not waiving the right to hearing will plead no contest automatically and accept all charges. Students have the protection of being able to challenge any member of the conference or hearing board on the basis of personal bias. The student is allowed to bring witnesses so speak on his or her behalf and provide testimony.

The University has eight levels of sanctions for non-academic misconduct, which range from warnings and censure to dismissal and criminal charges. Students may appeal disciplinary sanctions and decisions to the vice president of campus life. All appeals must be in writing within seven business days to the proper offices. Appeals are decided based on the hearing board findings, the student statement and any further input from University officials.

### **Self-Study Item 4.3.5 – Institutional Awareness of Health, Safety & Sports Medicine Policies**

**Identify the administrator who is responsible for the institutional awareness of health, safety 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.**

The associate athletic director/SWA is responsible for the institutional awareness of health, safety and sports medicine policies and supervision of the sports medicine department. The head athletic trainer and the associate AD/SWA work in conjunction with each other to help facilitate the dissemination of information to coaches and staff regarding policies and procedures, staff assignments, sport coverage and the role and function of the sports medicine department. Outlined below are the specific policies and procedures of the sports medicine department.

## **SPORTS MEDICINE DEPARTMENT GENERAL PROCEDURES**

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The Sports Medicine Department at American University works in conjunction with the Team Physician to provide comprehensive medical care to all student-athletes participating in the intercollegiate athletic program. When a student-athlete is injured while participating in an approved Athletic Department scheduled event, he/she will be evaluated by a competent Certified Athletic Trainer, provided immediate care and referred to the necessary medical personnel. The role and function of the Certified Athletic Trainer is to implement preventative programs, provide immediate care and treatment, and construct and supervise rehabilitation procedures for the injured student-athlete as directed by the Team Physician.

The Team Physician is a board certified orthopedic surgeon specializing in athletically related injuries. They have at their disposal medical consultants in every field. If a student-athlete should require the services of one of these consultants, he/she will be given a referral by the Team Physician. For all athletically related injuries the Sports Medicine Department will call on behalf of the student-athlete and make the necessary arrangements for service.

The goal of the Sports Medicine Department is to provide direct medical coverage of approved, scheduled Athletic Department events. Approved, scheduled events include traditional/in-season practices, competitions and conditioning sessions. Every effort will be made to provide coverage for non-traditional or out-of-season practices, competitions and conditioning sessions. Summer workouts and non-approved athletic events will not receive coverage. Only those student-athletes classified as *Medically Cleared* are eligible to receive service from the Sports Medicine Department.

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The following criteria have been established to communicate the Athletic Department's requirements for medical clearance:

All student-athletes must be on the team roster **before** they will be considered medically cleared.

To be considered **medically cleared** the student-athlete must complete and have on file:

- a. Entrance Physical Examination (initial year of participation)
- b. Health History Questionnaire (initial year of participation)
- c. Insurance Information Sheet (annually updated)
- d. Assumption of Risk Statement
- e. Liability Waiver
- f. Immunization Form (initial year of participation)
- g. Insurance Waiver Form (updated annually, if athlete uses private insurance)
- h. Returning Athlete Questionnaire (updated annually after 1<sup>st</sup> year)

Once cleared the athletic training staff will provide to each student-athlete a wallet card. This wallet card has important staff phone numbers that may be needed in an emergency.

All student-athletes must be medically cleared before they can be issued athletic equipment or participate in any team related activities.

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## **ATHLETIC TRAINING ROOM RULES**

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The Athletic Training Room is here as a service to you. Your cooperation in the operation of the facility will help us provide better care for all student-athletes. The following are rules that must be adhered to for effective and efficient operation of the Athletic Training facility.

1. There are no cleats or equipment allowed in the Athletic Training Room.
2. There is **ABSOLUTELY** no eating, drinking, or tobacco products in the Athletic Training Room.
3. There are no self-administered treatments without the permission of the athletic trainer.
4. Student-athletes may not take supplies from the Athletic Training Room without permission.
5. Student-athletes must sign in upon entering the Athletic Training Room before receiving treatment.
6. There are no shoes on the athletic training tables.
7. There is to be no abusive or foul language use in the Athletic Training Room.

8. There is no loitering or lingering in the Athletic Training Room.
9. Student-athletes must shower before receiving treatment after practice, **NO EXCEPTIONS.**
10. The dress code for treatments is AU T-shirt and shorts or AU issued practice attire **ONLY**, no nude bodies or other college/university logos.
11. The telephones in the Athletic Training Room are for business **ONLY.**
12. Return all loaned items to the Athletic Training Room, student-athletes will be charged for all items not returned.

## **FACILITIES**

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The Athletic Training Room is located in Bender Arena in room G17. This is the primary source of medical care for student-athletes during their competitive season. The American University Health Center is an auxiliary facility used for general medical referrals, vaccinations, lab tests, etc. Local providers and imaging centers will be used to obtain MRIs, x-rays and other special tests as indicated by the Team Physician. Every effort will be made to locate a provider that participates with the student-athlete's primary insurance. Montgomery General Hospital and the Surgery Center of Chevy Chase will be the facilities utilized for most orthopedic surgeries. Sibley Memorial Hospital and Georgetown University Medical Center are a short distance from the American University campus and should be accessed when a student-athlete is unable to locate his/her Staff Athletic Trainer.

## **ATHLETIC TRAINING ROOM HOURS (ACADEMIC YEAR)**

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### **Monday – Friday:**

8:00am to 11:30am – Evaluation and treatment, athletes are seen on a first come first serve basis during this time.

12:30pm to 6:00pm – Evaluation and treatment, in-season athletes and practice preparation will be given priority during this time.

### **Saturday, Sunday and Holidays:**

The Athletic Training Room hours will follow the event/practice schedule for each day. When a practice or game is scheduled the Athletic Training Room will open approximately 2 hours before the scheduled game/practice start time and will reopen for approximately 1 hour following completion of the event.

The Athletic Training Room will not remain staffed and open during all games and practices. If you require the use of the facility and are unsure of the hours of operation for a particular day, it is the responsibility of the student-athlete to check with the appropriate Staff Athletic Trainer to set-up a treatment time.

In the event that there are no scheduled practices/games on a given weekend day, the Athletic Training Room will be available by appointment only.

## **STUDENT-ATHLETE RESPONSIBILITIES**

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The following are a few important rules and procedures that the student-athlete must follow for the effective and efficient delivery of service.

1. If a student-athlete is injured during a practice or game it is his/her responsibility to notify the athletic training staff and follow their instructions.
2. If a student-athlete incurs a new injury, he/she must report to the Athletic Training Room for evaluation at least 1.5 hours before practice or competition.
3. A student-athlete who needs the services of a physician is referred to the appropriate physician.
4. All injured or ill student-athletes who cannot fully practice are listed on a daily injury report that the Staff Athletic Trainer gives to the head coach before each practice or game. Everyone on this list must:
  - a. Report for treatment during the designated treatment times unless specifically told otherwise,
  - AND-**
  - b. Report as usual to practice.
5. If the student-athlete is under the care of a private physician, and treatment precludes or alters their activity in intercollegiate athletics, it is his/her responsibility to secure a written release from the physician. This release must reinstate the student-athlete to full activity. The student-athlete is not permitted to return to participation until he/she has delivered the release to the Staff Athletic Trainer or Team Physician.
6. The student-athlete is only returned to limited participation status upon the approval of the Staff Athletic Trainer or Team Physician.
7. **AMERICAN UNIVERSITY REQUIRES THAT EVERY STUDENT MUST HAVE PERSONAL HEALTH INSURANCE, EITHER THEIR OWN OR UNDER THEIR PARENTS.** The Department of Athletics insurance policy provides “secondary” coverage. This secondary coverage is effective only after you have exhausted your private insurance. All medical expenses related to an injury, must first be submitted to the student-athlete’s health insurance. Eligible expenses not covered by the student-athlete’s health insurance are the responsibility of the Department of Athletics or its primary insurance carrier. It is the student-athlete’s responsibility to notify the athletic training staff of any outstanding medical expenses. The University offers a group medical insurance plan for those students who are not covered under any other health insurance. Specific information is available in the Student Health Center or through the Staff Athletic Trainer for your sport.
8. ***INJURY OR ILLNESS UNRELATED TO INTERCOLLEGIATE ATHLETIC PARTICIPATION IS THE FINANCIAL RESPONSIBILITY OF THE STUDENT-ATHLETE OR HIS/HER FAMILY.***

9. The Department of Athletics is not financially responsible for any expenses incurred by a student-athlete who sees a physician, has x-rays, or receives other medical treatment without the knowledge of, or referral by the Team Physician or Staff Athletic Trainer.
10. In the event of an athletically related injury, a student athlete may request to have services preformed by a private healthcare provider in the following situations:
  - a. If a student athlete sustains an injury to a previous surgical repair, for example a student-athlete who sustains a repeat ACL tear, can request that their original orthopedic surgeon perform the second ACL reconstruction.
  - b. If a student athlete is required to continue rehabilitation over an extended break, and will not be within driving distance of the University Campus, he/she can request to continue their rehabilitation with a private provider in their area.
  - c. If a student athlete sustains a dental injury, he/she may request that their dentist or orthodontists perform these services.
  - d. If cosmetic repairs are required as a result of an athletically related injury, the student athlete may request the services of a specific surgeon.
11. Requests for private providers will be dealt with on a case by case basis. The Team Physician and Head Athletic Trainer have final authority on all requests to utilize a private provider and must approve of all procedures, or services **before** they are performed. When a request for a private provider is made, the Sports Medicine Department will work with the student-athletes primary insurance to locate a vendor that will accept their insurance. ***Any treatment received by a private healthcare provider without the knowledge of or referral by the Head Athletic Trainer and/or Team Physician will be the financial responsibility of the student athlete.***
12. If the student-athlete uses a private healthcare provider, all medical charges must be reasonable and customary as defined by the Department's insurance carrier. Any charges that exceed this threshold are the financial responsibility of the student-athlete or family.
13. During Department of Athletics sanctioned practices, workouts or competitions, **IT IS HIGHLY RECOMMENDED THAT NO JEWELRY BE WORN!** *No penetrating jewelry is permitted during any Department sanctioned practice, workout, or competition.* Any student-athlete wearing such penetrating jewelry must remove the jewelry or is not permitted to participate. Any injury associated with the wearing of jewelry is the financial responsibility of the student-athlete. Many sport rules prohibit the wearing of jewelry in competition.
14. Any therapy and/or rehabilitation to be preformed by professional staff other than the Departments Staff Athletic Trainers must first be approved by the Team Physician or the Head Athletic Trainer. The student-athlete is responsible for providing periodic clinical progress notes form the health care provider to the University Athletic Training Staff. The student-athlete must be periodically re-examined by the Team Physician or Staff Athletic Trainer to assess progress and determine if continued physical therapy is necessary. Subsequent follow-up re-evaluations are to be performed at 90-day intervals until released. Services beyond 18 months must be formally petitioned for by the student-athlete, the petition must detail justification for

the extension.

15. **2<sup>nd</sup> Opinions** – Except in surgical cases or when approved by the Team Physician or Head Athletic Trainer the American University Department of Athletics assumes no financial responsibility for expenses related to a doctor's second opinion. Should a difference of opinion occur concerning the diagnosis, or management of an injury the recommendation of the Team Physician will be considered final.

## **Athletic Injury Insurance Policy**

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The following Athletic Department policies are intended to establish and communicate the requirements and claims processes regarding athletic insurance coverage. The policies are:

1. All students at The American University (including student-athletes) must have the University Student Health Insurance Plan or an equivalent coverage under personal medical or health insurance.
2. The University maintains athletic injury insurance that pays benefits for injuries received while participating in official practice sessions or in actual intercollegiate competition. This insurance is a secondary policy requiring that the primary (student-athlete's) policy must first be applied to any medical costs. **ALL CLAIMS MUST FIRST BE FILED AGAINST THE STUDENT-ATHLETE'S (OR PARENT/GUARDIAN'S) POLICY BY THE STUDENT-ATHLETE.**
3. Only after the student-athlete has exhausted his/her private insurance can a claim be filed against the University's secondary policy. To do this the student-athlete must provide the Head Athletic Trainer with an itemized bill from the provider and a copy of the Explanation of Benefits (EOB) from his/her insurance company.
4. **IT IS THE RESPONSIBILITY OF THE STUDENT-ATHLETE TO MAKE SURE THAT ALL BILLS ARE FIRST SUBMITTED TO HIS/HER INSURANCE PROVIDER AND THAT ANY OUTSTANDING BALANCE IS THEN BROUGHT TO THE ATTENTION OF THE HEAD ATHLETIC TRAINER.**
5. Any outstanding expenses not submitted for payment within 52 weeks (1 year) of the original date of service will become the financial responsibility of the student-athlete.
6. Athletic insurance information and consent is required to be on file ***before*** a student-athlete is eligible for participation. All information and consent must be updated annually or if there is a change in the insurance carrier or status.
7. The Department of Athletics is not financially responsible for any expenses incurred by a student-athlete for medical services obtained without referral or authorization by the Team Physician or Certified Athletic Trainer.
8. If the student-athlete or their guardian selects a private healthcare provider for treatment they must get approval of the Head Athletic Trainer ***before*** initiating any

treatment. When using a private provider all charges are required to be *reasonable and customary*. The University's insurance carrier determines reasonable and customary charges. Those charges that exceed this threshold are the financial responsibility of the primary insurance policy holder.

9. **THE AMERICAN UNIVERSITY ATHLETIC DEPARTMENT IS NOT RESPONSIBLE FOR ANY BILLS INCURRED BY A STUDENT-ATHLETE AS A RESULT OF INJURY UNRELATED TO INTERCOLLEGIATE ATHLETIC PARTICIPATION.**

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## **Travel Procedures**

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**While it is the goal of the athletic training staff to provide an athletic trainer to accompany all student-athletes for away events, this is not always possible. The following teams will travel to away contests without the services of a Staff Athletic Trainer:**

**In-Season:**

M/W Tennis, M/W Swimming & Diving, M/W Cross Country,  
M/W Indoor/Outdoor Track & Field, Golf

**Off-Season (Non-traditional):**

M/W Soccer, Women's Lacrosse, Volleyball, and Field Hockey

In the event that your team is on the road without an accompanying athletic trainer, the Staff Athletic Trainer assigned to your team will perform the following before your team departs:

1. Provide the head coach with a list of the insurance, current medications, known allergies and emergency contact information for each member of the travel squad.
2. Provide to the head coach a medical kit with the necessary supplies. When you return please return the kit to the Athletic Training Room where it will be restocked and kept until your next away event.

3. Provide the head coach with list of important contact numbers and procedures on how to access the medical services of the host institution. In some cases this will be in the form of a letter sent by the host institution.
4. Discuss with the head coach all current injuries, treatment requirements and any special requests that need to be made of the host institution.
5. Provide the head coach with a treatment request letter listing the student-athlete, their injury(s) and the appropriate treatment. This letter should then be given to the host Athletic Trainer when services are requested.
6. Call ahead and notify the host athletic training staff that the team will be traveling unaccompanied and detail all injuries and treatments that may require attention.
7. Provide the head coach with information and phone numbers for contacting the appropriate Staff Athletic Trainer if a need should arise.

A list of Athletic Training Staff team responsibilities for the year will be provided to all Head Coaches and Administrators before the beginning of fall practices. If you have any questions about coverage or services that can be provided please contact the Head Athletic Trainer.

### Staff Assignments

<b>Staff Member</b>	<b>FALL SPORTS</b>	<b>WINTER SPORTS</b>	<b>SPRING SPORTS</b>
<b>Sean Dash</b>	Women's Soccer <i>Men's Tennis</i>	Men's Basketball	<i>Men's Tennis</i> <i>Spring Women's Soccer</i>
<b>Portia Resnick</b>	Volleyball <i>Women's Tennis</i>	Women's Basketball	<i>Women's Tennis</i> <i>Spring Volleyball</i>
<b>Mike Kotelnicki</b>	Men's Soccer <i>Cross Country</i>	Wrestling <i>Indoor Track and Field</i>	<i>Outdoor Track and Field</i> <i>Spring Men's Soccer</i>
<b>GA/Intern</b>	Field Hockey <i>Fall Women's Lacrosse</i>	<i>M/W Swimming &amp; Diving</i>	Women's Lacrosse <i>Spring Field Hockey</i>

### **Self-Study Item 4.3.6 – Emergency Medical Plan**

**Attach a copy of the institution’s emergency medical plan for practices and games, including its written emergency plan for the athletics program and specific coverage for out-of-season practices, strength training and skills sessions.**

## **American University Athletic Training**

### **Emergency Action Plan**

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#### **INTRODUCTION**

Emergency situations may arise at anytime during athletic events. Expedient action must be taken in order to provide the best possible care to the victim when emergency and/or life threatening conditions occur. The following emergency action plan is furnished to help ensure that the best possible care is provided to the injured student-athlete. Each area frequently utilized by American University athletic teams has a specific plan to follow during emergency situations. Each plan can be divided in three separate areas of responsibility or components. It is important to understand what needs to happen in each component for the emergency plan to be effective.

#### **COMPONENTS OF THE EMERGENCY PLAN:**

1. Personnel
2. Emergency Equipment Retrieval
3. Communication – EMS Activation
4. Directing EMS to accident Site
5. Transportation

#### **1. EMERGENCY PLAN PERSONNEL**

With athletic practice and competition, the first responder to most emergency situation is typically a member of the sports medicine staff; most commonly a member of the American University Athletic Training staff. However, in some instances the first responder may be a (n):

- Coach
- Assistant coach
- Facilities Manager
- Team member

For this reason it is important that we all understand the role of a first responder.



### Care of the athlete:

Acute care in an emergency situation should be provided by the most qualified individual on the scene. Individuals with lower credentials should yield to those with more appropriate training. Some basic guidelines to follow when dealing with an on-field player injury:

- Players and coaches should go to and remain in the bench area once medical assistance arrives.
- Adequate lines of vision between the medical staff and all available emergency personnel should be established and maintained.
- Players, parents and non-authorized personnel should be kept a significant distance from the injured player or players.
- *PLAYERS SHOULD NOT TRY TO ASSIST A TEAMMATE WHO IS LYING ON THE FIELD.*
- *PLAYERS SHOULD NOT PULL AN INJURED TEAMMATE OR OPPONENT FROM A PILE-UP.*
- **ONCE THE MEDICAL STAFF BEGINS TO WORK ON AN INJURED PLAYER, THEY SHOULD BE ALLOWED TO PERFORM SERVICES WITHOUT INTERRUPTION OR INTERFERENCE.**
- **PLAYERS AND COACHES SHOULD AVOID DICTATING MEDICAL SERVICES TO THE ATHLETIC TRAINERS OR TEAMS PHYSICIANS.**
- **REMAIN CALM AT ALL TIMES, PANIC IS CONTAGIOUS, IF YOU CAN NOT BE CALM REMOVE YOURSELF FROM THE SCENE IMMEDIATELY!**

### **2. EMERGENCY EQUIPMENT RETRIEVAL**

This may be done by anyone on the emergency team who is familiar with the type and location of the specific equipment needed. Student-managers and members of the coaching staff are good choices to perform this task. The athletic training staff will provide all necessary emergency equipment. During competition this equipment will be located at the home team bench. For outdoors practices the staff athletic trainer will designate an area for the emergency equipment, this area should remain the same throughout the year. During indoor practices emergency equipment will be located in the athletic training room. If an athletic trainer is not in attendance or the emergency equipment is unavailable at your practice site it can be located in the athletic training room.

### **3. COMMUNICATION – EMS ACTIVATION**

Time is the most critical factor under emergency conditions. Activating the EMS system should be done by a member of the athletic training or coaching staffs. This individual should be designated at the start of the season and perform this duty throughout the course of the season. He/she should be someone who is calm under pressure and communicates well over the telephone. When making the phone call the following information should be provided:

- Name and telephone number of caller
- Location of accident
- Type of activity i.e.) soccer/lacrosse/volleyball game
- Number of athletes/individuals involved
- Condition of victims, type of injury(s)
- Type of treatment initiated by the first responder
- Other information requested by the dispatcher

A phone script has been provided for each athletic venue and/or practice site. The individual designated to activate EMS should become familiar with this script and use it when making the phone call. ***American University Campus Security is the initiator for all emergency services on campus.*** The contact numbers are:

**Campus Phone System: ext. 3636**

**Cellular Phone System: (202) 885-3636**

#### **4. DIRECTING EMS TO THE SCENE**

Once EMS has been activated American University Campus Security will direct EMS to the scene.

#### **5. TRANSPORTATION**

In an emergency situation, when the athlete should be transported, it will be done by ambulance. First responders should refrain from transporting unstable athletes in inappropriate vehicles. There may be a situation when the emergency care provider will elicit the aid of other members of the sports medicine team to transport a case that is not a medical emergency and when it does not pose a danger to be transported by alternative vehicle. When in doubt, always activate the EMS system.

# **EMERGENCY ACTION PLAN**

Bender Arena/Gymnasium

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**LOCATION:** Ground floor of Bender Arena - **G 19.**

**EMERGENCY COMMUNICATION:**

- A fixed telephone system is located in the adjacent athletic training facility (room G-17). This phone is part of the American University system and you only need the 4 digit telephone extension to contact campus security. Requests for emergency services that occur during an indoor practice should be made using this phone. Campus Security's 4-digit extension is **3636**.
- During home games the scorers table will be designated as the "call station" to activate EMS. When emergency services are required during a home event an event manager will make the call. Campus Security's 4-digit extension is **3636**.

**EMERGENCY EQUIPMENT:**

- Emergency supplies are maintained and stored in the athletic training facility located in Bender Arena (G-17).
- For practice and other indoor events, emergency equipment can be found in the adjacent training room (G-17).
- During competition the emergency equipment will be located at the home bench.

**ROLES OF FIRST RESPONDERS:**

1. Immediate care of injured or ill athlete
2. Emergency equipment retrieval
3. If needed, activation of EMS (ext. 3636)

**EMS/CAMPUS SECURITY PHONE SCRIPT:**

Please use the following phone script when requesting emergency services:

Hello my name is \_\_\_\_\_ (State your Name). I am a(n)  
 \_\_\_\_\_ (State your Title – i.e. ATC/Asst. Coach). I am calling  
 from the \_\_\_\_\_ (State your Location). We have a suspected \_\_\_\_\_  
 (Describe the injury) that occurred \_\_\_\_\_ (Time since Injury) minutes ago and need  
 emergency assistance. We have initiated \_\_\_\_\_ (Relay what has  
 been done to assist the injured athlete).

Remain on the line and answer any questions the dispatcher has for you.

**STAY ON THE LINE UNTIL THE DISPATCHER ENDS THE CALL BY  
HANGING UP**

## **EMERGENCY ACTION PLAN**

Wrestling Room/Weight Room

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**LOCATION:** The first floor of Bender Arena inside the Jacobs Fitness Center.

**EMERGENCY COMMUNICATION:**

- A fixed telephone system is located in the adjacent wrestling coach's office and at the fitness center front desk near the main entrance. These phones are part of the American University system and you only need the 4 digit telephone extension to contact campus security. Requests for emergency services should be made using this phone. Campus Security's 4-digit extension is **3636**.

**EMERGENCY EQUIPMENT:**

- During wrestling practices emergency supplies can be located in the wrestling room in an area indicated by the athletic trainer.
- In the absence of a scheduled wrestling practice, emergency supplies are maintained and stored in the athletic training facility located in Bender Arena (G-17).

**ROLES OF FIRST RESPONDERS:**

1. Immediate care of injured or ill athlete
2. Emergency equipment retrieval
3. If needed, activation of EMS (ext. 3636)

**EMS/CAMPUS SECURITY PHONE SCRIPT:**

Please use the following phone script when requesting emergency services:

Hello my name is \_\_\_\_\_ (State your Name). I am a(n)  
 \_\_\_\_\_ (State your Title – i.e. ATC/Asst. Coach). I am calling  
 from the \_\_\_\_\_ (State your Location). We have a suspected \_\_\_\_\_  
 (Describe the injury) that occurred \_\_\_\_\_ (Time since Injury) minutes ago and need  
 emergency assistance. We have initiated \_\_\_\_\_ (Relay what has  
 been done to assist the injured athlete).

Remain on the line and answer any questions the dispatcher has for you.

**STAY ON THE LINE UNTIL THE DISPATCHER ENDS THE CALL BY  
HANGING UP**

# ***EMERGENCY ACTION PLAN***

## Pool

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**LOCATION:** Bender Arena, ground floor G-08.

**EMERGENCY COMMUNICATION:**

- A fixed telephone system can be located on the pool deck and in the adjacent coach's office. These phones are part of the American University system and you only need the 4 digit telephone extension to contact campus security. Requests for emergency services that occur during a practice should be made using these phones. Campus Security's 4-digit extension is **3636**.
- During competition, the timers/scorers table will be designated as the "call station" a coach or event manager will make the call.

**EMERGENCY EQUIPMENT:**

- A spine board and soft collars for water extraction will be present in the pool area for all practices and competitions. Additional emergency equipment can be located in the athletic training facility, room G-17 of Bender Arena.
- During competition additional emergency equipment will be located on the pool deck in an area indicated by the athletic trainer. All emergency equipment will be kept in plain sight for both practice and competition.

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**\*\* COACHES AND STUDENT ATHLETES THAT ARE CERTIFIED IN  
WATER SAFETY/AQUATIC  
COACHES SAFETY MAY BE ASKED TO ASSIST WITH WATER  
EXTRACTION \*\***

**ROLES OF FIRST RESPONDERS:**

1. Immediate care of injured or ill athlete
2. Emergency equipment retrieval
3. If needed, activation of EMS (ext. 3636)

**EMS/CAMPUS SECURITY PHONE SCRIPT:**

Please use the following phone script when requesting emergency services:

Hello my name is \_\_\_\_\_ (State your Name). I am a(n)  
 \_\_\_\_\_ (State your Title – i.e. ATC/Asst. Coach). I am calling  
 from the \_\_\_\_\_ (State your Location). We have a suspected \_\_\_\_\_  
 (Describe the injury) that occurred \_\_\_\_\_ (Time since Injury) minutes ago and need  
 emergency assistance. We have initiated \_\_\_\_\_ (Relay what has  
 been done to assist the injured athlete).

Remain on the line and answer any questions the dispatcher has for you.

**STAY ON THE LINE UNTIL THE DISPATCHER ENDS THE CALL BY  
 HANGING UP**

## ***EMERGENCY ACTION PLAN***

Reeves Field

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**LOCATION:** Fire access road adjacent to the Sports Center Annex.

**EMERGENCY COMMUNICATION:**

- When a member of the athletic training staff is present they will have a cell phone to access emergency services.
- If an athletic training staff member is not present, a member of the coaching can contact emergency services using his/her personal cell phone by dialing **(202/885-3636)** or by using the Campus Emergency Call Box located between Reeves Field and tennis courts.
- During competition, the scorer's table will be designated as the "call station" to activate EMS. When emergency services are required during a home event an event manager will make the call. Campus Security's 4-digit extension is **3636**.

**EMERGENCY EQUIPMENT:**

- For all in-season practices the staff athletic trainer will maintain the emergency equipment at the field in an area designated at the beginning of each practice.
- If an athletic trainer is not present, emergency equipment can be found in the athletic training facility located in Bender Arena (G-17).
- During competition the emergency equipment will be located behind the home team bench



**ROLES OF FIRST RESPONDERS:**

1. Immediate care of injured or ill athlete
2. Emergency equipment retrieval
3. If needed, activation of EMS (ext. 3636)

**EMS/CAMPUS SECURITY PHONE SCRIPT:**

Please use the following phone script when requesting emergency services:

Hello my name is \_\_\_\_\_ (State your Name). I am a(n)  
 \_\_\_\_\_ (State your Title – i.e. ATC/Asst. Coach). I am calling  
 from the \_\_\_\_\_ (State your Location). We have a suspected \_\_\_\_\_  
 (Describe the injury) that occurred \_\_\_\_\_ (Time since Injury) minutes ago and need  
 emergency assistance. We have initiated \_\_\_\_\_ (Relay what has  
 been done to assist the injured athlete).

Remain on the line and answer any questions the dispatcher has for you.

**STAY ON THE LINE UNTIL THE DISPATCHER ENDS THE CALL BY  
 HANGING UP**

## ***EMERGENCY ACTION PLAN***

Tennis Courts

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**LOCATION:** Fire access road adjacent to the Sports Center Annex.

**EMERGENCY COMMUNICATION:**

- When a member of the athletic training staff is present they will have a cell phone to access emergency services.
- If an athletic training staff member is not present, a member of the coaching can contact emergency services using his/her personal cell phone by dialing **(202) 885-3636** or by using the Campus Emergency Call Box located between Reeves Field and tennis courts.
- When emergency services are required during a home match the staff athletic trainer will have a cell phone and will either make the call or instruct a member of the coaching staff to make the call. Campus Security's emergency number is **(202) 885-3636**.

**EMERGENCY EQUIPMENT:**

- Emergency equipment can be found in the athletic training facility located in Bender Arena (G-17).
- During competition the emergency equipment will be located next to the bleachers adjacent to court #1.

### **ROLES OF FIRST RESPONDERS:**

1. Immediate care of injured or ill athlete
2. Emergency equipment retrieval
3. If needed, activation of EMS (ext. 3636)

### **EMS/CAMPUS SECURITY PHONE SCRIPT:**

Please use the following phone script when requesting emergency services:

Hello my name is \_\_\_\_\_ (State your Name). I am a(n)  
 \_\_\_\_\_ (State your Title – i.e. ATC/Asst. Coach). I am calling  
 from the \_\_\_\_\_ (State your Location). We have a suspected \_\_\_\_\_  
 (Describe the injury) that occurred \_\_\_\_\_ (Time since Injury) minutes ago and need  
 emergency assistance. We have initiated \_\_\_\_\_ (Relay what has  
 been done to assist the injured athlete).

Remain on the line and answer any questions the dispatcher has for you.

**STAY ON THE LINE UNTIL THE DISPATCHER ENDS THE CALL BY  
 HANGING UP**

## **Emergency Action Plan**

Massachusetts Ave. Athletic Field

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### **EMERGENCY COMMUNICATION:**

- When a member of the athletic training staff is present they will have a cell phone to access emergency services.
- If an athletic training staff member is not present, a member of the coaching can contact emergency services using his/her personal cell phone by dialing **(202) 885-3636**.
- During competition, the staff athletic trainer will have a cell phone. When emergency services are required during a home event the athletic trainer will make the call or instruct a member of the coaching staff to make the call. Campus Security's emergency number is **(202) 885-3636**.

### **EMERGENCY EQUIPMENT:**

- For all in-season practices the staff athletic trainer will maintain the emergency equipment at the field in an area designated at the beginning of each practice.
- If an athletic trainer is not present, emergency equipment can be found in the athletic training facility located in Bender Arena (G-17).
- During competition the emergency equipment will be located behind the home team bench

### **ROLES OF FIRST RESPONDERS:**

1. Immediate care of injured or ill athlete
2. Emergency equipment retrieval
3. If needed, activation of EMS (202) 885-3636.

### **EMS/CAMPUS SECURITY PHONE SCRIPT:**

Please use the following phone script when requesting emergency services:

Hello my name is \_\_\_\_\_ (State your Name). I am a(n)  
 \_\_\_\_\_ (State your Title – i.e. ATC/Asst. Coach). I am calling  
 from the \_\_\_\_\_ (State your Location). We have a suspected \_\_\_\_\_  
 (Describe the injury) that occurred \_\_\_\_\_ (Time since Injury) minutes ago and need  
 emergency assistance. We have initiated \_\_\_\_\_ (Relay what has  
 been done to assist the injured athlete).

Remain on the line and answer any questions the dispatcher has for you.

**STAY ON THE LINE UNTIL THE DISPATCHER ENDS THE CALL BY  
 HANGING UP**

## **EMERGENCY ACTION PLAN**

Intramural Field

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**LOCATION:** Near Asbury Roadway and the Sports center Roadway.

### **EMERGENCY COMMUNICATION:**

- When a member of the athletic training staff is present they will have a cell phone to access emergency services.
- If an athletic training staff member is not present, a member of the coaching can contact emergency services using his/her personal cell phone by dialing **(202) 885-3636** or by using the Campus Emergency Call Box located between Reeves Field and tennis courts.

- During competition, the scorer's table will be designated as the "call station" to activate EMS. When emergency services are required during a home event the staff athletic trainer will make the call using a cell phone or instruct a member of the coaching staff to do so. Campus Security's emergency number is **(202) 885-3636**.

### **EMERGENCY EQUIPMENT:**

- For all in-season practices the staff athletic trainer will maintain the emergency equipment at the field in an area designated at the beginning of each practice.
- If an athletic trainer is not present, emergency equipment can be found in the athletic training facility located in Bender Arena (G-17).
- During competition the emergency equipment will be located behind the home team bench

### **ROLES OF FIRST RESPONDERS:**

1. Immediate care of injured or ill athlete
2. Emergency equipment retrieval
3. If needed, activation of EMS (ext. 3636)

### **EMS/CAMPUS SECURITY PHONE SCRIPT:**

Please use the following phone script when requesting emergency services:

Hello my name is \_\_\_\_\_ (State your Name). I am a(n) \_\_\_\_\_ (State your Title – i.e. ATC/Asst. Coach). I am calling from the \_\_\_\_\_ (State your Location). We have a suspected \_\_\_\_\_ (Describe the injury) that occurred \_\_\_\_\_ (Time since Injury) minutes ago and need emergency assistance. We have initiated \_\_\_\_\_ (Relay what has been done to assist the injured athlete).

Remain on the line and answer any questions the dispatcher has for you.

**STAY ON THE LINE UNTIL THE DISPATCHER ENDS THE CALL BY HANGING UP**

### **Phone Numbers**

Telephone numbers for overall communication:

- Sean Dash 202/885-3040
- Portia Resnick 202/885-3041
- Mike Kotelnicki 202/885-3101
- Carolynn Salsburg 202/885-3101
- Campus Security 202/885-3636
- Facilities:

Ed McLaughlin  
James Stevens

202/885-3075  
202/885-3070

### **Self-Study Item 4.3.7 – Student Welfare Issues**

**Using the program area checklist for student-athlete welfare issues, provide as Attachment No. 4: (a) Describe how the institution studies these topics as they apply to all student athletes; (b) Provide data demonstrating the institution’s commitment to these issues for all student-athletes; and (c) Explain how the institution will address these topics in the future for the welfare of all student-athletes.**

Evaluation -- The department has several procedures in place to evaluate the programs, activities and involvement of student athletes at American University. The athletics director conducts an exit interview with every student-athlete after he or she exhausts eligibility. The AD has the student-athlete complete an exit interview form, and also meets with the student-athlete on an individual basis. At the conclusion of the exit interviews, the AD compiles the data and meets with his or her senior staff and applicable head coaches. The purpose of this meeting is to identify the likes and dislikes the student-athletes expressed in their interview regarding their experiences at American University, receive feedback from the staff and discuss possible improvements.

Governance & Decision Making -- The Student-Athlete Advisory Board (SAAB) represents the second procedure in place to evaluate the student-athlete experience as well as serve as a mechanism for input into departmental decision making. The SAAB is comprised of a representative or two from each of the 19 varsity programs, as well as selected administrators in the department. The SAAB’s governance structure consists of an executive council, comprised of 5 elected members. These 5 student-athletes are chosen by the student-athletes in SAAB based upon their leadership roles both on and off the competition field, as well as based on their competitive season. The premise of having student-athletes in the leadership positions based on seasons helps to defray the responsibilities incurred as a result of being in season and holding such a demanding role. The responsibilities of planning events, and organizing the initiatives set forth by SAAB coupled with the rigors of competing and the academic requirements were thought to be too much for one person to manage, so an executive council was selected to help spread the responsibilities. The board meets once every three weeks and discusses various issues pertaining to student-athlete welfare; such as team progress updates, community service activities, facility issues, sports medicine issues, housing and academic life. SAAB’s responsibilities include sponsoring numerous events throughout the academic year, such as the AU Decathlon, a day-long athletic event open to the university community to help involve the community more with the department as well as the student-athletes. SAAB also sponsors several community service projects as well as the PROMISE Speakers Bureau, offering speaking and reading workshops at local grammar schools.

Programs & Activities -- The TALONS program addresses specific issues for student-athletes. Mandatory for all freshmen and first-year transfer students, it is designed to aid student athletes by addressing relevant topics in an interactive workshop format. The workshop series is facilitated by both academic and personal development counselors who present information and conduct group discussions on a wide variety of topics including sexual harassment, drugs/alcohol/sex education, study skills, life skills and various other topics relevant in today's societal pressures. These workshops are designed to help the first year and transfer student-athletes understand and cope with the academic, social, athletic and personal pressures related to either the transition from high school to college or from one college to another. The goal of the series is to provide new student-athletes with information and practical strategies to adjust to the increased demands and pressures of college academics, adapt to competitive NCAA Division I athletics, and develop life-long learning and personal development skills. The department also issues an annual handbook structured specifically towards the student-athletes' needs, covering departmental and university policies.

Another means of student-athlete involvement comes from serving on university committees, such as search committees, and student government event committees. The student-athletes at American University strive to be fully integrated members of the university community, as several student-athletes have served on committees that organized Midnight Madness, Homecoming and pep rallies. Student-athletes have served on departmental search committees over the last three years as well, for positions such as the Director of Athletics and the head women's basketball coach.

### **Self-Study Item 4.3.8 – Student-Athlete Handbook**

**Attach a copy of the institution's student-athlete handbook.**

Please see *Appendix 9*.

### **Self-Study Item 4.4.1 – Sportsmanship & Ethical Conduct**

**Explain how the institution is organized to further its efforts related to the sportsmanship and ethical conduct operating principle on the previous page and provide evidence that matters concerning sportsmanship and ethical conduct are monitored, evaluated and addressed on a continuing basis.**

The following statement is read two minutes before the beginning of every game at American University. "The NCAA, Patriot League and American University promote good sportsmanship by student-athletes, coaches

and spectators. We request your cooperation by supporting the participants and officials in a positive manner. Profanity, racial, sexist or other abusive comments or actions directed at officials, student-athletes, coaches or team representatives will not be tolerated and are grounds for removal from the arena. American University thanks you for your cooperation.” The Patriot League mandates that we read the statement to promote sportsmanship. It also serves as a disclaimer in order to remove any fans who officials, student-athletes, or coaches feel may be abusive. Additionally, the statement helps to draw a line between creative, competitive cheering and malicious taunting.

The individual responsible for handling all Patriot League sportsmanship issues, Jay C. Whipple (Assistant Athletics Director, Communications) recently left the university and his replacement, Shaun May, will now handle all of the sportsmanship issues with the conference.

This individual must report all instances of good and/or poor sportsmanship by student-athletes, coaches or administrators to the league office. The Patriot League has a code of conduct that is distributed to all member institutions which helps to define more clearly what the conference views as acceptable sportsmanship. The conference evaluates all of our sportsmanship issues, but deals with cases only if they become problems.

#### **Self-Study Item 4.4.2 – Sportsmanship and Ethical Conduct**

**Describe and attach a copy of the institution’s written policies and procedures on sportsmanship and ethical conduct, including sanctions that may be levied for inappropriate behavior.**

The 2002-2003 Student-Athlete Handbook is available as a reference. The following information has been gleaned from that document and previous handbooks. The only teams that currently have code of conduct/guidelines are Women’s Volleyball and Men’s Tennis.

- I. The primary source for rules, guidelines and behavior for student athletes is found in the NCAA Division I Manual. However there are three other sources at this institution:
  - A. The Athletic Department’s Student-Athlete Handbook, which states the institution’s expectations and regulations for ETHICAL conduct and RESPONSIBLE conduct. (Cf. sections I & II)
  - B. The American University’s Student Handbook

C. The Individual Athletic Program's code of conduct and/or guidelines as written or stated by the program's respective head coaches. (Cf. Volleyball Guidelines & Men's Tennis code)

## II. Team Discipline and Athletic Department

- A. The head coach has the responsibility and the prerogative to issue sanctions and to impose disciplinary action as he or she see fit, within the guidelines of the NCAA rules and regulations:
- For minor offenses this action can take the form of extra drills, loss of privileges and verbal reprimand
  - For serious offences this action can take the form of suspension from practice, suspension from competition, a written reprimand and probation (cf. written reprimand/probation)
  - For an egregious act a coach can expel a player from the team and/or recommend a termination of that player's grant-in-aid award
- B. The Athletic Department in the form of the Assistant Athletic Director supervising the coach, the Director of Compliance , and ultimately the Athletic Director (Tom George) have oversight over the sanctions mentioned in the above subsections. Typically, after discussion with an Assistant Athletic Director or the Athletics Director, the coach's recommendation will be followed.

MEN'S TENNIS CODE OF CONDUCT**AMERICAN UNIVERSITY TENNIS TEAM  
ARTICLES OF AGREEMENT***CITIZENSHIP, ACCOUNTABILITY, COMMITMENT, DISCIPLINE,  
RESPONSIBILITY, HONOR*

- I. I will comport myself on and off campus according to the highest standards of student citizenship.
- II. I will be accountable to my team members and coaches for my behavior on and off the court in as much as it affects the welfare of the team.
- III. I will, to the best of my ability, faithfully execute my 'team responsibilities'.
- IV. I will submit to the authority of the team, and seek to resolve any and all problems, conflicts and "issues" with the chain of command whenever possible.
- V. I realize that if I violate one or more of these articles. I will be subject to consequences, which will be determined by the head coach. These consequences may range from a verbal reprimand to a review of my grant-in-aid and/or termination of team membership.
- VI. I will cultivate and uphold the honor of the team as well as my own personal honor, according to the timeless code of conduct that is written on the hearts of all true warriors.

Therefore a victorious army first wins and then seeks battle; a defeated army first battles and then seeks victory.

-- Sun Tzu

I \_\_\_\_\_, hereby affirm that I have read, understand, and agree to make every effort to be true to the values of this team.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

Head Coach  
Assistant Coach  
Team Captains

### **Self-Study Item 4.43 – Educational Activities**

**Describe the institution’s educational activities/programs in the area of violence, abuse and harassment committed by student-athletes.**

The TALONS program stands as the primary program in the Department of Athletics which addresses critical issues for student-athletes. Mandatory for all freshmen and first-year transfer students, it is designed to aid student athletes by addressing relevant topics in an interactive workshop format. The workshop series is facilitated by both academic and personal development counselors who present information and conduct group discussions on a wide variety of topics including sexual harassment, drugs/alcohol/sex education, study skills, life skills and various other topics relevant in today's societal pressures. These workshops are designed to help the first-year and transfer student-athletes understand and cope with the academic, social, athletic and personal pressures related to either the transition from high school to college or from one college to another. The goal of the series is to provide new student athletes with information and practical strategies to adjust to the increased demands and pressures of college academics, adapt to competitive NCAA Division I athletics, and develop life-long learning and personal development skills.

In addition to the TALON program, the following student organizations and University departments provide educational programming around the issues of violence, abuse and harassment for students:

- **Fraternities and Sororities** – Greek governing councils sponsor programs focused on alcohol abuse, sexual assault, and violence all of which are open to the entire university community.
- **Residence Halls** – Hall Councils and staff sponsor educational programs for all residents that range from alcohol awareness, violence prevention and health/safety issues.
- **Counseling Center** – sponsors a “Being Your Best” workshop series that has included topics about body image, sexual decision making, and alcohol and club drugs, all of which are open to students.
- **Public Safety** – sponsors self-defense seminars and other workshops that address crime and violence prevention that are available to any student.

#### **Self-Study Item 4.44 – Educational Activities**

**Describe educational activities related to sportsmanship and ethical conduct for student athletes, coaches, support groups and all others associated with the intercollegiate athletics program.**

The associate athletic director provides the following opportunities and services for student-athletes: (please see *Appendix 10* and *Appendix 11*)

- Organizes workshops and schedules speakers to address areas of student-health and wellness as well as career opportunities. The subjects of these workshops and talks include behavioral and psychological/cultural issues. Behavioral issue addressed include: drinking, dating, gambling and nutrition. Psychological/cultural issues include sexual orientation, minority issues, eating disorders and spiritual growth.
- Disseminates information on awards, grants and postgraduate scholarship opportunities. This information is disseminated through coaches and flyers.
- Provides information on career counseling, workshops and job fairs. This information is disseminated through coaches.
- Provides disciplinary guidelines for academic misconduct and/or non-compliance.

#### **Self-Study Item 4.45 –Sportsmanship & Ethical Conduct Policies & Procedures**

**Describe the mechanisms the institution has in place to review and monitor the effectiveness of its sportsmanship and ethical conduct policies and procedures. Also, provide a brief description of incidents that have been reviewed through these mechanisms in the last three years.**

Members of the Patriot League have a strict sportsmanship code of conduct and a mechanism to both cite transgressions and to reward positive examples. The code of conduct and reports from previous years are located in *Appendix 12*. In addition, wording in the new coaching contracts (men's and women's basketball provided as examples) can also cite the expectation that they will adhere to the high standards of the university, abide by the rules, and guide their programs in conveying a positive image.

## **Self-Study Item 4.46 – Sportsmanship & Ethical Conduct**

**Describe specific incidents over the last three years that shed light on the institution’s commitment to the values of sportsmanship and ethical conduct.**

One indication of sportsmanship and ethical conduct is the absence of complaints against AU athletes, based on Patriot League “poor sportsmanship” incident reports (attached), which were accounts based on tournaments in which AU participated (but was not cited). AU’s former conference affiliation, the Colonial Athletic Association, did not do this in any formal way.

In addition to league reports, AU can cite examples of model behavior, well-roundedness, and sportsmanship. Just this season (fall 2002), women’s volleyball player Karla Kucerkova was named the University Division I Verizon Academic All-American Volleyball Player of the Year, in addition to being named Patriot League Player of the year in both the 2001 and 2002 seasons (as well as the 2001-2002 Patriot League Scholar of the Year). Vendula Kurcova, a three time All America selection for volleyball, was named the 1999 Woman of the Year for Washington, D.C., one of 51 students so honored with their state (district) award. Since the last selfstudy, women’s basketball player Mary Klima earned the Dean Ehlers Award from the Colonial Athletic Association (1998), the top conference honor that recognizes the highest standards of leadership, integrity, and sportsmanship through academic and athletics achievements. She also won the university’s annual President’s Award (1998), the top undergraduate student honor for all AU students, which is presented to the one student who demonstrates the best qualities of leadership, academic achievement, community service, and selflessness. Also in 1998, men’s basketball player Nathan Smith was an academic All-American selection as well as a Rhodes Scholar finalist for his home state.

### **Recommendations**

#### 1. Student Athlete Welfare. Operating Principle 4.3

The description and information provided in this report convey a number of programs and activities focused on student athlete welfare. Missing somewhat, however, is a more clear outline and coherent plan of action to ensure that all bases are covered and needs being met. A comprehensive inventory of programs and assessment of needs could be undertaken by the athletics department in coordination with campus life, working with student athletes through their representatives on SAAB. This effort could begin by fall semester 2003.

#### 2. Sportsmanship and Ethical Conduct. Operating Principle 4.4

In the area of team discipline and sanctions, AU athletics has performed well and is structured in such a way as to continue to perform well. Communication between coaches and the assistant AD's is regular and collegial, and coaches feel supported in their decisions and therefore often take the initiative in solving problems before they occur. While the institution has done a satisfactory job of promoting and maintaining a high level of conduct among student-athletes, a regular and comprehensive presentation of the institutions' policies and expectations could improve the student-athlete's appreciation of the importance of *responsible* and *ethical* conduct.

All three of these sources should be given to, and/or explained to all student-athletes in team-specific orientation at the beginning of every academic school year. This orientation should also be given at the beginning of the spring semester to students beginning in the spring semester. Attendance and participation in this orientation should be mandatory for all student-athletes and head coaches and all student-athletes should have to sign an affidavit in acknowledgement of their understanding of the institution's policies with respect to student-athletes. The athletics director and associate athletics directors could be assigned this responsibility, to begin by fall semester 2003.