

**AMERICAN UNIVERSITY
INSTITUTIONAL RESPONSE FROM THE FIRST SELF-STUDY
INTERNAL RECOMMENDATIONS**

GOVERNANCE SECTION

**1. Governance & Commitment to Rules Compliance – Institutional Mission --
The athletics program mission and goals should be given wider circulation in university publications such as the student handbook, university catalogue, and additional appropriate annual publications.**

Currently, the program mission statement is available in the university catalog and the athletics department policy manual; the mission statement has not been used in sports communications materials in previous years but will be more widely communicated in the future. A new mission statement for the department of athletics was written and approved in March 2002. It reflects and updates the department's new mission and goals, given that AU has changed athletic conferences and has had three different ADs in the past four years.

The department is considering additional measures, such as publishing the mission statement in the student handbook and university website for the athletics department and distributing it as part of recruitment and admissions information packets during student orientations and other student/parent events.

The athletic department's goals, as written for the 2001-2002 academic year are as follows:

- **Change AU to an academically distinctive and intensely engaged community.** Through our offerings of club sports, intramurals, and attendance at varsity events, we will engage the university community, including students, faculty, staff and friends, in athletics activities. Through a dedicated and concerted effort from coaches, staff and other university departments, we will continue the remarkable academic performance of our student-athletes as reflected in overall grade-point averages and receipt of Patriot League and national academic honors.
- **Launch a university-wide campaign to support academic priorities.** Continue to improve the Eagles Club golf outing and other Eagle Club

fundraising activities to increase scholarship and financial support. Continue to promote achievements and accomplishments of department student-athletes, staff, and administrators as they relate to the academic mission of the university and the capital campaign.

- **Advance service excellence through cross-divisional collaboration.** Continue constructive cooperation with other departments in pursuit of satisfying all internal constituencies. Continue efforts with academic departments to educate faculty on the role of athletics in the academic community and on the role of faculty in developing athletics and academic success for student-athletes.

2. Governance & Commitment to Rules Compliance – Presidential Authority, Governing Board -- No standing committee or other specially formed advisory board committee existed on the Board of Trustees to monitor athletics. It was recommended that this oversight responsibility be discussed as a possible function to be folded into the purview of an existing board committee.

The department of athletics, through the AD, reports to the vice president of development (VP); they meet (weekly) in formal meetings and frequently in informal meetings. The VP directly reports to the president, and through regular meetings, is able to keep the president abreast of departmental activities and especially those that require an executive decision. Major decisions would be made by or on approval from the president. The president keeps the Board of Trustees informed through regular meetings of the Board and through the Board's ad hoc committee on athletics. While no formal Board committee existed since the last certification, an ad hoc committee on athletics was formed in September 2000 to monitor and support athletics activities. This committee meets on a regular basis, receives updates from the president, the VP, and the AD (as appropriate) and has discussed at the past few meetings issues ranging from facility upgrades and replacement, recruitment of the past two ADs, membership in the Patriot League, and the NCAA recertification process. The faculty athletics representative (FAR) serves as a vital liaison for the athletics department to the university and appropriate organizations and off-campus bodies. Until fall 2002, the university senate committee on athletics serves as a consultative body as well, especially in academic matters as they affect the department of athletics or individual athletes; that role now has been assumed by the new University Council.

**3. Governance and Commitment to Rules Compliance -- Shared Responsibility --
A university philosophy has always been to integrate students into the mainstream. A university-wide athletics council would give appropriate constituencies an opportunity to provide input regarding the conduct of the athletics program. Such a council could be formed under the direction of the president and consist of representatives of the faculty, administration, students, staff, alumni, and community.**

While American University has not formed a “university-wide” athletics council, the university has (or had until recently) several vehicles in place to give constituencies an opportunity to provide input regarding the conduct of the athletics program.

Committee on Athletics of the University Senate (until June 1, 2002)

With the institution of a University Council (which includes faculty, staff, and student representation) and a Faculty Senate at AU earlier this year, athletics issues will now be addressed through these bodies. Before the creation of these two new bodies in 2002, a University Senate had a standing committee on athletics that was composed of and chaired by members of the faculty who were chosen by the senate and also included the AD, representatives of the Student Confederation and the Graduate Student Association, the director of health services, the assistant director of enrollment services, and the FAR. The committee dealt with matters of academic policies within the athletics program, maintenance of academic standards within the program, and the establishment of regulations that conform to the academic purposes of the educational institution and comply with the regulations of intercollegiate athletics. Specifically, the committee’s principal charges included the formulation and review of eligibility criteria for participation, review of the academic performance of program participants, and decisions on exceptional cases as submitted by the AD. A brief report on the year’s important actions and deliberations were filed with the chair of the senate each April.

Campus Life Council

Mandated by the university's strategic plan and established in 1998, the Campus Life Council, formerly the Committee on Student Life, is advisory to the vice president of campus life. The Campus Life Council promotes open communication among student leaders and administrators and effective collaboration on issues,

including athletics, identified by student leaders as affecting students and the quality of campus life or those on which the administration seeks student input.

The council co-chairs are the Student Confederation and the Graduate Student Association presidents. The co-chairs work with the vice president of campus life to formulate the council's agenda, prepare materials for meetings, and communicate with members between meetings. The council's views and recommendations are advisory to the vice president of campus life and through her to the other officers of the university.

Other Examples

The following are examples of constituencies outside athletics that interact with the department. Many of our external programs are run outside of athletics to ensure an independent perspective and input.

- Pep Band – A student-run organization reporting to the athletics department, the pep band is an official ensemble of the performing arts department and under that department's supervision.
- Dance Team – The dance team, which performs at indoor athletics events, reports to the athletics department and is also an official ensemble under the supervision of the performing arts department.
- Michael Trilling Endowed Scholar – A non-athletics department student is named the Michael Trilling Endowed Scholar and serves as part of AU's sports communications department. This independent study program is under the direction of the school of communication.
- Student Road Trips – It is a policy of the athletic department that staff representatives from the office of campus life accompany all athletics department-sponsored off-campus student spirit trips, providing professional experience and oversight.
- Internships – The athletics department works with the career center and its experiential learning area to develop an ongoing program of internships for athletics marketing, communications, intramurals, and strength and conditioning. Interns come from the school of communication, the Kogod school of business, and the health and fitness program.

- Co-Promotion – The athletics department co-promotes several events with other areas of the campus community, including: Homecoming (with the Student Confederation, office of development, and alumni affairs); Midnight Madness (Student Confederation); and “Fill Bender” (student housing and Student Confederation).
- Video Production – Athletics and the School of Communication (SOC) have partnered on an independent study course where SOC students, under the supervision of both athletic communications and an SOC professor, produce video content for the broadcast of athletics events, the Bender Arena video board, aueagles.com, and other usages.

4. Governance and Commitment to Rules Compliance – Compliance Responsibilities Outside Athletics -- No comprehensive written policies or procedures existed that outlined compliance responsibilities outside Athletics. The informal network that existed should be replaced with a formal, written policy. Responsibilities relevant to NCAA compliance should be written into specific position descriptions in the various university departments that have a role in compliance. The Athletics Director for compliance should identify the appropriate positions and provide supervisors with descriptive language.

The informal network at the time of the first self-study and certification consisted of representatives from the department of athletics; representatives from the deans’ offices of the five undergraduate colleges and schools, representatives from the registrar’s office, and representatives from the offices of admissions and financial aid. The network has been formalized, with detailed job responsibilities specific to NCAA compliance allocated. The network has also expanded. The academic support center and international student services are now represented in the network.

The primary responsibility for student-athlete academic support has been transferred to the academic support center, where an academic support counselor serves as the coordinator for student-athlete academic support. This academic support counselor has job responsibilities that include working to ensure proper enrollment for participation as well as anticipating satisfactory progress issues with respect to meeting all portions of satisfactory progress: credits earned during the most recent academic year; credits earned during the regular academic year versus during the

summer terms; declaration of major; percentage of degree requirements; and minimum grade-point average standards.

International student services (ISS) has taken on the responsibility of verifying the financial need of non-resident alien (also known as international) student-athletes who are seeking to take advantage of the NCAA special assistance fund. Through the 2001-02 academic year, the ISS director has met with interested international student-athletes and verified their financial need, taking into account compliance with NCAA rules and with INS and other federal regulations regarding financial support required to grant and maintain appropriate visa status. Beginning with the start of the 2002-03 academic year, the assistant to the ISS director will do the initial intake and review of financial status for international student-athletes who are interested in taking advantage of the special assistance fund. The ultimate approval authority for international student-athlete usage of the special assistance fund will remain with the ISS director.

Athletically Related Job Descriptions for the Following Offices are Listed:

OFFICE OF THE REGISTRAR

The University Registrar shall designate a member of the registrar's staff to be the athletics department liaison who shall maintain an active understanding of the NCAA rules pertaining to the daily and continuing eligibility of student-athletes. The liaison shall be charged with:

- ensuring that student-athletes identified by the athletics department are properly coded each semester in the student enrollment system;
- ensuring that student-athletes are prevented from dropping courses that would place the student-athlete below NCAA minimum enrollment requirements.
- maintaining permanent records for student-athletes;
- providing early warning reports for all student-athletes receiving those reports to the athletics department;
- providing information related to the compilation of NCAA- and federally-required information, particularly the graduation rates disclosure form (NCAA) and GRS-I (federal); and:

producing reports that:

- identify student-athletes who have not declared a major after competing 48 credit hours or their second academic year;

- allow the designees of the deans' offices to evaluate satisfactory progress certification, and
- assist the office of information technology with the development and implementation of computer programs, reports and other information which assists in the monitoring of eligibility matters on a daily basis.

ADMISSIONS OFFICE

AU's entry into the Patriot League was an active choice to voluntarily strengthen the academic standards for student athletes, and has entailed the following:

- That any prospective athlete can not have a Patriot League academic index more than two standard deviations below the mean;
- To recruit no JUCO transfer without presidential approval;
- That no domestic, recruited student-athlete transfer will be admitted without at least a 2.5 GPA.

The director of admissions shall designate a member of the admissions office staff to be the athletics department liaison who shall maintain an active understanding of the NCAA rules pertaining to freshman and transfer eligibility. The liaison shall be charged with:

- reviewing the records of prospective student-athletes to determine the prospect's likelihood of admissibility;
- monitoring the status of prospective student-athletes applications to the university;
- evaluating transfer student-athletes' transcripts to determine admissibility to the university and eligibility to practice, compete and receive athletically-related financial aid;
- evaluating the records of prospective international freshman and transfer student-athletes for admissibility to the university; and
- sending records of enrolled student-athletes to the NCAA Initial-Eligibility Clearinghouse when necessary.

DEAN'S OFFICES

The deans of the respective colleges, schools, and departments, or their designees, shall designate an administrator within the college, school or department to be the athletics department liaison who shall maintain an active understanding of applicable NCAA rules and shall know well the curricula in their respective colleges and schools. The liaison shall be charged with:

- working with all student-athletes, particularly incoming freshmen and transfer student-athletes, to construct academic schedules that will allow those student-

- athletes to attend all practices without missing classes and to attend games and matches while missing as few classes as possible;
- certifying satisfactory progress requirements for continuing student-athletes and applicable transfer student-athletes;
 - ensuring that all student-athletes enroll in academic courses applicable to their undergraduate degree programs;
 - approving all off-campus summer courses taken by student-athletes; and
 - maintaining all academic records of student-athletes within their college or school.

PATRIOT LEAGUE COMMITTEES

As part of the Patriot League policy, several entities outside of AU athletics play an active role. American University is represented on the Patriot League President's Council by the AU president (Benjamin Ladner); on the Admission and Financial Aid Committee by the director of admissions (Sharon Alston); and the director of financial aid (Brian Lee Sang).

American University is represented on the Patriot League Policy Committee by Dr. Myron Roomkin, dean of AU's Kogod School of Business. Dr. Roomkin also serves on AU's internal Patriot League Policy Committee and is joined on that committee by:

- Tom George – director of athletics
- (Vacant as of 12/12/02) -- assistant director for athletics compliance
- Al Checcio – vice president of development
- Sharon Alston – director of admissions
- Hisham Khalid – assistant general counsel

4. Governance and Commitment to Rules Compliance – Rules Compliance/Accountability -- Coaches should meet monthly to review and discuss rules with the compliance coordinator.

Coaches meetings called by the athletics director occur approximately bi-monthly and include updates of new legislation by the assistant athletics director of compliance. From the initial certification decision through summer 2000, the compliance coordinator met monthly with coaches to review and discuss rules. Those discussions took place at monthly coaches meetings and covered both new rules and rules pertinent to the portion of the academic year during which the meetings were taking place.

Since May 2000, coaches have had individual sport program meetings with the compliance coordinator regarding rules, including a department-wide meeting each spring in preparation for the annual off-campus recruiting exam. These meetings

occur on an irregular basis and can prompt broader discussion during department-wide coaches meetings, in which rules are discussed.

In addition, the compliance coordinator began bi-weekly e-mail updates on a number of topics, including NCAA rules, which prompt discussion of rules via e-mail, phone and impromptu meetings and rules requests. The department of athletics has discontinued full departmental staff meetings and has replaced those meetings with meetings of the head coaches. The compliance coordinator continues to discuss pertinent rules at those meetings.

ACADEMIC INTEGRITY SECTION

1. Academic Integrity – Funds -- Additional funds should be requested to pay for tutoring in individual courses for all student athletes; the reporting of mid-term grades for all freshmen and others experiencing academic difficulty should be required, and Senate requirements for reporting mid-term grades should be strengthened to conform with the above. Also, ways to strengthen the faculty team advisor program should be considered.

(a) Additional funds should be requested to pay for tutoring in individual courses for all student-athletes.

Availability: Course content tutors are available on request by any student-athlete. There are no restrictions to the number of hours or tutors available to each student-athlete. For AY 00-01, 66 tutors were requested and 1,028 hours of tutoring were provided for student-athletes. Based on the average expenditures for tutoring in AY 99-00 and AY 00-01, \$12,000 was allotted for tutors for AY 01-02. An additional \$3,000 was allotted to the tutor fund in fall 01 to finance a proctor/tutor for the men's basketball study hall. Tutors are available for all student-athletes and are available not only to students in academic distress, but also to students who want to raise their grade from a "B" to an "A."

To obtain a tutor: Student-athletes requesting tutors contact the coordinator of the academic support program who provides names and telephone numbers of peer tutors in that subject area. The coordinator relies primarily on the current list of tutors from tutoring services in the academic support center (MGC 243), a service available to all AU students. The tutoring services coordinator screens tutors for expertise and provides tutor training. The ASP coordinator in athletics documents all requests for

recordkeeping in the academic support center (*Appendix 12*). To obtain a tutor, student-athletes call potential tutors and arrange to meet the tutor of their choice at a convenient time (*Appendix 13*).

Payment for tutors: After tutors conduct sessions with student-athletes, they turn in a tutor payment form to the ASP coordinator for verification of hours. The athletics business office processes payment (*Appendix 14*). Tutors for student-athletes are paid at the same rate as for all other students, currently \$10 for undergraduate tutors and \$12 for graduate tutors.

(b) The reporting of mid-term grades for all freshmen and others experiencing academic difficulty should be required.

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 (*Appendix 15*).

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 (i.e., weekly meetings with an ASP counselor), or referrals to other campus resources (e.g., professors, teaching assistants, the writing center, the mathematics and statistics tutoring lab, etc.)

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, the coordinator of the ASP receives early warning notices from the office of the registrar during the midterm period (weeks 4-6). Any 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 spring 2003.

(c) Senate requirements for reporting mid-term grades should be strengthened to conform with the above.

Academic Regulations, 25.10.08 Submission of Grade Reports includes: "Faculty are expected to report mid-term warnings for any student registered in an undergraduate-level course whose progress in the course is unsatisfactory due either to academic performance or non-attendance in class. Mid-term warnings conveyed by the course instructor to the Registrar will be reported to students and their teaching units." *Senate action, April 2000. Provost approval, May 2000.*

(d) Ways to strengthen the faculty team advisor program should be considered.

The faculty team advisor program (FTAP) was initiated in fall 1994. According to a 1997-98 student-athlete handbook, faculty team advisors were volunteers who would give student-athletes academic and career counseling. They were chosen because of their interest in helping student-athletes integrate academics and athletics. The advisors were to help create a bridge with other faculty members, and they were strong advocates of the athletics program.

With changes in staffing in athletics between June 1997 and February 1999, the FTAP struggled for direction as a group. Women's volleyball, women's lacrosse, women's tennis, and men's soccer were among the more successful teams in implementing the FTAP. Nina Roscher, department of chemistry, became faculty athletics representative (FAR) to the NCAA in 1999, and efforts were made during the following two years to enlist other faculty to be team advisors in the FTAP. With Dr. Roscher's death in 2001, Robert Karch, department of health & fitness, became the FAR. The FTAP currently has eleven of our thirteen head coaches with faculty representatives.

Efforts will continue to initiate more interaction between the teams, coaches, and faculty through a luncheon series and to identify faculty to serve in the FTAP.

EQUITY SECTION

1. Commitment to Equity – 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 to be commensurate with the proportion of women undergraduates.

American University's first self-study included a comprehensive Equity Plan (*Appendix 16*), which outlined AU's objectives and specific strategies for achieving fair and equitable treatment of female and male student athletes of all races and ethnic groups. The plan specifically stated that the university would increase participation opportunities for women and provide more playing slots on the existing women's teams to achieve a female/male participation that mirrors the undergraduate student enrollment. Furthermore, regarding scholarship opportunities, to facilitate participation opportunities that reflect the percentage of female undergraduate enrollment, the university will increase the scholarship allotment for women athletes.

A four-year plan was designed and implemented to achieve these results. Beginning with FY 97 and continuing through FY 00, additional base funding was infused into women's athletics; specifically, this included total additions to the scholarship budget (\$465,112); operations budget (\$61,308); recruitment budget (\$41,520); tutoring (\$10,000); graduate assistant trainer (\$17,895); and women's soccer coach/partial addition (\$14,911). Additional funding was also targeted for men's and women's basketball and a shared promotions position.

According to data submitted to comply with the NCAA gender equity survey (2001), the total university undergraduate enrollment included 61.8% female and 38.2% male. The number of participants included 57.4% female and 42.6% male. Women's teams accounted for 48.7% (\$254,095) of the operating expense, while men's teams accounted for 51.3% (\$267,588) of the operating expense.

Men's teams accounted for 53.4% (\$49,482) of the recruiting expenditures, and women's teams accounted for 46.6% (\$43,124). Regarding athletically related student aid, male athletes accounted for 42% (\$1,433,595) of student-athlete aid, and women athletes accounted for 58% (\$1,983,027).

To summarize, after the first five years of the equity plan, major increases in female participation opportunities and resources committed to women's varsity

athletic teams have been made. Nineteen full grants-in-aid have been added to the women's athletics scholarship budget during the past four years. The percentage of athletics aid awarded to female student-athletes has increased from 46% in 1996-97 to 58% in 2000-01. The university's goal was to mirror enrollment percentages by 2001-02. Also as part of the equity plan, significant resources have been allocated to the overall recruiting and operating budgets for women's sports, which has resulted in increases in recruiting and operating expenditures for women's sports.

2. Commitment to Equity – Minorities -- Minorities – Diversity in the pool of potential student-athletes should continue to be sought.

The following tables demonstrate the diversity of AU student-athletes.

Student-Athlete Population (2002-2003)

Male	112	45.0%
Female	137	55.0%

Student-Athlete Ethnicity

	Male	Female
Caucasian	73.2% (82)	68.6% (94)
Domestic Minority	16.1% (18)	16.1% (22)
Black	7.1% (8)	8.8% (12)
Hispanic	6.3% (7)	2.2% (3)
Asian/Pacific Isl.	0.9% (1)	2.9% (4)
Native American	0.9% (1)	0.8% (1)
Other	0.9% (1)	1.5% (2)
Non-Resident Alien	10.7 % (12)	15.3% (21)
Total	100.0% (112)	100% (137)

Student-Athlete Population (2001-2002)

Male	101	44.1%
Female	128	55.9%

Student-Athlete Ethnicity

	Male	Female
Caucasian	70.3% (71)	68.8% (88)
Domestic Minority	16.7% (17)	14.8% (19)
Black	10.9% (11)	7.8% (10)
Hispanic	4.0% (4)	3.9% (5)
Asian/Pacific Isl.	0.9% (1)	1.6% (2)
Native American	0.0% (0)	0.8% (1)
Other	0.9% (1)	0.8% (1)
Non-Resident Alien	12.9% (13)	16.4% (21)
Total	99.9% (101)	100% (128)

Student-Athlete Population (2000-2001)

Male	105	42.3%
Female	143	57.7%

Student-Athlete Ethnicity

	Male	Female
Caucasian	59.0% (62)	65.7% (94)
Domestic Minority	22.9% (24)	15.4% (22)
Black	14.3% (15)	6.2% (9)
Hispanic	5.7% (6)	4.2% (6)
Asian/Pacific Isl.	2.9% (3)	2.8% (4)
Native American	0.0% (0)	0.7% (1)
Other	0.0% (0)	1.4% (2)
Non-Resident Alien	18.1% (19)	18.8% (27)
Total	100% (105)	100% (143)

3. Commitment to Equity – Staff and Coaches -- Additional female and minority staff and coaches should be employed, as employment opportunities and qualified applicants become available.

Staff Profile (percentage of overall staff; 2001-2002)

	Male	Female
Caucasian	43.3% (26)	28.3% (17)
Domestic Minority	13.3% (8)	11.7% (7)
Non-Resident Alien	3.3% (2)	0% (0)
Total	59.9% (36)	40% (24)

Staff Profile (percentage of overall staff; 2000-2001)

	Male	Female
Caucasian	42.4% (28)	24.2% (16)
Domestic Minority	9.1% (6)	9.1% (6)
Non-Resident Alien	12.1% (8)	3.0% (2)
Total	63.6% (42)	36.4% (24)

Professionals Employed by Institutional Departments of Athletics
2002-2003

(Note: Please include all full-time non-clerical employees, noting women and minorities. Full-time interns should be included under "Support Staff." Part-timers should only be included if they are head coaches.)

Institution: American University
 Completed by: David Storm

	Minority and/or Female *	Title and Responsibilities (Note: Please indicate all responsibilities if the individual serves in more than one capacity.)
Administrators (AD, Assoc. AD, Asst. AD, SWA, Directors, Assistant Directors, etc.)	1. _____ 2. _____ 3. <u> F </u> _____ 4. _____ 5. <u> F </u> _____ 6. _____ 7. <u> F </u> _____ 8. _____ 9. _____ 10. <u> F </u> _____ 11. <u> M </u> _____	__ Athletic Director _____ __ Assistant Director of Athletics, Business _____ __ Associate Director of Athletics/SWA _____ __ Assistant Director of Athletics, Marketing _____ __ Academic Support Coordinator _____ __ Assistant Director of Athletics/Facilities _____ __ Intramurals & Recreation Director _____ __ Associate Director of Athletics, Compliance & Administration __ Assistant Director of Athletics, Communications _____ __ Marketing and Sales Associate I _____ __ Marketing and Sales Associate II _____

Coaches (Full-Time Head Coaches and Assistant Coaches or Part-Time Head Coaches)	1. <u> M </u>	<u> Men's Tennis Coach </u>
	2. <u> F </u>	<u> Assistant Swimming Coach </u>
	3. <u> </u>	<u> Women's Soccer Coach </u>
	4. <u> </u>	<u> Track and Cross Country Coach </u>
	5. <u> </u>	<u> Golf Coach </u>
	6. <u> F </u>	<u> Assistant Field Hockey Coach </u>
	7. <u> F </u>	<u> Women's Tennis Coach </u>
	8. <u> </u>	<u> Head Swimming & Diving Coach </u>
	9. <u> </u>	<u> Assistant Men's Basketball Coach </u>
	10. <u> F </u>	<u> Women's Lacrosse Coach </u>
	11. <u> </u>	<u> Assistant Wrestling Coach </u>
	12. <u> </u>	<u> Women's Volleyball Coach </u>
	13. <u> </u>	<u> Assistant Women's Soccer Coach </u>
	14. <u> MF </u>	<u> Women's Basketball Coach </u>
	15. <u> M </u>	<u> Assistant Men's Basketball Coach </u>
	16. <u> </u>	<u> Field Hockey Coach </u>
	17. <u> </u>	<u> Men's Basketball Coach </u>
	18. <u> MF </u>	<u> Assistant Women's Basketball Coach </u>
	19. <u> </u>	<u> Assistant Men's Soccer Coach </u>
	20. <u> F </u>	<u> Assistant Women's Tennis Coach </u>
	21. <u> </u>	<u> Assistant Men's Basketball Coach </u>
	22. <u> F </u>	<u> Assistant Women's Lacrosse Coach </u>
	23. <u> F </u>	<u> Assistant Women's Soccer Coach </u>
	24. <u> </u>	<u> Assistant Men's Soccer Coach </u>
	25. <u> </u>	<u> Assistant Track & Cross Country Coach </u>
	26. <u> F </u>	<u> Assistant Field Hockey Coach </u>
	27. <u> MF </u>	<u> Women's Basketball Assistant </u>
	28. <u> </u>	<u> Men's Soccer Coach </u>
	29. <u> F </u>	<u> Assistant Women's Lacrosse Coach </u>
	30. <u> M </u>	<u> Assistant Men's Tennis Coach </u>
	31. <u> M </u>	<u> Assistant Women's Basketball Coach </u>
	32. <u> </u>	<u> Assistant Swimming Coach </u>
	33. <u> F </u>	<u> Assistant Volleyball Coach </u>
	34. <u> </u>	<u> Wrestling Coach </u>

Professionals Employed by Institutional Departments of Athletics

(2001-2002)

(Note: Please include all full-time non-clerical employees, noting women and minorities. Full-time interns should be included under "Support Staff." Part-timers should only be included if they are head coaches.)

Institution: American University

Completed by: David Storm

	Minority and/or Female *	Title and Responsibilities (Note: Please indicate all responsibilities if the individual serves in more than one capacity.)
<p>Administrators (AD, Assoc. AD, Asst. AD, SWA, Directors, Assistant Directors, etc.)</p>	<p>1. _____ 2. _____ 3. <u> F </u> _____ 4. _____ 5. <u> F </u> _____ 6. _____ 7. <u> M </u> _____ 8. _____ 9. _____</p>	<p>__ Athletic Director _____ __ Assistant Director of Athletics, Business _____ __ Associate Director of Athletics/SWA _____ __ Assistant Director of Athletics, Marketing _____ __ Academic Support Coordinator _____ __ Assistant Director of Athletics/Facilities _____ __ Intramurals & Recreation Director _____ __ Associate Director of Athletics _____ __ Assistant Director of Athletics, Communications _____</p>

Coaches (Full-Time Head Coaches and Assistant Coaches or Part-Time Head Coaches)	1. <u> M </u>	<u> Men's Tennis Coach </u>
	2. <u> F </u>	<u> Assistant Swimming Coach </u>
	3. <u> </u>	<u> Women's Soccer Coach </u>
	4. <u> </u>	<u> Track and Cross Country Coach </u>
	5. <u> </u>	<u> Golf Coach </u>
	6. <u> F </u>	<u> Assistant Field Hockey Coach </u>
	7. <u> F </u>	<u> Women's Tennis Coach </u>
	8. <u> </u>	<u> Head Swimming & Diving Coach </u>
	9. <u> </u>	<u> Assistant Men's Basketball Coach </u>
	10. <u> F </u>	<u> Women's Lacrosse Coach </u>
	11. <u> </u>	<u> Wrestling Coach </u>
	12. <u> M </u>	<u> Assistant Women's Volleyball Coach </u>
	13. <u> </u>	<u> Women's Volleyball Coach </u>
	14. <u> F </u>	<u> Assistant Women's Soccer Coach </u>
	15. <u> MF </u>	<u> Women's Basketball Coach </u>
	16. <u> M </u>	<u> Assistant Men's Basketball Coach </u>
	17. <u> </u>	<u> Field Hockey Coach </u>
	18. <u> </u>	<u> Men's Basketball Coach </u>
	19. <u> MF </u>	<u> Assistant Women's Basketball Coach </u>
	20. <u> </u>	<u> Assistant Men's Soccer Coach </u>
	21. <u> F </u>	<u> Assistant Women's Tennis Coach </u>
	22. <u> </u>	<u> Assistant Men's Basketball Coach </u>
	23. <u> F </u>	<u> Assistant Women's Lacrosse Coach </u>
	24. <u> F </u>	<u> Assistant Women's Soccer Coach </u>
	25. <u> M </u>	<u> Assistant Men's Soccer Coach </u>
	26. <u> F </u>	<u> Assistant Track & Cross Country Coach </u>
	27. <u> F </u>	<u> Assistant Field Hockey Coach </u>
	28. <u> MF </u>	<u> Women's Basketball Assistant </u>
	29. <u> </u>	<u> Men's Soccer Coach </u>
	30. <u> F </u>	<u> Assistant Women's Lacrosse Coach </u>

4. Commitment to Equity – Minority Opportunities -- The Department of Athletics should be encouraged to maintain and extend its commitment towards equitable opportunities for women and minorities.

The human resources office and the provost's office are the chief university offices responsible for oversight of these issues, including the department of athletics. The following statement is circulated annually to the campus community by those offices:

“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, sexual identity and expression, disability, and any other basis 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 (408 Butler Pavilion, x3300).

In addition to the preceding non-discrimination policies, the university has procedures for sexual harassment complaints. 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 (*Appendix 17*).

5. Commitment to Equity (Student Athlete Welfare) – Data Need -- Data should be gathered on the perception of some students that they had to modify their academic program because of athletics time commitments.

Gathering data on this perception proved elusive, since it was an undocumented “perception” of seven years ago. Nevertheless, the following describes mechanisms in place to track the athletes’ impressions.

Student-athlete exit interviews are conducted by the university’s AD. 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 (Equity, Welfare and Sportsmanship *Appendix 6*). Student responses to these questionnaires were sporadic, and few documented records exist. Mr. McElroy’s primary method of obtaining athletics-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 questionnaires are on file in the athletics department. Because Mr. Radakovich’s departure was unexpected, 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 months of December 2001 and May 2002. The athletes

were informed of this interview by their coaches and were encouraged to attend.

The form (Equity, Welfare and Sportsmanship *Appendix 6*) was abandoned in favor of a contact information sheet (Equity, Welfare and Sportsmanship *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 athletics department also uses this process to begin to connect to these seniors as new alumni. A complementary Eagles Club (Equity, Welfare and Sportsmanship *Appendix 8*) membership is offered to them.

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; and (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 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.

Through all three of these vehicles, exit interviews, SAAB, and TALONS, no student-athlete has indicted a problem with his or her role as a student-athlete interfering with academic progress. In fact, exit interviews cited the benefit that the discipline required for intercollegiate athletics enhanced their academic performance.

6. Commitment to Equity – Student Health Center -- Role of the Student Health Center should be expanded to provide support services to athletes and a stronger working rapport established to address needs of athletes.

The relationship between athletics training and the student health center (SHC) has seen clear signs of improvement in the level of cooperation between the two departments, despite the fact there have been three different athletic trainers since the last self-study. Several key improvements to services and programs resulted because of this new level of cooperation:

- Enhanced health and wellness education program called *TALONS* offered every Monday evening during the fall semester for all freshman and transfer athletes. Some of the program's topics include drugs, alcohol, nutrition, eating disorders, and relationships.
- Improved orientation for new coaches and athletes on immunization and insurance issues. Athletics collects both the immunization and insurance waiver forms as part of the orientation for student-athletes and forwards them to the SHC.
- Promotion of the AU HELP system, a coordinated effort among residence life staff, public safety, DC emergency medical services,

contract taxi services, and two nearby hospitals to provide medical care when the SHC is closed.

- A certified athletics trainer is required to contact the SHC whenever a student-athlete is referred for care. This is a change from the previously established protocol for referrals and is designed to provide all of the necessary information to the SHC staff member. If a staff member is not available, the student-athlete is supplied with a written report detailing the current findings and a special request from the athletics training staff. It is also strongly encouraged that the staff member leave a voice or e-mail message with the director of the SHC detailing the student-athlete's condition.
- American University athletics training is a participating site in the Uniformed Services University Hospital Systems – Sports Medicine Fellowship program. As part of the program, American University athletics training staff and student-athletes have access to a board-certified family practice physician completing a specialization in sports medicine. This physician is familiar with the current standard of care for an athletics population as recommended by the board of family practice physicians, ACSM, and NCAA. The demands of athletics participation require this additional athletics standard of care as the SHC is not intended to be an athletics medical facility.

Despite the aforementioned progress made in the last few years, there are additional areas that need improvement:

- It is recommended that additional health and wellness programming be developed for sophomore, junior, and senior athletes. Outside of the freshman and transfer *TALON* program, there currently is no formal health and wellness programming in place for athletes. Suggested program topics include alcohol, drugs, relationships, and nutrition.
- It is recommended that an improved protocol for basic services, including in-house labs, blood draws, or urinalysis be developed in order to provide a seamless level of service for the student-athlete.
- The SHC is designed to treat the medical problems of the general student population, not the specific needs of student-athletes for specialized care. For this reason it is not recommended that athletics and the SHC dramatically change the current level of interaction. Improved use of the e-mail and voice-mail systems will play a major roll in streamlining interactions between the two departments in the future.

- Athletics will continue to use the SHC as a resource for access to care providers in the area and as the primary provider of general medical care for student-athletes covered by the student insurance policy. The athletics training department is committed to looking for new ways to increase our utilization of and improve our working relationship with the SHC.

7. Commitment to Equity – Course Content Tutoring -- Course content tutoring should be available for athletes.

Availability: Course content tutors are available on request by any student-athlete. There are no restrictions to the number of hours or tutors available to each student-athlete. For AY 00-01, 66 tutors were requested and 1,028 hours of tutoring were provided for student-athletes. Based on the average expenditures for tutoring in AY 99-00 and AY 00-01, \$12,000 was allotted for tutors for AY 01-02. An additional \$3,000 was allotted to the tutor fund in fall 01 to finance a proctor/tutor for the men's basketball study hall.

To obtain a tutor: Student-athletes requesting tutors contact the coordinator of the ASP who provides names and telephone numbers of peer tutors in that subject area. The coordinator relies primarily on the current list of tutors from tutoring services in the academic support center (MGC 243), a service available to all AU students. The tutoring services coordinator screens tutors for expertise and provides tutor training. The ASP coordinator in athletics documents all requests for recordkeeping in the academic support center. To obtain a tutor, student-athletes call potential tutors and arrange to meet the tutor of their choice at a convenient time.

Payment for tutors: After tutors conduct sessions with student-athletes, they turn in a tutor payment form to the ASP coordinator for verification of hours. The athletics business office processes payment. Tutors for student-athletes are paid at the same rate as for all other students, currently \$10 for undergraduate tutors and \$12 for graduate tutors.

8. Commitment to Equity – 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.

The following was provided by the office of athletics communications to answer this question.

Mission Statement — The mission of the office of athletics communications is to promote the opportunities for leadership and personal growth that can be achieved through participation in the varsity athletic programs at American University as part of the entire university experience.

The primary focus of the office will be on the student-athletes who exemplify AU's dedication to helping young men and women achieve their full academic, social and personal potential. The office will also focus on team promotion to enhance the academic stature of the university and hold up both the academic and the co-curricular as learning experiences.

Promoting the opportunities available to American University students and the accomplishments of the university's student-athletes will be consistent with, and integrated as part of, the university's broader coordinated, campus-wide, pro-active communications strategy.

Yearly Plan – Each athletics program at American University receives a coordinated effort from the office of athletics communications to promote, publicize, and generate recognition of its accomplishments and accolades. Every program is represented with a direct contact from the office of athletics communications in an effort to maximize effort and quality of work. The contact is thereby in charge of that sport's publicity and promotion, while also serving as an intermediary between the head coach/student-athletes and outside outlets (media, constituents, etc.) when applicable. Each member of the office of athletics communications will oversee the promotion of three or four sports.

Each program receives a high-quality recruiting/media guide (four-color covers), in addition to its extensive personal home page on AUEagles.com, the official athletics site of American University. Within that home page, each sport has detailed biographies for every student-athlete listed on its roster, a complete schedule with updated results, pertinent statistics, and game- and news-related feature stories.

In addition, media releases/advisories are distributed on a regular basis to local, regional, and national outlets to publicize the accomplishments and accolades of each sport at American University. Included in those are sport-specific outlets (e.g., PlanetFieldHockey.com for the sport of field hockey; InterMat.com for

wrestling) that will generate additional coverage and promotion for sports that do not receive adequate attention from “mainstream” news outlets.

**9. Commitment to Equity – Assess how the training staff is deployed-
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.**

The head athletic trainer prioritizes team coverage based on numerous factors, one of which is the overall practice injury rate for each sport as published by the NCAA using the injury surveillance system data. The data is collected annually by the NCAA to track the number and severity of injuries in several male and female sports. The practice injury rate summary gives the overall probability of injury during practice; the higher the probability of injury, the higher the priority for medical coverage.

Second, the overall game injury rate is analyzed, again using the data provided through the NCAA-ISS. The higher the game injury rates, the higher the priority for medical coverage. This information is important when it comes time to assign coverage for away events.

The third consideration is staff availability. The staff includes four athletics trainers, and there are 14 teams to attend to. The head athletics trainer feels that each member of his staff needs one day off during the week– which is essential for maintaining good mental and physical performance. Coupling the requirement for time off with 19 different practice, competition, and travel schedules becomes challenging to keep every event covered.

Finally, the in-season events against out-of season/non-traditional events become a factor as well. Priority is given to sports that are currently competing in their championship season when making coverage decisions, then factoring in injury rates. When an out-of-season practice is scheduled at the same time as an in-season practice, the certified athletics trainer will be in attendance at the team practice that is in season -- but would be available for both teams.

Athletics training room rules are included in the Equity, Welfare and Sportsmanship report section 4.3.5 and provide more information on the department’s operations.